



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

ADOPTION OF PHYSICAL EDUCATION (PE) CURRICULUM – PHASE 2

POLICY ISSUE/SITUATION:

In April of 2018, the Beaverton School District Board charged the Superintendent to form a Physical Education Project Team with the task of evaluating and making specific programmatic recommendations for the District. Phase 2 work of the Physical Education Project Team took place during the 2019-20 school year and includes Instructional Resources recommendations, a Professional Development / Implementation plan and program evaluation.

BACKGROUND INFORMATION:

In April of 2019 the PE Project Team defined a comprehensive set of Phase I recommendations that were approved and adopted by the School Board that included: Physical Instruction Position Paper, Best Practices in Physical Education and K-12 Physical Education Learning Targets. Also, please note that the K-6 Learning Targets originally included in the approved Phase 1 Report approved at the April 2020 School Board meeting have been revised and are attached.

RECOMMENDATION:

It is recommended that the School Board accept and approve the Phase 2 Physical Education (PE) Project Team Report for the Beaverton School District Physical Education (PE) curriculum adoption.

Physical Education Project Team Report

**Phase 2
2020**

PHASE 2 REPORT 2020
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June, 2020

In April of 2018, the Beaverton School District Board charged the Superintendent to form a Physical Education Project Team with the task of evaluating and making specific programmatic recommendations for the District. The PE curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources and professional development.

In April of 2019 the PE Project Team defined a comprehensive set of Phase I recommendations that were approved and adopted by the School Board that included:

- Physical Instruction Position Paper
- Best Practices in Physical Education
- K-12 Physical Education Learning Targets

Phase 2 work of the Physical Education Project Team took place during the 2019-20 school year and includes Instructional Resources recommendations, a Professional Development / Implementation plan and a program evaluation.

Due to budgetary restrictions, a Physical Education adoption has not occurred in the Beaverton School District for thirteen years. The state and district are experiencing new challenges with the unprecedented Covid 19 outbreak and are facing an uncertain future. Because of this the assessment plans and an exact timeline for implementation of Phase 2 is unknown. However, looking to the future it is important to have an approved PE curriculum in place for the students of BSD.

Teaching & Learning

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District Goal

WE empower all students to achieve post-high school success.

Physical Education Adopted Instructional Resources – 2020

BSD Created Resources

Lesson plans and other resources for teachers created by staff. Currently under development and will be ongoing.
Level: K-12

Classroom Resources

Access to brain boosts and physical resources shared by BSD PE and APE teachers to classroom teachers
Level: K-12

Dynamic PE K-5 1

Online Resources and teacher book.
Level: K-5

Five for Life K-12

Online Resources
Level: K-12

Marathon Kids

Fitness Program
Level: K-5

Open K-12

Online Resources
Level: K-12

Polar E370 Heart Rate Monitors

Wrist-based heart rate monitors
Level: 6-12

SPARK Adapted PE

Teacher book
Level: K-12

Teaching Games for Understanding

Teacher book
Level: K-12

Welnet K-12

Online Resources
Level: K-12

Physical Education Instructional Resources Rationale

K-5

1) DYNAMIC PE ASAP:

This curriculum has lessons and planning material that emphasizes student participation, creates excitement for student learning and encourages students to explore physical education. These high quality, research-backed lessons include integration of learning targets into each part of the lesson also allowing teacher flexibility to which part of the lesson it can be integrated into. Students will have exposure to learning targets through multiple different types of lessons throughout the year. Teachers can select the activities to build the four parts of a lesson in order to customize lessons that cater to their students needs, interests, space and equipment. This curriculum is offered online for easy access for teachers and is free as well. Lessons can be printed, downloaded and saved for future use.

2) Marathon Kids (Before/after-school running club & Classroom):

The Marathon Kids program is one of the ways to help students reach the recommended 60 minutes physical activity minutes done throughout the day. Students will not meet the minimum physical activity minutes through their PE class alone so additional opportunities need to be given outside of the regular PE class. This program offers classroom teachers the opportunity to access its resources to get students moving and get outside. Students currently utilizing this program in their class enjoy the social aspect of Marathon Kids as they can jog/walk with their friends and talk while doing it. Students have the ability to work towards some learning targets such as setting goals to accomplish. Classroom teachers and students reported that after running students were more focussed, energized and felt more calm. Schools need to have spaces for running/walking (having a track is ideal but not necessary).

In our before/after-school programs a few other pieces are necessary. Having volunteers (whether it's parents or from another source such as Nike employees) to help track laps and encourage students is also critical. We have established through the PEP grant more programs focusing on our lower socio-economic schools that has lessened the equity gap to access physical activities. iPads or other devices are helpful to access the online tracking system for student runners.

3) Classroom PE Resources:

Students are recommended to move throughout the day, working towards 60 minutes daily. Currently most schools provide 75 minutes on average per week of PE class minutes. It is recommended that students receive a minimum of 150 minutes of PE for students K - 5 in a week. For students to best intake classroom content, movement boosts and energizers are necessary to improve concentration, reduce disruptive behavior, improve motivation and engagement in the learning process, helps improve academic performance. We are counting the physical activity (brainboost) minutes with the classroom teachers. Recess does NOT count towards PE minutes. Recess is considered unstructured time and one cannot take away the students' free choice and require them to participate in a physical activity. There should be 10 - 15 minutes of physical activity (brainboosts) at the beginning of the day before the first core subject. These recommendations came from the Active Students Task Force recommendations which were implemented district wide Fall of 2016. Most K-5 classrooms have already integrated these minutes into their day. Teachers are able to select a wide variety of videos that cater to their students' needs and interests. Classroom teachers also will have continually updated resources from the PE Cadre house on the BSD Brainboost Website as well as physical resources.

K-12

1) Welnet K-12 "5 for Life":

The FIVE FOR LIFE PROGRAM® is an articulated, evidence-based, K-12 fitness and health curriculum that aligns with SHAPE America National Standards for K-12 Physical Education as well as the BSD adopted Learning Targets. Using age-appropriate academic instructional units in an activity-based setting, the FIVE FOR LIFE PROGRAM® moves students through a continuum of learning without compromising activity time for students.

Designed to provide physical educators with a tool to gather student fitness data and communicate results. WELNET® modules offer a variety of tracking and assessment tools K-12, including measuring the five components of fitness, checking students' understanding of fitness and health concepts, tracking students' health-related habits and behaviors, supporting student goal setting and producing reports in each module to analyze trends, improve instruction and achieve program goals and outcomes.

In this curriculum, there are multiple different Modules that teachers have access to. They are: 1)Fitness, 2)Cognitive Assessment, 3)Behavior, 4)Rubrics, 5)Survey, 6)Wearables and 7)Professional Development Modules. Each Module has unique attributes that can be used that align with the learning targets K-12. The system is easy to use with customizable formats to fit the educators preference and has already been piloted by K-8 Physical Education Teachers through the PEP grant.

WELNET® provides historical data and a variety of reporting options for students, parents, teachers, and administrators. It also has the ability to create cognitive assessments utilizing the question bank to customize a unique quiz based on what was taught and discussed. Rubrics are already created for teachers to provide accurate assessments on physical skills as well as other skills. Rubrics can also be customized and created for lesson specific assessments. This program works with wearables including Polar Brand and is able to sync/record data for later analysis of both the teacher and student.

2) BSD Created Resources

These BSD created resources are activities vetted by the PE Cadre. These activities will provide opportunities for higher student engagement by giving teachers relevant resources, updated information and activities to be used in physical education. It allows teachers to provide students with new and engaging games and activities that are versatile for space and class size accommodations. The knowledge and experiences which are shared between teachers will allow us to use materials we already have in new and engaging ways. Resources will be updated frequently.

