Final Report: 2004-05

INDEPENDENT SCHOOL DISTRICT #2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS

Physical Education

COMMITTEE MEMBERS

Staff Members:
Keith Bense
Larry Hylarides
Kelly Miller, Cory Carlen
Jennifer Hovick
Robb Flint, Jeff Christ

Administrative Support
Bill Bjorndahl Elementary Principal
Dave Swanberg, Middle School Team Leader
Kevin Enerson, High School Principal
Edrie Barton, Curriculum Coordinator
Dave Johnson, Superintendent of Schools
Purpose

Develop the best possible curriculum and program plan for Physical Education, K-12, in Le Sueur-Henderson schools

Essential Questions

What is our vision for the Physical Education program?
How does/could our program support improving student achievement?
What standards can we compare our program with to determine effectiveness?
How has our program been impacted by technology?
How effective is our current model? How can it be made more effective?
How does our program compare to programs in other schools?

Study Process

1. Analyze new trends, ideas, innovative programs, and standards in Physical Education that reflect current research and best practice.
2. Analyze current practices as compared to best practice and research.
3. Identify areas of excellence as well as limitations/barriers in current practices.
4. Develop a district Vision, Mission and Goals of the Physical Education Program
5. Develop action plans to move from our current status toward our desired goals.

Timeline

Dec 8, 2004    - Study overview and Results Research participation (Late Start)
Feb 2, 2005    - Selection of comparison tools; review of previous study
                Self-assessment of K-12 program with comparison tools
Mar 15, 2005   - Completed self-assessments; Statement on academic achievement
                Identify areas of excellence and limitations
Apr 14, 2005   - Developed Vision, Mission, Recommendations
                Prioritized Needs
June-Aug 2005  - Developed action plans, program goals
Sept-Oct 2005  - Established written standards and benchmarks
                Planned and implemented Handheld Computer Records
Table of Contents

A. Physical Education’s Impact on Academic Achievement
B. Fitness Concerns of the 21st Century
C. General Program Description
D. Current Practice at LSH Compared to P.E.4Life Criteria
E. Resources
F. Survey Results
G. Time Analysis
H. Vision, Mission, Goals for Physical Education at LSH
I. Areas of Excellence and Areas of Concern
J. Recommendations and Implementation Strategies

Appendices
I. Physical Education Learner Outcomes
II. Minnesota Standards for Physical Education
III. Surveys for Grade 6 and Grades 7-12
IV. “How Do Extracurricular Activities Affect Achievement? (LSH Research conducted by Jen Hovick)
A. Physical Education’s Impact on ACADEMIC ACHIEVEMENT

Quality physical education stands on its own as an essential part of the total curriculum in our schools. Increased physical activity leads to higher academic achievement. When children are active, their academic performance improves, as evidenced in several research studies:

• A California study of 950,000 students has shown that students who meet higher physical fitness levels show higher test scores on the Stanford Achievement Test (SAT-9) in math and reading. The relationship between academic achievement and fitness were greater in math than in reading. Girls demonstrate higher achievement than boys, especially at higher fitness levels. This demonstrates that children who are physically active learn better in school.

  (American Health Association)

• Children with daily physical education exhibit better attendance, a more positive attitude to school and superior academic performance.

  (National Association for Sport and Physical Education, 2002)

• Physical activity programs have positive effects on academic achievement, including increased concentration, improved mathematics, reading and writing test scores; and reduced disruptive behavior.

  (Action for Healthy Kids, U.S. Department of Health and Human Services, 2000)

• Nearly 200 studies on the effect of exercise on cognitive functioning suggest that physical activity supports learning.

  (Journal of Sport and Exercise Psychology, 1997)

• Evidence suggests time spent in PE does not decrease learning in other subjects. Youth who spend less time in other subjects to allow for regular physical education have been shown to do equally well or better in academic classes.

  (President’s Council on Physical Fitness and Sports, 1999)

• Children who are physically active miss four times less school than children who are physically inactive.

  (American Heart Association)

Overall, the physical well-being of students has a direct impact on their ability to achieve academically. Children who are physically active learn better in school.

