



K-12 PHYSICAL EDUCATION CURRICULUM ADOPTION PROPOSAL (CAP) REPORT

History of Physical Education Programming

Elementary

Elementary physical education has been taught by physical education specialists with typically one teacher at each site. When Northwinds was built, an additional physical education teacher was hired. The amount of time that students receive physical education varies among the schools and from year to year. The Physical Essentials curriculum was loosely followed in the past, with individual teachers supplementing with their own choice of activities. Approximately eight years ago, we moved to having a core of 80 percent common curriculum and 20 percent teacher choice of activities.

In 2007, a Specialist Programming Task force was convened by the school board with parents and community members to study specialist options. At that time one of the recommendations from the task force was that all students in grades one and two receive twenty-five minutes of physical education instruction daily. They also recommended that students in grades three through five receive 50 minutes every other day. No changes were made to the elementary physical education programming as a result of the task force's recommendations.

Beginning with the 2012-2013 school year, the district physical educators elected to begin using FitStats to record, monitor and use fitness test data to track student's fitness throughout their BHM school experience. The elementary schools piloted the fitness software. Fitness results were sent to students and parents twice yearly. This data was used to set fitness goals for the year. Parents reported that they found the results valuable. The physical education staff was able to use the data to drive instruction.

Within the last few years, the elementary specialists have built common assessments that are used throughout the district. For at least the last ten years, some specialists have needed to travel between sites to meet scheduling needs. During the 2008-2010 school years, the physical education teachers taught some of the DAAN health curriculum provided by the Buffalo Hospital. Through our participation with the DAAN program, Allina Health provided each school with pedometers to use to teach the curriculum. Emphasis at the elementary level is on introducing and building skill and fitness. Physical educators strive to make sure each student engages in Moderate to Vigorous Physical Activity (MVPA) for at least 50 percent of each class period.

Middle School

In the past, six full-time teachers taught at the middle school. Currently four teachers are employed full-time, with student enrollment at an all-time high. At one point, when four teachers were employed, students participated in Physical Education every day, all year long. Teachers also had team time separate from their prep time in order to plan electives where students had activity choices. Curriculum was elective-based, with few common assessments.

Now, students receive a common curriculum that focuses on lifetime fitness. Sixth and seventh graders participate in Physical Education class every other day, all year long. Eighth graders are given the choice of half year, every day Physical Education or every other day, all year Physical Education. This coincides with their choice of participation in music activities.

High School

Historically speaking, the high school moved from a 50 minute, six-period day to an 80 minute, four-period block schedule in 1996. Within the original structure, daily ninth grade Physical Education was focused on team and individual sports. Ninth grade students participated in daily Physical Education class. The tenth grade Physical Education class was every other day, opposite tenth grade Health. Upper level elective classes were skill-based and driven by class numbers and space availability. Currently, the 9th grade Physical Education course is fitness based and students participate in daily physical education for half of the year. In tenth grade Physical Education, students are given a choice of either fitness through team sports, individual fitness, or BHS online hybrid physical education. Upper level elective classes range from individual fitness to skill and game courses.

Physical Education Standards

In 2014 MN SHAPE (Minnesota Society of Health and Physical Education) restructured physical education benchmarks based on the newly adopted National Standards.

National Standards

The physically literate individual:

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-

expression and/or social interaction.

K-12 Physical Education Benchmarks

National Physical Education Benchmarks as used by Minnesota

Physical Education Vision, Mission, and Values

PHYSICAL EDUCATION VISION:

Healthy people: physically educated and physically active for a lifetime!

PHYSICAL EDUCATION MISSION:

- The Buffalo-Hanover-Montrose Physical Education Department, as well as BHM School Dist. 877, is committed to prepare students to live healthy, productive and physically active lives for the 21st century.
- Our program will provide a positive learning environment along with a variety of activities and challenges that will contribute to the promotion and maintenance of physical, mental, social and emotional health for a lifetime.
- Our program will seek out varied technologies to enrich the lives of students and provide them with skills for self-evaluation.
- Our program will provide students the foundation for making informed decisions that will empower them to achieve and maintain an active and healthy lifestyle.
- Our program teaches and models physical education as a lifelong process, one that becomes the primary responsibility of the students, shared by home, district and community.

PHYSICAL EDUCATION VALUES:

- Quality, daily physical education K-12 is essential to build the knowledge, skills, confidence, and habits for a lifetime of wellness.
- Delivery of quality instruction requires certified physical educators.
- The physical education curriculum must include and interweave the following strands: movement skills, fitness education, team building, cooperative social skills, health related wellness, cognitive skills, literacy and technology.
- Student's attendance in the physical education classroom is essential for quality learning in all content areas.