3) OPEN - Online Physical Education Network

OPEN is a cost effective (free to use) Physical Education curriculum that provides rigorous, outcomes-based curriculum and instruction tools to every K-12 physical education teacher. OPEN provides access to a detailed curriculum map for each grade level to help maximize the effectiveness for all educators and all students involved. This curriculum has plans/activities/instructional tools that use outcomes-based and Best Practices to effectively engage all students, K-12. It provides academic options that are flexible to teaching spaces and achieve board approved standards. OPEN provides research based development and implementation of curriculum through professional development that builds confidence and empowerment within educators. Professional development may come at an additional cost, while curriculum remains evolving and free to use.

6-12

Teaching Games for Understanding (TGfU)

Teaching Games for Understanding (TGfU) is a research backed curriculum developed around the concept of teaching games by playing games. This child-centered approach creates a lesson format where the teacher acts as a facilitator and the students are able to play games and activities that are similar in structure. The TGfU model advocates teaching skills based on the 4 game categories vs a sports specific unit. The 4 game categories are: 1) target games, 2) net/wall games, 3) territory (invasion) games, and 4) striking/fielding games. By teaching to the game category, learners are able to understand basic fundamentals of many games that fit into the game category. Students are able to become literate in a variety of games, sports, and activities because of their exposure to primary rules, fundamental skills, and tactical problems associated with the games. This curriculum's approach is as follows: 1) Activity Appreciation: trying out a version of the activity in a small-group, 2) Tactical Awareness: developing understanding of common elements of games and tactics needed for success, 3) Decision-Making: learning and practicing making decisions in action, in response to different situations, 4) Application of Skills: identifying and practicing the skills needed to improve play and 5) Performance: putting it all together, applying the skills, decision-making and tactics in game situations.

Adapted PE Resources K-12

SPARK Adapted PE K-12

Adapted Physical Education (APE) is a physical education program designed to meet the unique needs of an individual with a disability. It is important to have a curriculum that supports modifications of space and equipment to meet these unique needs. This curriculum provides guidelines for general PE teachers that have students with disabilities included in the regular PE classroom, guidelines for separate APE classes, and guidelines for the role of the Paraprofessionals (instructional aids) to support in both a PE and APE class setting.

This curriculum ensures that students with disabilities are included and successfully participate in a physical education class (PE/APE). The SPARK Inclusive PE guide book/curriculum includes information and current research on the most common disabilities a PE/APE professional or paraprofessional will encounter. It specifically provides opportunities for differentiation, adapting rules for instruction, modified activities, and planning strategies. The curriculum also identifies skills, abilities and knowledge to be targeted within the lessons taught.

Wearables

Wearable devices help students make the connection between fitness and the rest of their daily lives.

Student Engagement:

- Immediate individual student feedback that is used for student-directed learning (AST 1,2, 4)
- Ability for students to track progress over time (AST 3,4)

Formative Assessment

- Quick and easy formative assessment even for the largest class sizes (AST 4)
- Will sync with Welnet to help tracking and provide data for students and teachers and allows for tracking and goal setting.
- Objective assessment of student's work rate (AST 3)
- Teacher can get accurate feedback on heart rates and adjust lessons in real time to better fit their student population (AST 3)

Instructional Feedback/Best Practices

- Can inform teacher on their use of instructional time and MVPA level
- Helps inform teachers to make sure students will be exercising at an intensity that is safe for their fitness level (AST 3)
- Allows students to self-select physical activity that best fits their interests and fitness goals (AST 1)

Elementary School PD- 3 Phase Implementation
Dates and trainings are tentative based on COVID 19 implications

Phase 1

Preservice

Full Day

- Newly adopted resources overview
- Technology
- Skill progression
- Assessment strategies
- Synergy and gradebook
- Curriculum Mapping
- Marathon Kids webinar: Marathon Kids 60-minute webinar will guide Physical Educators through key steps to take to make their campus successful. From onboarding classroom teachers to creating visual leaderboards to motivate students, as well as connecting key stakeholders to the data, PE teachers will feel confident starting the new school year ready to build community and celebrate all runners' achievements.

****If 2020-21 school year is starting with remote learning, move up the timetable for the use of SeeSaw, Welnet, online resources and online assessments****

ALL ELEMENTARY CLASSROOM TEACHERS (not PE specialists)

Marathon Kids 40-minute webinar

- This 40-minute webinar will educate attendees on how the digital lap tracking and reporting platform works, how to access and manage their accounts, and best practices for inspiring and motivating physical activity for students in partnership with parents.

Administrators

- This 15-minute webinar will educate participants on how Marathon Kids builds community through physical activity by focusing on the whole child and social emotional competencies. Learn how teachers can stay connected with parents and how school administrators can support their staff to ensure physical activity goals are met on campus or at home.

Professional Development Days and/or sub day for each teacher

2 half days

(This could also be broken into one hour sessions if needed remotely)

BREAK OUT SESSIONS: Conference style (multiple sessions offered in 1 hour intervals on various topics)

- APE Activities
- Curriculum Mapping
- Common assessment/common rubrics
- OPEN Resources

- ASAP Dynamic PE
- Five for Life/ Welnet
- Pedometers
- Synergy and gradebook
- New teacher training
- Unit progression
- Assessment of fitness concepts
- Apps/iPads
- BSD vetted resources

Teacher Observation Days - Studio classroom model

Each teacher participates in one day (in addition to days a teacher is the model teacher)

- During conference days:
 - Split the first eight hours between two schools with lunch included
 - Last four hours meet with all the teachers involved, both observing and teaching, to debrief together- the teachers teaching the lessons get extended pay from 4-8

PE Leaders - Cadre Team

- Six leaders to support implementation of the adoption district-wide. Their work will focus on supporting teachers and cross-district collaboration.
- Monthly after school PLC meetings with stipend

Phase 2 -

Preservice Day all day

OPEN training

Social and Emotional Learning in PE Physical education is the only academic subject area to have standards and outcomes specifically targeting social and emotional learning (SEL) concepts. Physical educators have specific expertise on SEL and an opportunity to create innovative ways to develop SEL core competencies in their students. This workshop is designed to provide an overview of SEL concepts aligned to the CASEL core competencies. From there, teachers will discover and experience OPEN resources that have been backward designed from those competencies. Participants will also evaluate how SEL is currently embedded into their practice and document new ideas for how to deepen their SEL-physical-education connection! This workshop is designed for a grades K–12 audience.

OPENPhysEd.org Training This workshop puts the focus on using OPEN's *free* standards-based curriculum resources, which give physical educators creative ways to engage students and teach lessons that ensure academic rigor. This is an activity-based session — come prepared and ready to move! Every OPEN instructional module includes research-based teaching tools such as academic language resources, depth of knowledge tiered question techniques, Marzano academic rigor strategies, universal design suggestions, and teacher self-reflection guides based on Danielson's Framework for Teaching. All participants will leave with complete access to all instructional content and an understanding of how to fully integrate OPEN resources effectively into their physical education classrooms. This workshop is designed for a grades K—12 audience.