B. FITNESS CONCERNS IN THE 21st CENTURY

The news is filled with reports on childhood obesity and the negative effects of the increasing sedentary lifestyle in our nation. Just recently, a local Little League association was investigating insurance for their league and was told that insurance rates are rising due to unhealthy condition of our youth.

Poor diet and inadequate physical activity are the second leading cause of death in the United States, and together account for at least 300,000 deaths annually. (Action for Healthy Kids)

Obesity is second only to tobacco use in preventable deaths. Obesity and overweight have reached epidemic proportions. The epidemic has hit our children particularly hard.
The American Heart Association and CDC (Center for Disease Control) research points out:

- Children in the United States are less fit today than children living in the U.S. a generation ago.
- At least half of youth do not engage in physical activity that promotes long term health.
- Less than 25% of school-age children get 20 minutes of vigorous physical activity.
- A fitness testing program shows that children are getting slower and weaker.
- Approximately 30% of children and adolescents are overweight.
- Nearly 15% of children and adolescents are obese.
- The prevalence of overweight teens had tripled in the last two decades, from 5% to 15.5%.
- Type II diabetes, an obesity-related disease generally found in adults is beginning to be found in children.
- The CDC predicts that one out of three children born in 2000 will develop diabetes.
- 60% of overweight children ages 5-10 have one or more risk factors for heart disease or diabetes.

Between 1991 and 1999, the percentage of students who took physical education on a daily basis dropped from 42% to 29%. *(Action for Healthy Kids)*.

**RESPONSES.**

Several state education systems have responded to these concerns. For example, in Texas, schools are now including Body Mass Indicators as part of the report cards. In Indiana, physical education requirements are being reinstated.

In Minnesota, advocacy groups are working to have the physical education student requirements reinstated (right now, districts are required to offer physical education but students are not required to enroll in them). Insurance companies are offering incentives for clients that regularly take part in physical fitness activities. Even in our own school district, our insurance pool provides funding for a wellness program for staff in order to promote fitness.

Locally 300 people have signed up for “Fight the Fat”, including some of our students.

By 2006-07, all schools receiving federal funding for child nutrition programs will be required, *at a minimum*, to have a school wellness policy with the following features:

- Goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness;
- Nutrition guidelines for all foods available on each campus in order to promote student health and reduce childhood obesity;
- Assurances that guidelines for reimbursable school meals are not less restrictive than the USDA regulations;
- Ways of measuring how effectively the school wellness policy is being implemented; and
- Involvement of parents, students, food service, school board and administrators, and the public in developing the policy.

**CONCLUSION:**

Physical Education is needed to increase physical competence, health-related fitness, self-esteem, and enjoyment of physical activity to enable students to be physically active for a
lifetime. Knowing that physical activity promotes health is not enough: students must be given opportunities to gain the knowledge and skills needed to adopt healthy lifestyles.

Benefits of consistent daily activity are tremendous. Exercise can reduce heart disease, control weight, improve blood cholesterol levels, prevent bone density loss, increase energy, help manage stress, delay or prevent chronic illness, manage blood pressure, release tension and improve self-image.

Our youth should develop healthy lifestyle choices early so that they will have improved cardiovascular health and fitness as adults.

C. General Program Description

Elementary K-6 Program.

Classes meet once every four days, for 55 minutes, with a certified physical education specialist. (At Park, grades K and 1 meet twice every four days for 27 minutes). In the four day cycle, students are scheduled to meet with their homeroom teacher for two additional periods of 25 minutes each. Thus, student exposure to physical education is available three days of the four day cycle. A full time specialist is employed at Park Elementary, and one specialist splits a full-time position between Hilltop Physical Education, 9th grade Physical Education, and Districtwide Adaptive Physical Education.

At K-6, a well-rounded program begins with locomotor skills, spatial awareness, eye hand coordination activities and social interactions at the primary level. Skills, team and individual activities start in 3rd grade and develop through age-appropriate areas through the 6th grade.