GOAL OF PHYSICAL EDUCATION:

Within the district continuous improvement process, a program goal is developed by teachers. The purpose of this goal is to guide decisions and action plans within the improvement process. Each step of the process, the goal is used to determine if the next step is aligned with the intent of the desired goal.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of health-enhancing physical activity, a physically literate individual:

- has learned the skills necessary to participate in a variety of physical activities.
- knows the implications and the benefits of involvement in various types of physical activities.
- participates regularly in physical activity.
- is physically fit.
- values physical activity and its contributions to a healthful lifestyle.

Summary of Continuous Improvement Process for Review of Programming and Instructional Resources

Our current curriculum is closely aligned with the National Standards. Through research we have found a variety of K-12 curriculums available for purchase. However, no one specific package meets the needs of all our students. Therefore, we have chosen to pull from a variety of sources for our current curriculum. At the elementary level, the greatest need is to focus on common assessments and meeting the standards and benchmarks with a limited amount of student contact time. The middle school level currently implements a cohesive curriculum with common assessments. The program needs are for access to technology and space to increase student learning for health and physical activity related concepts. The high school also uses common assessments and Fitness for Life as a framework curriculum. The greatest need is to offer activity choices within the courses and challenging activities to promote increased individual lifetime fitness. At all levels, there is a desire to have the ability to track fitness results over time. Knowing current levels of fitness and tracking fitness trends over time will allow students and parents to make wise, informed choices to improve fitness and ultimately - physical health.

K-5

Class time at this level was and continues to be, driven by enrollment and teacher prep time. There continues to be inconsistencies throughout the district as far as how often the students have class time in physical education.

[For class time info please click here](#)

The FitStats fitness tracking software program was used to track student fitness levels. Fitness test results were shared with parents in the hope that they would become aware of, and continue to work on the development of their children's fitness outside of the physical education class. FitStats was a difficult program to use. We are currently looking into the use of FitnessGram for tracking our students' fitness test progress over time. FitnessGram carries with it an annual license fee so we are exploring options for sustainability over time prior to committing to this resource.

[For information about FitnessGram please click here](#)

Several schools piloted the use of pedometers to track activity time during physical education classes. This technology was useful in increasing student activity during class. Most of the schools used pedometers from the DAAN curriculum. While the pedometers were provided free of charge from the Buffalo Hospital, they only measure one function (steps), they easily break, or become inaccurate with extended use. The pedometers we recommend purchasing measure steps as well as time spent in Moderate to Vigorous Physical Activity (MVPA). These pedometers would allow physical educators to upload and analyze an entire class's data in seconds - important when instructors teach several hundred students a day.

Over the past few years, different types of instructional resources have been added to elementary sites for varied physical education experiences. Several of the schools (PES, DES, NES, HES) added traversing walls which was instrumental in increasing upper body strength in students as evidenced by fitness test scores. Archery equipment was purchased through a grant and was piloted at Hanover and Discovery. The unit was well received by the students. Lacrosse and rugby units were taught across all elementary sites after the physical education staff participated in training sessions and collectively purchased equipment to share.

6-8

The middle school Physical Education staff has created a program based on the *Fitness for Life* curriculum along with implementing and modifying original ideas to specifically meet the needs of BCMS students. Heart rate monitors are introduced at the middle school level and are used successfully within the curriculum. Sport skills and games are taught on a three-year rotation in order to expose all students to as many lifelong fitness activities as possible. BCMS staff is currently looking into the use of FitnessGram for tracking middle school students' fitness progress.

An eighth grade elective was piloted this year called Healthy Living. The intent of this class is to incorporate health opposite physical education so that students can learn a concept in the classroom setting and implement it in the physical education setting to enhance what they learned through their experience. This class could be a catalyst between exploring innovative programs/activities and implementing them.

9-12

Currently, the High School is using pieces of the *Fitness for Life* curriculum for required ninth and tenth grade physical education. Fitness documentation software (FitStats) was piloted and it was deemed unsuccessful due to the cumbersomeness of the program. Heart rate monitors have been implemented and used successfully in grades 9-12. Polar GoFit technology has recently been piloted. Polar heart rate monitors and GoFit technology will continue to be used to give students a better understanding of their individual fitness levels and as an assessment tool for teachers. With Polar GoFit, students and parents can access individual heart data via personal login.