Professional Development Days and/or sub day for each teacher

2 half days

8

(This could also be broken into one hour sessions if needed remotely)

BREAK OUT SESSIONS: Conference style (multiple sessions offered in 1 hour intervals on various topics)

- APE Activities
- Curriculum Mapping
- Common assessment/common rubrics
- OPEN Resources
- ASAP Dynamic PE
- Five for Life/ Welnet
- Pedometers
- Synergy and gradebook
- New teacher training
- Unit progression
- Assessment of fitness concepts
- Apps/iPads
- Fitness testing
- BSD vetted resources

Teacher Observation Days - Studio classroom model

Each teacher participates in one day

Choose one

1. Conference day for observer: visit 2 model schools to observe lessons
 - Last four hours meet with all the teachers involved, both observing and teaching, to debrief together- the teachers teaching the lessons extended pay
2. Full Sub day: visit 2 model schools to observe lessons
Last hour debrief with second school- the teachers teaching the lessons get extended pay

PE Leaders - Cadre Team

- Six leaders to support implementation of the adoption district-wide. Their work will focus on supporting teachers and cross-district collaboration.
- Monthly after school PLC meetings with stipend

Phase 3 (on-going)

Preservice

Full Day

Curriculum mapping
Common assessments
BSD vetted resources

Professional Development Days and/or sub day for each teacher

2 half days

9

(This could also be broken into one hour sessions if needed remotely)

BREAK OUT SESSIONS: Conference style (multiple sessions offered in 1 hour intervals on various topics)

- APE Activities
- Curriculum Mapping
- Common assessment/common rubrics
- OPEN Resources
- ASAP Dynamic PE - 4 part lesson
- Five for Life/ Welnet
- Pedometers
- Synergy and gradebook
- New teacher training
- Unit progression
- Assessment of fitness concepts
- Apps/iPads
- Fitness testing

Teacher Observation Days - Studio classroom model

Each teacher participates in one day (in addition to days a teacher is the model teacher)

- During conference days:
 - Split the first eight hours between two schools with lunch included
 - Last four hours meet with all the teachers involved, both observing and teaching, to debrief together- the teachers teaching the lessons get extended pay from 4-8

Other PD opportunities:

PE Leaders - Cadre Team

- Six leaders to support implementation of the adoption district-wide. Their work will focus on supporting teachers and cross-district collaboration.
- Monthly after school PLC meetings with stipend

Middle School PD- 3 Phase Implementation

Dates and trainings are tentative based on COVID 19 implications

Phase 1

Goal - Introduce new learning targets. Provide insight on how to use technology (Welnet, heart rate monitors, Canvas, etc.). Create a baseline “standard” for teachers.

From Middle School Best Practices:

5.1.1 *The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).*

Preservice

- 1/2 Day
 - Introduce new curriculum and adoption process
 - Learning targets (Specifically LT 3 and incorporating SEL lessons/assessment strategies)
 - Review of Physical Literacy
 - Standards Based Learning Assessment Practices
 - Common assessment/rubrics
 - Using Canvas for: Assessments, sharing with other colleagues (commons in Canvas/importing documents)
 - Curriculum Mapping: Common agreements that are set in place that all MS are expected to accomplish by the end of the school year by grade level.

New Teachers

New Teachers are paired up with a veteran BSD PE teacher for a mentor/mentee program for their first two years if new to teaching or first year if they are a new teacher to BSD.

****If 2020-21 school year is starting with remote learning, move up the timetable for the use of Canvas, Welnet, online resources (DareBee, etc.) and online assessments****

PE Leaders - Cadre Team

- One leader per school to support implementation of the adoption district-wide. Their work will focus on supporting teachers in their building and cross-district collaboration.
- Monthly before school meetings, plus extended contract time for school support.

Professional Development Days and/or Sub Day 1 day for each secondary teacher

(This could also be broke into one hour sessions if needed remotely)

BREAK OUT SESSIONS: Conference style (multiple sessions offered in 1 hour intervals on various topics)

- Canvas for the PE Classroom
 - Use of Canvas for Assessment
 - Posting Common Documents (district, individual MS's)

- Implementing Technology in PE - **See implementing Tech in PE below for specifics*
- Fitness Testing/Welnet
- More on Assessments/Common Rubrics
- Warm-up and Cool-down Activities (Quick and/or in-depth)
- Fitness Lab/Gym Scaffolding
 - FITT
 - Heart Rate
 - Muscle Movement
- APE Activities

*Implementing Technology in PE

- QR Codes: Front load (set up, materials, etc.) and then how to incorporate in your lesson plans
- Successful uses of technology in the gym
 - Canvas
 - Google slides
 - App/ iPads

Wearables - Pilot Schools Heart rate monitors (w/Polar rep) ****only early adoption schools (4 middle school staffs attend one half day) after school begins***

Wearables - Pilot Schools -

- tentative Heart rate monitors (w/Polar rep)

****only early adoption schools (2 high school staffs attend) after school begins***

- **Half day**
- In person with POLAR or Videos or live virtual meeting with a trainer
- Unpacking and activating
- Downloading and setting up class lists from Synergy
- Proper student use
- Class flow-pick up, activate, monitor, upload
- Upload and analysis with WELNET
- Assessment and analysis tools on Polar site
- Navigation of Polar site
- Maintenance-Cleaning, storage, strap replacement, repair, charging
- Helpful tips

Regional Teacher PD - Please refer to PE Cadre Leaders section

- Rotate host schools with varying topics
 - Reviewing topics we covered in preservice
 - Ran/organized by PE Cadre Leaders in that region
 - Sample lesson/assessment implementing learning targets

Teacher Observation Days - Studio classroom

- Host teacher performing a lesson plan
 - Demonstrates new learning targets, assessments, technology, etc.

- Time to debrief afterwards

Phase 2 -

Goal -To pick up any unfinished PD from Phase 1. Share out/discussion opportunities on Phase 1. Review learning targets, common agreements and common assessments. Provide ongoing training on use of technology (WeNet, heart rate monitors, Canvas, etc). Make sure new PE teachers are brought up to speed on Standards Based Assessment Practices, Physical Literacy, Curriculum Map and common MS agreements.

From Middle School Best Practices:

5.1.1 *The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).*

Preservice

- 1/2 Day
 - Review LTs, common assessments, etc.
 - Share how first year roll went
 - Review of Physical Literacy
 - Standards Based Learning Assessment Practices
 - Common Assessment/Rubrics
 - Using Canvas for: Assessments, sharing with other colleagues (commons in Canvas/importing documents)
 - Curriculum Mapping: common agreements that are set in place that all MS are expected to accomplish by the end of the school year by grade level.
 - APE Activities
 - Unfinished work from Phase 1

Phase 3 (on-going)

Goal - Continue work from Phase 1 & 2. PE Cadre Leaders will meet and plan PD for this work based on feedback from MS PE teachers.

From Middle School Best Practices:

5.1.1 *The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).*

Other PD opportunities:

PE Leaders - Cadre Team

- One leader per school to support implementation of the adoption district-wide. Their work will focus on supporting teachers in their building and cross-district collaboration.
- Monthly after school PLC meetings, plus extended contract time for school support
- Facilitate new teacher mentorship for teachers new to BSD

MS PE Teachers

- Attend state and national conferences. These teachers then bring back their knowledge and lead future training/breakout sessions.

High School School PD- 3 Phase Implementation

Dates and trainings are tentative based on COVID 19 implications

PRE Phase 1

Remote Learning PD (virtual)

Canvas

WELNET

Online Resources

****If 2020-21 school year is starting with remote learning, move up the timetable for the use of Canvas, Welnet, online resources (DareBee, etc) and online assessments****

Phase 1

GOAL - Brief overview of curriculum adoption timeline. K-12 Curriculum Map. Introduce new learning targets, common assessment ideas, and course options.