Facilities. Both Hilltop and Park schools are fortunate to be equipped with full regulation sized gymnasiums. Park also has an elementary sized gym. Park’s regulation gym also serves as the K-12 auditorium; this causes many scheduling conflicts between student activities and programs and the elementary gym class.

Adequate outdoor facilities are available at Park, with a Community Center and Track within 3 blocks of the school. At Hilltop, two grassy playground areas are available as well as two tarred playground areas.

Middle (7-8) and High School (9-12) Program.

Physical education grades 7-12 is designed to engage students in a wide variety of traditional and nontraditional fitness activities. The physical education program helps students develop the knowledge, skills, behaviors and attitudes needed to be active for life.

The middle school (grades 7-8) physical education curriculum is based on overall wellness. The middle school physical education program is designed to meet the needs of each student physically, socially, emotionally and intellectually.

The high school physical education program provides students the opportunity to be active during the school day and offers a wide variety of lifetime and fitness activities.
**Staffing.** The middle school students are on a 7 period day receiving daily physical education for 47 minutes for 3/4 of the school year.

The high school is on a 4 period day. 9th grade has required physical education daily for 85 minutes for 1/4 of the school year. Students in grades 10-12 are not required to take physical education. Physical education for grades 10-12 has an elective course offered as a quarter class open to any student who has finished their required physical education courses.

**Course Sequencing.** A written curriculum outlines the sequence to follow at each level. A revision is in order since the curriculum was last written in 1996-97 and needs and expectations have changed. Grades 7 and 8 are introduced to a variety of new activities where skills, rules, strategies and etiquette are emphasized. Evaluation is based on daily participation, attitude and improvement using skills tests, written tests and projects. The 9th grade physical education and the 10-12 elective course, emphasize personal fitness and instruction in lifetime activities. Evaluation is based on daily participation, written assignments and quizzes.

**History of the Elective class at the High School.** The elective physical education class at the high school has taken many forms. Up until the year 2000, physical education was required of all 9th and 10th grade students. After the year 2000, the 10th grade physical education requirement was dropped and a high school elective class was added for students in grades 10-12. This remained constant until 2005-2006 where “Advanced Fitness Training” was added as another elective class for students in grades 11 and 12.

**Facilities.** The facilities for the PE program are above average:

**Outdoors-**
- 2 softball fields
- 2 areas for field sports marked with mowed 5-yard markings (only in fall because of reseeding needs in the spring)
- all-weather running track
- 4 well-kept tennis courts
- Open areas for golf, bocce ball, orienteering, sliding, etc.

**Indoors-**
- Regulation gymnasium
- Locked areas for adequate small equipment storage
- Large equipment storage area in the gym (shared with custodians and athletic programs)
- Wrestling room area is useful for some activities
- Community Center (one-half block from the school connected by a sidewalk)
  - Open for PE class use during the school day
  - Locker rooms are available for classes to use for the class period
  - Pool, arena (used with and without ice), exercise room, weight room, 2 racquetball/walleyball courts, 1 small gym

**Locker rooms and office space-**
- Easy access to the boys’ locker rooms from upstairs and from the cafeteria, with no supervision throughout the day enables vandalism, theft, and abuse of the facility.
- Supervision from office in boys’ locker room is blocked by the lockers
- No supervision from office in girls’ locker room
- Adequate lockers in girls’ locker room
- Poor arrangement and shortage of lockers in boys’ locker room
- Showers are adequate but are not used in either locker room
Pertinent History. The following are significant factors that have had an effect on the PE program since the last curriculum review:

- A part-time teacher teaches all the grade 9 and 10-12 classes.

- The community center continues to be a major facility for the PE program, especially useful for the exercise/fitness equipment, the pool, and the ice arena. However because of the distance from our building, class time is reduced by walking time and transporting equipment back and forth from the high school is challenging.

- Since the last study, class sizes have been reduced from 30 to 35 students to more teachable sizes of 25. The high school’s 4-period day class size will average 25 students, in keeping with present contract language.

- Elective classes for any student completing the required courses have been a part of the offerings on and off since 1996.