A new tenth grade class was piloted this year called Integrated Health and Physical Education. The intent of the class is to incorporate health opposite of physical education, engaging learning through a classroom setting, implementing, and applying those health concepts through physical activity and movement.

The upper-level elective classes continue to be driven by numbers and space availability.

Recommendations

To ensure a guaranteed and viable education among students attending any of the schools, resources must be allocated to all of the schools so that a common curriculum may be delivered. As technology continues to improve and change, the need to stay current and use technology that will enhance student learning in the 21st century becomes paramount. The group recommends purchasing technological equipment that will meet the needs of students and will enhance the physical education experience.

K-5

Pedometers: Pedometers which measure both steps and MVPA and allow for efficient use of instructional time are needed to assist students in meeting National Standards (specifically numbers 2, 3 and 5).

Projectors: There are a number of digital resources available on the internet that are valuable in teaching students about their bodies, their health, skill analysis, etc. Projectors would allow efficient use of instructional time (while maximizing MVPA) to allow all students to view information all at the same time. Currently, physical educators have to share projectors with classroom teachers and/or check them out from their media center and often times they are not available when needed to teach concepts, strategies and knowledge within the curriculum.

iPads: As we prepare students to live healthy, productive and physically active lives for the 21st century, we acknowledge that there are a number of resources including instructional apps which enhance learning for students that are available on iPads. Because accessing school iPads is very restrictive (often they are used by classroom teachers and are not available for all of the physical education classes), we are

requesting three iPads for each school to be used exclusively in physical education classes. These could be used in station work, to video and observe skills, and as a resource to enhance the learning of concepts and strategies.

Teacher Instructional Resources: To aide Physical Education teachers in planning and providing learning experiences to meet the standards, we recommend purchasing two instructional resources for teachers specifically designed for planning and assessment purposes.

Fitness Tracking Software System: Continued exploration of a fitness software system capable of tracking student progress over time is recommended. There is a need to find an effective, yet sustainable, solution so teachers are able to share with students and parents the data and information regarding physical health and well-being.

6-8

POLAR GoFit: Formative assessments are crucial to gaining insight as to what students understand and need more time learning. A key component to these assessments is through performance data via heart rate monitoring. The group recommends the use of POLAR GoFit, which will allow individual student feedback and the ability to set personal goals.

Stationary Bikes: To appease the increased class sizes, the group suggests purchasing LeMond stationary bikes with displays to create more personal fitness opportunities.

Fitness for Life e-books, iPads, & Chromebooks (shared with Health classes): Accessing Fitness For Life curriculum online and completing online assignments is the direction the middle school is eager to explore. In order for teachers to do this, a classroom set of Chromebooks is suggested.

Nets: To sustain our life long skills curriculum and offer safe equipment for students to set up, the group recommends purchasing custom nets for the sport courts that are already in place in both gymnasiums. Currently, the Neat Net systems are deteriorating and are bulky. A less expensive and lighter weight option is available with custom sized nets.

FitnessGram: The middle school staff are considering the implementation of the FitnessGram software. Additional exploration will take place prior to committing to the purchase to ensure this will meet the goals and outcomes desired for a fitness tracking software system.

9-12

POLAR GoFit, Fitness for Life e-books, & Chromebooks: The group recommends that a continued emphasis on technology with the POLAR GoFit heart rate monitoring system be fully implemented into the curriculum along with initiating "Fitness for Life" book in an

electronic form to utilize instructional time and resources. A department set of Chromebooks would allow students to access “Fitness for Life” and allow teachers to incorporate technology during cognitive pieces of lessons. The POLAR GoFit and Fitnessgram systems allows individual student feedback and longitudinal fitness tracking and students would have access to their personal data.

Health & PE Integrated Courses for All: Also, the group suggests that a cohesive program integrating health and physical education for all tenth grade students. The emphasis at the high school level places value on individual personal fitness and healthy living which can be done through integrating both pieces into a one-semester class.

Updating equipment: The group also urges more student choice in both ninth and 10th grade courses which will encompass varied lifelong activities. In order to offer a variety of activities, the group proposes replenishing and maintaining outdated equipment.

FitnessGram: The middle school staff are considering the implementation of the FitnessGram software. Additional exploration will take place prior to committing to the purchase to ensure this will meet the goals and outcomes desired for a fitness tracking software system.

Explore a Partnership with Community Education: The high school physical education group would like to create a partnership with community education to help maintain and replace equipment and facilities.