Inservice -

- **1 Full Day**
- Large Group with Department Break Out Time
 - Overview of process
 - Timeline
 - Who was involved
 - What guided the work
 - K-12 Curriculum Map
 - What is the goal for each level
 - Learning targets
 - Time with Department to digest new learning targets
 - Common assessment ideas (for specific classes, for specific ALTs)
 - Time with Department and/or Course Specific groups to adjust current assessments to meet new targets
 - Appropriate use of Fitness Testing data
 - Course options/sequencing
 - Using technology for assessments WELNET

PD day-

- **½ Day** (This could also be broke into one hour sessions if needed remotely)
- Rotate host schools with varying topics
 - Reviewing topics we covered in preservice
 - Ran/organized by host school PE teacher
 - Sample lesson/assessment implementing learning targets

Mid Year PD -

- **½ Day** (This could also be broke into one hour sessions if needed remotely)
- Check in on how the use of learning targets is going
 - Further development on common assessments
 - Intro to adopted materials (WelNet, OPEN, etc)
 -

Wearables - Pilot Schools -

- tentative Heart rate monitors (w/Polar rep)

**only early adoption schools (2 high school staffs attend) after school begins*

- **Half day**
- In person with POLAR or Videos or live virtual meeting with a trainer
- Unpacking and activating
- Downloading and setting up class lists from Synergy
- Proper student use
- Class flow-pick up, activate, monitor, upload
- Upload and analysis with WELNET
- Assessment and analysis tools on Polar site
- Navigation of Polar site
- Maintenance-Cleaning, storage, strap replacement, repair, charging
- Helpful tips

Teacher Observation Days (GOAL)

- Host teacher performing a lesson plan
 - Demonstrates new learning targets, assessments, technology, etc.
 - Time to debrief afterwards

Phase 2

GOAL -Introduce new technology (Welnet, Canvas, heart rate monitors, etc).

Inservice

- 1 Full Day
- Conference style with multiple sessions and teacher choice
- Opening Session (full group together)
 - Overview of adopted materials
 - Appropriate use of Fitness Testing Data to guide direct instruction
 - Welnet
 - Fitness testing/Welnet
- BREAK OUT SESSIONS
 - Canvas for the PE Classroom
 - Use of Canvas for assessment
 - Posting common documents (district, individual HS's)
 - Time with adopted materials
 - Heart rate monitors (w/Polar rep)

- Assessments for ALTs
- Weight training teachers
- Teaching Yoga, Dance, Movement
- Closing Session
 - Time with Departments to share out what they have gotten out of the day

Professional Development Days

- Rotate host schools with varying topics
 - Reviewing topics we covered in preservice
 - Ran/organized by host school PE teacher
 - Sample lesson/assessment implementing learning targets
- Mid-Year ½ Day (February)
 - Check in on how the use of adopted material is going
 - Further development on common assessments
 - Call for future PD proposals

Teacher Observation Days

- Host teacher performing a lesson plan
 - Demonstrates new learning targets, assessments, technology, etc.
 - Time to debrief afterwards

New Teachers

New Teachers are paired up with a veteran PE BSD teacher for a mentor/mentee program for their first two years if new to teaching or first year if they are a new teacher to BSD.

Phase 3 “B SHAPE” - Ongoing

Half day per teacher each year

GOAL - Build the culture of ongoing Professional Development that is specific to Physical Education. Opening Session

- Guest Speakers/Guest instructors
- Break Out Session
 - PE Cadre can identify teachers who are implementing the new targets and assessments
 - Ask for session proposals
 - Session with keynote speaker
- Closing Session
 - Time with Departments to share out what they have gotten out of the day
 -

Half day per teacher each year

Teacher Observation Days Host teacher performing a lesson plan

- Demonstrates new learning targets, assessments, technology, etc.
- Time to debrief afterwards

Other PD opportunities:

PE Leaders - Cadre Team

- One leader per school to support implementation of the adoption district-wide. Their work will focus on supporting teachers in their building and cross-district collaboration.
- Monthly before school PLC meetings, plus extended contract time for school support
- Facilitate new teacher mentorship for teachers new to BSD

Description and Evaluation of Physical Education Current Program

Summary

Elementary

Students receive an average of 75 minutes of PE with a specialist a week at the elementary level. In order to meet the 150 minutes of Physical Education recommended by the Active Student Task Force in 2016, physical activity with the student's classroom teacher in the form of brainboosts were recommended to meet the recommendation. Currently as reported by schools, 75% of school grade levels met the minimum 120 minutes of instruction required for 2019-20 and nearly 30% of school grade levels met the 150 minutes required for 2020-21 and beyond. While we are much closer to achieving the minutes of physical education recommended, adequate space is an issue in our larger schools. Classes are taught in empty portables or classrooms when the space is available to avoid double classes with well over 50 students in the gym at one time. Not all learning targets, such as racket skills can be safely taught with 60 students in an elementary sized gym. The PEP grant has provided professional development and resources focused on Fitness and Nutrition. This will reduce the amount needed to fund some resources but Physical Education is about more than fitness. As noted in the PEP Grant data report, the percentage of students passing the President Youth Fitness Program increased by 24% over the past three years from 25% to 44% for K-8 students.

With an increase in physical education positions in Oregon and a teacher shortage there has been an increase in filling positions with teachers who are not highly qualified. Teachers have expressed the need for more training in teaching our special education students as they are teaching Adapted PE classes.

Many elementary schools have adequate technology in the gym with sound systems and projectors, but some schools are lagging behind without a projector for visuals and videos.

Middle School

The overall number of minutes of Physical Education has reduced as a district at the middle school level. Only 2 out of 10 schools have daily PE. At all schools PE teachers also teach approximately 9 weeks of health during the year or about 25% of the class minutes. At our two schools with daily PE, teachers have more time to build relationships and incorporate SEL into their lessons, students spend more time during the week in MVPA, content and skill practice are better retained and learning targets are able to be unpacked at a pace that allows for differentiation. At all middle schools not every student takes PE even though it is mandated by the state. Often these are our students who are already at a disadvantage in school. Students must pass a year of PE in high school and are at a disadvantage if they have missed 3 years of content in middle school. Due to class size increases, many PE classes are approaching 40 students and up to 49 in some cases, which offers challenges to teaching content safely. Not all class sizes are able to fit in a classroom setting when moving to Health content. Students do experience a variety of skills in PE, but this is not consistent across the district as it depends on the space and number of gyms at the school to ensure safety. Through the PEP grant schools were able to convert or add to a small gym and make it into a Fit Lab. Each lab has 6 or more exercise machines and additional fitness equipment was purchased. This has helped maximize space while enabling teachers to teach fitness in a relevant and safe environment. Middle Schools are in need of adequate technology to be able project heart rate data, PowerPoints and video. Many schools have inadequate sound systems especially in auxiliary gyms. Teachers have expressed the need for more training in teaching our special education students as they are teaching Adapted PE classes.

High School

Students take the equivalent of one year of PE at the high school level. Students have a variety of classes to choose from at each school, but it varies school to school. Class size varies greatly in schools and across the district and are often between 40 - 50 students which makes it difficult to assess students accurately and regularly. Many times two classes are in one gym at a time due to gym space and weather. There is inequity in choices of classes to participate in depending on PE budget and PE teachers skill set. Students graduate with different levels of preparedness to be active and fit for a lifetime based on the curriculum taught, access to time, equipment and resources. Although a few of the high schools have piloted technology such as heart rate monitors and use of projectors/monitors and sound systems, most schools do not have access to this technology. There is a growing need for professional development in teaching special populations with the advent of more APE students accessing general physical education classes.

ELEMENTARY PE SURVEY DATA

Explain How Large Class Sizes/Space Impact the Safety of Your Students While Teaching PE.

We have had to modify and eliminate some learning targets and equipment due to numbers and space (66 4th graders in a small gym). Behavior management also takes away from activity time.