- Grade 9 and the elective class were semester classes and were changed to quarter classes for the 4-period day.

- Grades 7 and 8 have three quarters of PE meeting every day and one quarter of health meeting every day.

- Grades 7 and 8 are currently alternating every two weeks with PE and Health during 2nd quarter and 3rd quarter when gym space is limited by winter/cold weather. 1st quarter and 4th quarter are strictly PE.

Developmental/Adaptive Physical Education Program (K-12).
Developmental/Adaptive Physical Education is a program of specially designed physical education instruction and services provided for learners with handicaps ages birth to twenty-one. It includes development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports for eligible learners as appropriate to meet their needs. Learners with conditions such as obesity, temporary injuries, short term illness, etc., are not eligible for D/APE except with a doctor’s prescription.

Eligibility Criteria: The team with D/APE representation shall determine that a learner, ages 0-21, is eligible for Adapted Physical Education when:
A. The student has an identified disability as defined in federal and state law and rule.
   Categories are: autism, deafness, blindness, emotional disorders, hearing impaired, specific learning disabilities, mentally handicapped, multiple handicapped, other health impaired, physically handicapped, or visually handicapped.

   and

B. The student demonstrates a need for adapted physical education.

Le Sueur Henderson’s D/APE program is staffed by a licensed D/APE specialist. The specialist, shared by all three buildings, also teaches Physical Education at the High School, Park, and Hilltop. The specialist’s time is limited by the time required for teaching those classes. Presently, 1/3 of the specialists’ time is used for D/APE. The amount of time a student participates in D/APE is set by their IEP.
D. Current Practice at LSH Compared to P.E.4Life Criteria

(See PhyEd Standards Section of the website for this section of the report)
E. RESOURCES

The district has provided the PE Department with an adequate budget for replacing most regularly used items. In some areas, such as winter activities, we are limited in what we can do with activities because the skis and snowshoes are old and broken.

Some of our equipment is shared with athletic activities and the community; because of that we have additional wear and breakage. For example, the mats and the nets wear out before we can afford to replace them. We modify our lessons to use what is available (fewer nets, for example, result in doubled teams or alternate activities).

At Park Elementary, PIE (Partners in Education) and Student Council supplement the budget for costs not covered by the regular supply budget for student rewards. In addition, the boxtop and soup label fund-raisers help purchase physical education equipment at the elementary schools.

F. SURVEY RESULTS

In the spring of 2005, the Physical Education teachers developed and conducted a student survey to establish a baseline of information. The intent is to continue conducting this survey on an annual basis as a way of measuring the effectiveness of the program in encouraging student fitness activities and attitudes. The initial results are included in Appendix III.

G. TIME ANALYSIS.

In 2002, the State of Minnesota conducted a study of the average amount of time for physical education per week in the State as compared to the National recommendations. We have added the average times for LSH. It should be noted that, at K-6, if classroom teachers are able to schedule and conduct Physical Education twice during the 4-day cycle, the average amount of time increases from 68 to 144 minutes.

![Graph: Actual vs. CDC and MAHPERD recommended amount of physical education in Minnesota, 2002](image)
H. VISION for the PHYSICAL EDUCATION PROGRAM at LSH

Le Sueur Henderson students understand the benefits of physical education and enjoy participating in a variety of activities. Students value a healthy lifestyle and embrace physical fitness for a lifetime.

Physical education teachers at LSH work together to plan and implement innovative learning opportunities which contribute to the well-being of our students. Teachers are highly qualified, motivated and committed to continuously improving their teaching skills. Furthermore, they work collaboratively with other teachers to ensure positive classroom experiences through physical activity.

The physical education program at LSH engages students in curriculum that meets the needs of all students and all abilities. Students demonstrate positive social interaction skills including sportsmanship, leadership, and teamwork. Instructional outcomes meet or exceed national physical education standards.

Course units and offerings reflect fitness trends and incorporate cutting-edge technology to create motivation for children to strive for excellence. We take full advantage of community assets such as the sledding hill, the golf course, bowling alley, and community center.