Financial Implications

K-5

The technology resources at the elementary level are projectors, pedometers and iPads for a total (for all six sites) under \$20,000. The teacher instructional resource requests total less than \$1,500. The cost for a fitness software system that is sustainable will need to continue to be explored.

6-8

With our goal to keep students moving using lifelong skills and sports while monitoring fitness progress, the group recommends for BCMS physical education to follow the Fitness for Life curriculum model. This curriculum encompasses lifelong skills, fitness and healthy habits. In order to implement this, the program needs include technology resources and equipment resources. The technology purchases will be used to better integrate online resources that can enhance student learning as well as provide our students more opportunities to reach the level of fitness necessary based on our National Standards. The equipment resources will also allow us to keep engaged more students at one time due to our large class sizes. The total cost to implement these resources is \$54,000.

9-12

The needs for BHS physical education are centered around technology and updated equipment. The technology recommendations, which include a set of Chromebooks to be shared with Health courses, total \$52,000. The suggested purchasing and replacing fitness equipment for class use is projected at a total of \$5,500, for a total cost of implementation of \$57,500.

K-12 Itemized Financial considerations: DRAFT

Evaluation

The effectiveness of our fitness instruction will be measured through frequent data collection and analysis and tracked from elementary through high school. Data will assist teachers in revising and updating instruction and also support students in their personal fitness development. Formative and summative common assessments will be used to guide instructional practices and enhance student learning. At the elementary level, physical educators formally meet at least once a month to gauge student learning and make curricular decisions based on data. Middle school physical educators have time within Personal Learning Communities (PLC's) to monitor and adjust the curriculum. Within the high school, common meeting time occurs quarterly with student evaluations helping to drive the curriculum. Parent and/or student surveys will be utilized to evaluate the physical education program and drive revisions and modifications within the standards and benchmarks.

Next Steps

Teachers will require time to work together as departments to develop implementation plans for recommendations being presented.

The K-12 physical education staff will establish meeting times during the first year of implementation to evaluate the curriculum and implementation of resources. Teachers will also participate in training to best utilize the curriculum and online resources that are available. Additional time may be necessary to explore, develop, and implement an effective, efficient, and sustainable fitness data system.

PROFESSIONAL RECOMMENDATIONS:

As professional Physical Education instructors, we respectfully submit the following set of recommendations for your consideration and awareness. While we understand these are recommendations that cannot be included in the Curriculum Adoption Proposal (CAP), we feel strongly we would be under representing our commitment to physical health and well-being of children if we did not present these other topics to the school board when we have the opportunity. We realize acting on recommendations such as those included here would required resources and collaboration outside of the district continuous improvement process.

K-5

In order to fulfill our vision and mission and to meet the NASPE recommendation of 150 minutes of physical education per week, it is our recommendation to look at the needs of students (along

with the abundant research that ties activity levels with increased brain function and learning), rather than focusing on teacher prep needs. We recommend that each school have consistent number of minutes of physical education instruction. Each student, regardless of which school they attend should be guaranteed a viable and equitable physical education in this district. This action would require adding physical education staff at the elementary level.

The gymnasium space at several of the schools is inadequate for the safe movement of a large number of students. In the district's long range planning, every effort should be made to include adding gymnasium space at several of the elementary schools.

Some of the schools are facing dwindling budgets and there is a large discrepancy between the budget for each of the schools. We are not able to replace equipment, let alone purchase equipment needed for instruction. We recommend increasing budget levels at each of the schools.

Understanding that the gymnasium is our classroom, every effort should be made to allow continued use of our classrooms with the minimal amount of interruptions. We recommend that schools explore the use of space other than the gym for any other programs than physical education class.

6-8

Research tells us that students who are physically active perform better in academic areas. With this in mind, it is the group's recommendation that physical education is provided for every student. NASPE recommends 225 minutes of Physical Education for secondary students every week. In order to work towards this goal, we need to look for alternatives in scheduling and explore a variety of ways to engage students to keep them healthy for life. For students to benefit the most, physical education would ideally be opposite of health rather than music so that the two could work in tandem. This would require adding additional staff.

Lastly, to be fiscally responsible, the group recommends creating a partnership with community education to help maintain equipment and facilities.

9-12

To meet the National Association of Sport and Physical Education (NASPE) benchmarks, NASPE and the group recommends 225 minutes of Physical Education per week during the entire year. This would require adding additional staffing.

To maintain current instruction levels, replacement of individual fitness equipment is needed. We recommend increasing budget levels to allow for more student involvement and individualization within classes.