Portable space with 5th grade students (our highest numbered classes) is hard to get students to

Large classes make it difficult to maintain safety and provide equipment, especially in the portable

We double up classes for kindergarten and 1st grade so we usually have about 50 kids in the gym at one time. This limits the activities we can do because we do not have enough equipment or space to accommodate that many kids at one time. Our 2nd graders also start in the gym together before one class moves to the cafeteria after it has been cleaned up from lunches. When we have 2 classes in the gym at one time, there is not enough space for students to move safely. Students frequently bump into each other during certain activities. Despite the safety concerns, we do the best we can to make our available spaces work for PE.

The two PE teachers take turns in the gym. The other teaching spaces are a portable, the stage, undercover or outside. These all have various hazards and so there are fewer options of activities. For example, on the stage, there is a piano, choir risers, the sound booth and other random furniture and storage items, along with heavy curtains. The students hide and/or wrap up in the curtains.

Not able to have all students participate at the same time. Need to use stage for some activities.

Being able to get all the students as much practice time with the necessary equipment can be a challenge with large class sizes due to no being able to move and execute the skills correctly whilst not interfering others and injuring others.

Space can be a problem

Under 30 is fine. Over 30 would limit the amount of equipment each student would have access to. 30 kids running around a medium size gym increases the likelihood of kids running into each other and needing to leave PE for the health room.

Impacts type of activities that can be taught

The more students in a gym the more risk for safety. More chances of situations where one PE teacher can not correctly supervise all students.

double kinder impacts us as we have several runners in that class and it takes too long to make groups and get equipment out. Assessment is next to impossible in the fall without video.

Large class sizes make it difficult to maintain safety and provide equipment to every student.

None

1/2 of the time our classes are doubled up. Kids only get 1 day out of 3 PE classes where they are alone! It has a major impact on what we are able to do with them because we often have 54 kindergarteners and up to 64 5th graders in class! It really limits what activities we are able to do in the gym. We often have to end up doing stations because there is not enough room to safely do activities and our school doesn't currently have any other space we can use for PE. We would say class sizes and space is a huge impact on the quality of kid's PE experience.

too many kids in limited space, collisions are unavoidable, equipment shortages

Limits the amount of safe space a student can move in, limits the content I am able to safely teach

Large sizes put increased supervision pressure on teachers.

Our gym was built for double classes so it's okay. If we were getting class sizes into the 30+ range then the impacts would be greater.

My students learn through movement and movement with equipment. They need big personal spaces so they are able to explore with their body and equipment without getting into anyone else's space which helps prevent collisions. With limited space, safety restricts what amount and type of skills I can teach my students.

Large class sizes are a huge safety concern, especially when teaching in limited space. At Elmonica, we have one gym, but two PE classes at the same time. Currently, Bret and I are rotating spaces every ten days. When we are not teaching in the gym we teach in a portable, on the stage, or outside. These alternate teaching spaces are affected when things like vision screening, picture day, etc. take place in the portable we use or the stage. Recess makes teaching outside nearly impossible. Small spaces especially become an issue when our larger classes (25+) come to PE. There is an extremely limited amount of activities we can have students do safely on the stage and/or in the portable. This makes teaching to our standards and getting kids the daily MVPA (moderate to vigorous physical activity) they need very difficult.

Too many kids moving in a gym, kids run into each other because there is not room for much movement.

32 large fifth grade bodies make it very difficult for any activity that requires distance a part from each other - jump rope, throwing, kicking, etc.

At the end of the day, I am usually spending time writing up behaviors, meeting with teachers, or contacting parents to follow through on behaviors that happened during the day. - no time for planning

We have one PE class in the gym and one PE class in the portable. Sometimes we go outside. In the portable, students are at greater risk of injury. It requires lots of modifications and quality student management skills.

While we are not dealing with supersized or double classes in PE this year, we have in the past and it has been very impactful. When classes are doubled we cannot teach to the curriculum due to safety concerns. The priority becomes management of students and less about the content we are teaching.

none

No impact

We are lucky to have such a spacious gym. We only share the gym with 1st grade twice a week and then the time blocks where Dan teaches SLC and I teach Gen Ed. We have enough space but noise is an issue with our SLC. Very tough to share a space with SLC with their specific needs. Dan tried to teach them in a classroom and stage but splitting the gym was the best option (as confirmed by our APE teacher) but noise is a problem and it is an inconvenience (not a huge deal) for my classes to not be able to play music for those shared periods.

Takes away from independent practice time.

It limits the activities we can do safely

The gym isn't big enough to have 30 kids. They don't have the space to move without running into one another. Sometime there isn't enough equipment for each student to have one item.

Haven't had a problem with it.

Lack of individual opportunity and limits the opportunities for certain activities. Also creates issues with classroom management.

Small space and limited equipment

Students are unable to move safely when space is too small or class sizes are too large. Additionally, there is not enough equipment to support the number of students in the large classes.

Small spaces with large classes limits what we can do safely in class. Equipment is also a concern.

Do You Have Appropriate Teaching Spaces for Each PE Teacher at Your School? (Please Explain)

yes

Yes

No

No - generally we share the gym. If we do use the "fit lab", we must be quiet due to sharing walls with other classrooms.

Yes. Gym and portable/outside

The portable is less than ideal to teach Physical Education in, especially with 4th-5th grades

No, we do not have appropriate teaching spaces for each PE teacher at Jacob Wismer. We always use the gym with kindergarten and 1st grade with 2 classes. We use our cafeteria with other grade levels to do PE. We have access to a portable classroom as well but it is very small and is also being used for storage of tables and can be checked out for use by PTO. The cafeteria is not an ideal place to teach PE because there are obstacles such as tables and lunch carts but it is better than the portable because it is bigger.

No, the gym is the only appropriate space and each PE teacher gets it half of the time. We have 5 day rotations, so we switch every two rotations (10 school days).

yes, both use the gym

Another gym would be wonderful

Yes. We have a full gym and a big MPR room.

no, we don't have a portable or extra empty classroom so we must double. Also 3 ISC classes impact our schedule as we can't put them with another grade level but don't have a safe place for class therefore we must supersize 5th to make the schedule work.

I feel the portable classroom is less than ideal for teaching PE.

No. We have one nice, big gym but 2 out of every 3 times a kid has PE at our school, they are doubled up with another class. There is no other space for us to be for now.

yes, two gyms, large field, covered play area

Sometimes. At Findley, we have access to the gym all day and the cafeteria for part of the day. When the cafeteria is not available due to lunches, we use a multi-purpose room as a teaching space. I would not say that the multi-purpose room is an appropriate space to teach PE, but we do the best we can and make it work.

most of the time, unless kicked out of the gym in the winter for assemblies or other activities.

We have one space (Gym) that was built to teach double classes, screen divides gym into two spaces, however it doesn't work for all games and activities. It is noisy and hard to teach. Our outside space is very small so with recesses all day it's difficult to use that space as well.

Yes.

No. There is only one gym which leaves the other teacher trying to plan for portable/stage units.

Yes - 1 teacher and 1 gym

No, unless you consider a portable a quality teaching space.

No, we only have one gym and at when available the cafeteria. However, the cafeteria is a difficult space to teach in.

Yes, but see above

No, the Fit Lab limits what we can do. We are in a primary hallway and share a wall with a 2nd grade classroom.

Yes. I teach in the gym only. I am rarely kicked out of my space but when I do, I teach outside instead.

Yes. We team teach and do it well.

We have a small gym and a portable. I wouldn't consider a portable/cafeeteria appropriate, but we use it.