Exceptional facilities meet the needs of students as well as the expectations of staff and community. Students, staff and the community take pride in the well-designed teaching stations used solely for physical education and athletics. LSH supplies a variety of equipment that is essential for student driven physical education.

The district values the importance of physical education in the total school curriculum by investing in the opportunities for students to gain the knowledge and skills needed to adopt healthy lifestyles. Partnerships are built between the school and our communities to maintain a quality physical education program and model the benefits of lifelong fitness.

MISSION
The mission of the Physical Education program at LSH is to develop, encourage and promote lifetime fitness.

PROGRAM GOALS
1. Ensure that appropriate teaching stations are available 100% of the time for physical education classes.
2. Incorporate modern technology throughout our courses and classes to meet individual student needs and to enable students to assess their own fitness levels.
3. Deliver curriculum that meets the needs of all students and all abilities and that incorporates innovative and varied learning opportunities.
4. Collaborate as a department and with external partners to provide a well-rounded and positive learning experience through physical activity.
5. Enable students to adopt healthy lifestyles by developing physical, mental, emotional, and social skills.
I. **Areas of Excellence and Areas of Concern**

**AREAS OF EXCELLENCE**

1. Middle school students meet or exceed the national standards time requirement for daily physical education, by meeting for 47 minutes daily, 3 of 4 quarters.

2. Physical education teachers in the district motivate students to challenge themselves, setting high standards and goals, and by constantly implementing new and improved instructional strategies and activities. Teachers change activities frequently allowing students to have a wide variety of experiences.

3. Throughout the district, students understand and apply the elements of fitness as it pertains to their own individual health. We use computer technology to track student improvement.

4. The district provides many opportunities for the physical education staff to stay up to date on current practices through workshops, conferences, and site visits.

5. Various opportunities for individual and team competitions outside of extracurricular activities are provided through the PE department such as field days, jump rope contests, middle school tournaments, districtwide fitness competitions.

6. Our students are able to participate in nontraditional activities, using the resources of our Community Center such as racquetball, PACE, ice arena activities, archery, swimming, synchronized swim, yoga, Pilates, and wallyball.

**AREAS OF CONCERN**

1. Our high school students are not receiving the recommended minutes of daily activity required by the national standards.

2. Our elementary students have the opportunity to meet the minimum daily requirements for physical activity, but if the scheduled classroom PE time is missed for any reason, the standard is not met.

3. Adaptive PE is limited by the instructor time available and multiple site schedules making it difficult to meet the needs of the children on IEPs.

4. Elementary, middle and high school physical education classes are adversely impacted by the use of our gyms for other events. This occurs up to 5 times a month, sometimes for more than one day. For example, a high school concert at Park ties up part of the gym for 3 days. The book fair tied up the small gym for a whole week. At
the middle/high school, class meetings, blood drives, testing, concerts, and lyceums use the gym, sometimes on short notice.

5. Enrollment and survey results indicate a declining interest in physical education at the high school level compared to middle and elementary levels.

6. We have observed an increase of inactivity among our students outside of school, K-12. We don’t see a correlation between the fitness curriculum we do in school and what is done by our students outside of school.

7. While we have made use of the technology available for our PE program, additional technology would enhance our overall program.

8. We need to continue to improve our efforts to promote daily physical activity, in and outside of school, with our students and with our community.

9. We need to continue our efforts to upgrade the program with new and innovative equipment.

J. Recommendations and Implementation Strategies

1. Upgrade the program with new and innovative equipment/technology that will help students understand their personal fitness levels, monitor progress, and set improvement goals.

2. Increase and modify course offerings at the high school to get more students involved in fitness.

3. Allow the gyms at Park and at the Middle/High School to be used as teaching stations during the school day.

4. Assure that all students receive the recommended minutes of daily activity as required by national standards.

5. Increase Adaptive PE time to adequately meet student needs as determined by their IEP.

6. Continue to improve our efforts to promote daily physical activity, in and outside of school, with our students and with our community.

7. Establish a K-12 curriculum developed by our teaching staff, aligned with national standards, and new state guidelines.