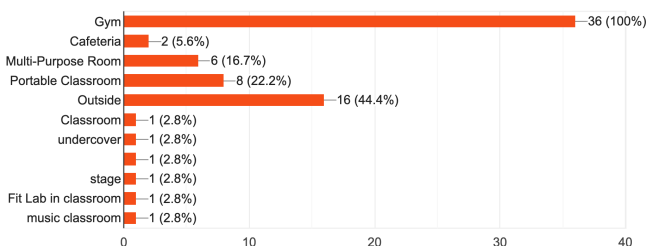
Yes and No, Multipurpose is small with brick walls

No, in some cases 2 classes (50 students) are in the gym. Other times classes are taught outside or in the music classroom.

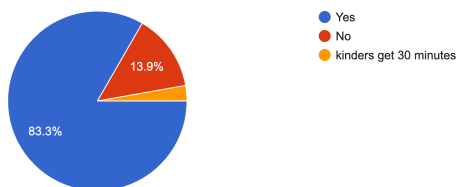
Where Are PE Classes Held?

Where Are PE Classes Held?

36 responses



Does Each Class Get The Same Amount of PE Minutes?
36 responses



MIDDLE SCHOOL DATA SURVEY

Explain How Class Sizes/Mixed Grade Levels/Space Impact The Safety Of Your Students While Teaching PE.

More students means less space which leads to more accidents

When you have 49 students it is difficult to have your eyes on all of them. Some spaces we have are too small to have 49 teenagers moving in.

Our 6th graders and girls are scared/embarrassed to try and there are many liability and safety issues with the mixed grades.

Space Issue with Large number of students in class

Our space was not intended for large classes. Our small gym is smaller than all elementary gyms. Our students are too big for the space with that many kids. We have to push into an additional space and supervise two areas. Our third space is the size of a classroom. Students cannot not safely move. When on the fields, my games/activities are so spread out that I can't always see/hear my students or safely instruct with equipment.

Maturity levels, Skill levels, Physical Development, etc...

Do You Have Appropriate Teaching Spaces For Each PE Teacher At Your School? (Please Explain)

No, there is only one gym and there are two PE teachers. We have two health teachers who also teach a "fit lab" portion and they use the cafeteria and a classroom connected to the cafeteria. I don't know the answer to some of the questions, so I put a zero where I didn't know.

Yes. We have amazing outdoor field space, and three gyms

Yes. 3 spaces for 4 teachers. It would be nice to have one more.

yes....two gyms..... but share one gym between two teachers each unit while other teacher has other gym

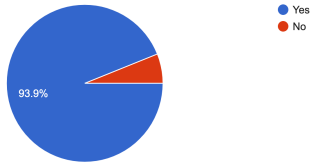
Our small gym is smaller than all elementary gyms in the district. We have a multi-purpose room that is the size of a classroom. With large classes, we have to use the hallway when teaching in this space. When we teach in the small gym, we do not have enough space to teach safely and must utilize the covered play area, so the teacher has to supervise two spaces at once.

No! Especially during foul weather

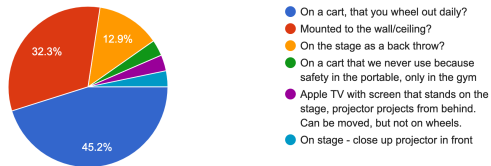
Yes

ELEMENTARY PROJECTOR SURVEY

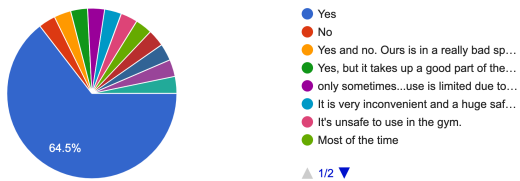
Do you have a projector
33 responses



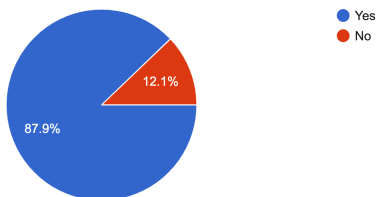
If yes, is your projector...
31 responses



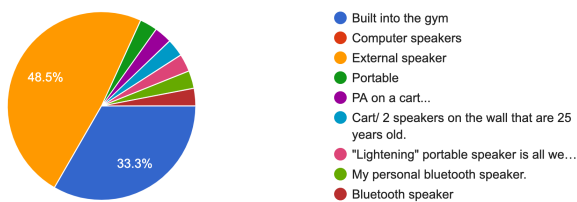
Is it usable for PE Class?
31 responses



Do you have an adequate sound system to play music during PE?
33 responses

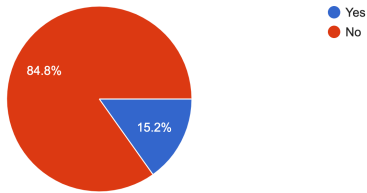


Is your sound system...
33 responses



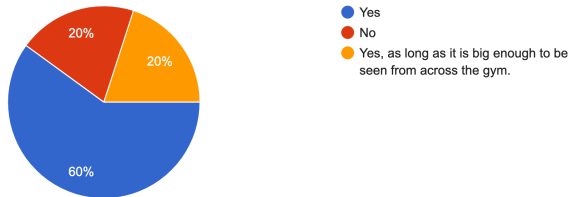
Do you have a TV in your gym?

33 responses



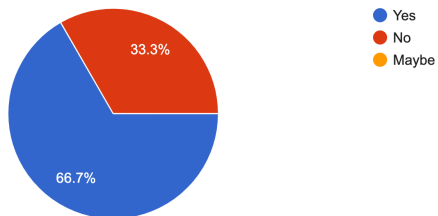
If you have a TV, is it practical/usable in your teaching space?

5 responses



Does your gym have a stage?

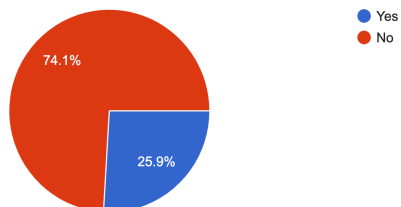
33 responses



SECONDARY PROJECTOR SURVEY

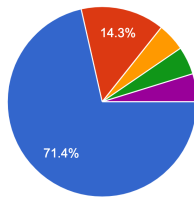
Do you have projectors for each of your teaching spaces?

27 responses



If yes, is your projector...

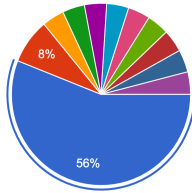
21 responses



- On a cart, that you wheel out daily?
- Mounted to the wall/ceiling?
- All our projectors are on a cart. It would be great to have a ceiling mounted projector in the gym, weight room and yoga room.
- none
- No projectors in main gyms. TVs and airplay in 2/4 gym spaces.

Are they usable for PE Class?

25 responses

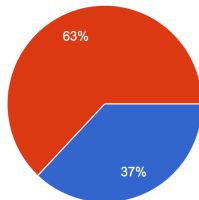


- Yes
- No
- two yes, one no
- We use them for PE, but the cord is al...
- They are useable, but get in the way a...
- They have been used before but they...
- We make them work but it's not safe
- I have it connected to the apple tv and...

▲ 1/2 ▼

Do you have an adequate sound system to play music during PE in all spaces?

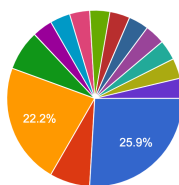
27 responses



- Yes
- No

Is the sound system...

27 responses

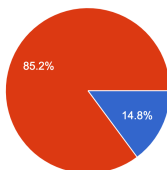


- Built into the gym
- Computer speakers
- External speaker
- All of the above
- see explanation
- One built in (main gym). Nothing in up...
- depends on the space, built in and por...
- I have brought my own stereos from h...

▲ 1/2 ▼

Do you have a TV in your gym?

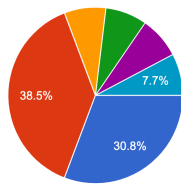
27 responses



- Yes
- No

If you have a TV, is it practical/usable in your teaching space?

13 responses



- Yes
- No
- see explanation
- TVs in Weight Room and Dance Room
- No, projectors work better. TV would get broke.
- We have TVs in our weight rooms, and wrestling room. Would like them in upper and lower gyms as well.

PE Equipment – In Addition to the Instructional Resources Recommended for Adoption

In order to provide every student an opportunity to meet grade level learning targets while promoting engagement in a variety of activities, appropriate and adequate equipment is needed for a range of skill levels. Currently, individual school budgets generally buy all the PE equipment. At the elementary level, where some students may be introduced to activities for the first time, PE Equipment Budgets range from \$0 to approximately \$4 per student with most being less than one dollar per student. PE budgets currently purchase or replace lost or damaged equipment. Schools with a robust Parent Teacher Organization (PTO) tend to have more equipment and a greater variety of equipment which makes the activities more accessible.

With inconsistent PE budgets K - 12, inequity prevails. In order to bridge the gap, Teaching & Learning will purchase equipment for schools with the greatest need. All schools will inventory current equipment to demonstrate need. Especially at the secondary level, where multiple teachers share equipment and more than one class may be offered simultaneously, the wear is greater. Many schools do not budget for the replacement of damaged equipment. Schools will inventory current equipment to demonstrate need.

With current inequities, promoting student engagement, ensuring student proficiency, safety and sustainability in mind, an equipment budget from T & L needs to be developed.

Lists of required PE equipment is listed by level

Elementary PE Equipment

Gopher - Vendor

Maximum Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections	
36	36	18	6	4	
Item	Item #	Price per unit	Quantity needed	# of Class sets needed	Total Quantity Needed
Equipment for Specific Labs					
4'x8' Landing Mats			20		0
Crash Pad: not needed	85-314	\$859.00	1	1	1
THROW/CATCH/KICK/DRIBBLE/VOLLEY					
Gator Skin Foam Balls 6" - set of 6	41-590	\$76.95	6	1	6
Gator Skin Foam Balls 8" - set of 6	41-550	\$145.00	6	1	6
Oversize Foam Tennis Balls	41-718	\$13.95	12	1	12
Tennis Balls	52-067	\$4.50	12	1	12
Whiffle/Pickle Balls - set of 12	56-078	\$44.95	3	1	3
Bean Bags - set of 6	20-536	\$10.95	6	1	6
Yarn Balls - set of 72	71588	\$399.00	1	1	1
Rainbow SkyBlazer Foam Discs - set of 6	20-814	\$19.95	6	1	6
Basketballs Size 4 compact - set of 6	61-226	\$66.95	6	1	1
SoftScore Foam Soccer Balls - Size 4	71-760	\$145.00	6	1	6
Soccer Size 4 outdoor - set of 6	62-042	\$89.95	6	1	6
Throwing Targets - 3 sets	45532	\$64.95	3	1	3
Volleyball Oversized (Light)	60510	\$109.00	6	1	6
Portable Standards (175lb) - 2 ct. system	86-249	\$1,419.00	1	1	1
Rally Net Rec.	66703	\$54.95	2	1	2
STRIKING					
Badminton Racquet (long) -set of 6	51195	\$64.95	6	1	6
Hockey Sticks-set of 10	10373	\$175.00	4	1	4
Baseball Bats - Gopher Midsize Plastic - set of 6	42009	\$69.95	6		1
Pickleball Paddles - set of 6	53397	\$69.95	6	1	6
					Appx C - 30

Birdies-set of 6	51114	\$13.95	6	1	6
Birdies (Oversized)-set of 6	51096	\$24.95	6	1	6
Rainbow Portable Nets (if no standards)	51033	\$799.00	1	1	1
Hockey Pucks/Balls - set of 12	17977	\$64.95	3	1	3
Hockey/Soccer Nets - RinkPro Offical (2)	14527	\$349.00	2	1	2
RHYTHMS					
Jump Ropes - 6' - set of 6	41084	\$25.95	6	1	6
Jump Ropes - 7 - set of 6	41085	\$26.95	6	1	6
Jump Ropes - 8' - set of 6	41086	\$27.95	6	1	6
Jump Ropes - 9' - set of 6	41087	\$28.95	3	1	3
Long Jump Rope - set of 6	41089	\$34.95	3	1	1
Jump Rope Cart	41056	\$229.00	1	1	1
Hula Hoops- 36" - set of 12	43509	\$84.95	2	1	1
Hula Hoops - 30" - set of 12	43508	\$79.95	2	1	2
Hula Hoops Cart	43525	\$109.00	2	1	2
Jump Bands	25018	\$139.00	1		1
					0
					0
FITNESS/MOVEMNT SKILLS EQUIPMENT					
Agility Ladders	67-665	\$29.95	2		0
dumbbells			12		
Medicine Balls - 6 lb			6		0
Exercise Ball			6		
Exercise Bands			6		
Exercise Cards	45- custom BSD	varies	2		
Step Boxes (6 per set)	69-564	\$205.00	1	1	1
Foam Dice (6 per set)	58-053	\$89.95	1	0	1
Scooters - set of 6	86-747	\$175.00	6	1	1
Scooter Rack	57-097	\$199.00	1	1	1
Hurdles-set of 6	38-372	\$54.95	6		
NUTRITION/MUSCLES/BONES					
NutriPlay Nutrition Cards	34-129	\$94.95	1		1
Skeleton Puzzle	86-043	\$84.95	1	1	1
Muscles Puzzle	34-052	\$79.95	1	1	1
SOCIAL SKILLS					
					Appx C - 31

30' Parachute No Handles	85-944	\$259.00	1		1
Rubber Rings (set of 36)	01-124	\$109.00	1	1	1
Topple Tubes	58-922	\$269.00	1	1	1
GENERAL EQUIPMENT					
Boundary Markers - set of 24	93-185	\$74.95	2	0	2
Rainbow Number Poly Spots - set of 60	93-306	\$269.00	1	1	1
Rainbow Stay & Play Poly Spots - set of 6	93-063	\$29.95	6	1	6
Floor Directional Spots	93-195	\$54.95	2		
Equipment bags			6		
Rainbow Stay-N-Play Dome Cones	93-003	\$69.95	1	1	1
Cones LARGE 18'- set of 6	85-816	\$74.95	3		
Cones MEDIUM 12'- set of 6	85-887	\$54.95	6		
Cones SMALL 6'- set of 6	85-858	\$34.95	12		
Wristbands - set of 12	29685	\$24.95	3	1	3
Pinnies			36		
Belts and Flags			36		
omnikin inflator	56-376	\$239.00	1		1
Air Pump (Compressor)	66-449	\$299.00	1		1
Ball Needles (set of 25)	66-622	\$8.95	1		1
Sound System		Varies	1		
Flat-Screen TV or projector 1 per teaching space		Varies			
Apple TV 1 per projector		Varies			
TV Cover 1 per Flat screen TV		Varies			

Sport Time - Vendor

Average Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections	
36	36	18	6	4	
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed	Total Quantity Needed
					Appx C - 32

[illegible]

[illegible]

Middle School PE Equipment

Gopher - Vendor

	Maximum Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections
	50	50	25	9	4
Learning Target(s)	Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed
Activity Equipment Storage Etc...	Omniken Inflator (4.5hp)	56-376	\$239.00	1	1
Activity Equipment Storage Etc...	Cinch Storage bags (set of 6)	89-765	\$109.00	2	4
Activity Equipment Storage Etc...	Pinnies / jerseys (size L, 6 per set)	29-569	\$28.95	7	2
Activity Equipment Storage Etc...	Waist Flags (size L, set of 24)	63-225	\$34.95	2	2
Activity Equipment Storage Etc...	Tall cones (set of 10)	93-048	\$39.95		3
Activity Equipment Storage Etc...	Dome cones (set of 36)	93-015	\$59.95	2	2
Activity Equipment Storage Etc...	Poly Spots (set of 6)	93-063	\$29.95	5	2
Activity Equipment Storage Etc...	Fox 40 Pealess Whistles	66-559	\$4.50	12	
Activity Equipment Storage Etc...	Air Pump (Compressor)	66-449	\$299.00	1	2
Activity Equipment Storage Etc...	Ball Needles (set of 25)	66-622	\$8.95	1	2
Dribbling with hands or feet	Soccer Balls	62-023	\$17.95	25	2
Fitness Lab Gym	Weighted balls/bells (10 balls, rack, posters)	69-713	\$779.00		2
Fitness Lab Gym	Hand weights (various weights)	73-873	\$1,399.00	1	1
Fitness Lab Gym	Resistance band (48 various resistance tubing plus rack)	64-153	\$799.00		2
Fitness Lab Gym	Bosu balls	70-486	\$99.95		10
Fitness Lab Gym	Yoga balls (Set of 12)	70-221	\$679.00		2
Fitness Lab Gym	Balance boards (Set of 6)	10-101	\$299.00		2
Fitness Lab Gym	Plyo boxes (ExploSafe Plyometric Boxes - Set of 5)	64-136	\$1,365.00		1

Fitness Lab Gym	Step up/aerobic boxes (set of 10 with 4 risers each)	68-775	\$1,189.00		
Fitness Lab Gym	Conditioning ropes (Four 30' ropes w/ Anchor)	65-632	\$589.00		
Fitness Lab Gym	Conditioning ropes - Wall Mount	70-094	\$239.00	2	1
Fitness Lab Gym	Visual Countdown Clock/Timer (GymNext Timer Tab - Below)				
Passing & Receiving	Frisbees (set of 6)	20-549	\$54.95	5	1
Passing & Receiving	Footballs (Rubber Set of 6)	71-522	\$69.95	2	1
Passing & Receiving	Footballs (Foam Set of 6)	62-512	\$109.00	1	1
Passing & Receiving	Footballs (Synthetic)	62-317	\$26.95	10	1
Passing & Receiving	Baseballs (set of 6)	42-108	\$24.95	2	1
Passing & Receiving	Softballs (set of 6)	42-169	\$29.95	2	1
Passing & Receiving	Whiffle Balls (set of 6)	56-058	\$18.95	1	2
Passing & Receiving	Rugby Balls	71-439	\$23.95	10	2
Passing & Receiving Dribbling with hands or feet	Basketballs (28.5")	60-003	\$38.95	50	1
Passing & Receiving Dribbling with hands or feet	Basketballs (29.5")	60-004	\$38.95	50	1
Passing & Receiving Dribbling with hands or feet	Gatorskin Balls (Rainbow: Set of 6 each: 6.3")	71-567	\$105.00	4	2
Passing & Receiving Dribbling with hands or feet	Indoor Ball (set of 6 rainbow. 8.25")	71-569	\$195.00	1	1
Rhythmic Movement Fitness Lab Gym	Folding mats (4' x 6', Velcro on 2 Ends)	88-025	\$359.00		20
Rhythmic Movement Fitness Lab Gym	Jump ropes (set of 6 - 8 ft length)	41-412	\$27.95		8
Rhythmic Movement Fitness Lab Gym	Portable Sound System				
					Appx D - 34

Rhythmic Movement Fitness Lab Gym	Hula Hoops - 30"				
Striking & Volley with hands or implement	Rubber playground balls (Set of 6/Rainbow)	72-039	\$64.95	2	2
Striking & Volley with hands or implement	Pickle Ball Paddles (set of 24)	68-742	\$449.00	2	1
Striking & Volley with hands or implement	Badminton Rackets	51-004	\$17.95	50	1
Striking & Volley with hands or implement	Volleyballs	61-773	\$34.95	25	1
Striking & Volley with hands or implement	Volleyballs (Volley Lite Trainer - set of 6)	60-799	\$195.00	4	1
Striking & Volley with hands or implement	Birdies (Set of 6 each/yellow/Medium Speed)	51-811	\$13.95	5	2
Striking & Volley with hands or implement	Tennis Rackets/Balls (set of 24 w/ balls and bags)	52-017	\$629.00	2	1
Striking & Volley with hands or implement	Tennis Rackets (individual)	52-226	\$20.95	2	1
Striking & Volley with hands or implement	Bats (Set of 6)	42-038	\$64.95	2	1
Striking & Volley with hands or implement	Golf clubs (individual 7 irons-46 Right Hand, 4 Left)	31-145, 31-012	\$28.95	50	1
Striking & Volley with hands or implement	Whiffle golf balls (set of 10 dozen)	31-052	\$64.95	1	1
Striking & Volley with hands or implement	Omniken Balls (36")	41-466	\$229.00	1	2
Striking & Volley with hands or implement	Omniken Balls (48")	11-277	\$295.00	1	2
Striking & Volley with hands or implement	Omniken Replacement Bladder (36")	10-937	\$44.95	1	2
					Appx D - 35

Striking & Volley with hands or implement	Omniken Replacement Bladder (48")	10-947	\$59.95	1	2
Striking & Volley with hands or implement	Spike Ball	55-511	\$99.95	13	1
Striking & Volley with hands or implement	Volleyball/Badminton Nets				
Striking & Volley with hands or implement	Volleyball/Badminton Standards				
Striking & Volley with hands or implement	Volleyball/Badminton Qwik Clamp Net Attachments (per pair)	86-176	\$16.95	8	

Sport Time - Vendor

Average Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections	
50	50	25	9	4	
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed	Total Quantity Needed
Equipment for Specific Labs					
Basketballs (29.5")	29385	\$39.74	50	2	100
Frisbees (set of 6)			5	1	5
Footballs (Rubber Set of 6)			2	1	2
Footballs (Foam Set of 6)			1	1	1
Footballs (synthetic-Individual)			10	1	10
Gatorskin Balls (Rainbow: Set of 6 each: 6.3")			4	2	8
Basketballs (individual ball)			50	2	100
Baseballs (set of 6)			2	1	2
Softballs (set of 6)			2	1	2
					Appx D - 36

Whiffle Balls (set of 6)			1	2	2
Rugby Balls			10	2	20
Rubber playground balls (Set of 6/Rainbow)			2	2	4
Pickle Ball Paddles (set of 24)			2	1	2
Badminton Rackets			50	1	50
Volleyballs			25	1	25
Birdies (Set of 6 each/yellow/Medium Speed)			5	2	10
Tennis Rackets/Balls (set of 24 w/ balls and bags)			2	1	2
Tennis Rackets (individual)			2	1	2
Bats (Set of 6)			2	1	2
Golf clubs (individual 7 irons-46 Right Hand, 4 Left)			50	1	50
Whiffle golf balls (set of 10 dozen)			1	1	1
Light/Low flight balls					0
Omniken Balls (36")			1	2	2
Omniken Balls (48")			1	2	2
Omniken Replacement Bladder (36")			1	2	2
Omniken Replacement Bladder (48")			1	2	2
Omniken Inflator (4.5hp)			1	1	1
Spike Ball			13	1	13
Soccer Balls			25	2	50
Folding mats (4' x 6', Velcro on 2 Ends)				20	20
Jump ropes (set of 6 - 8 ft length)				8	8
Weighted balls/bells (10 balls, rack, posters)				2	2
Hand weights (various weights)			1	1	1
					Appx D - 37

Resistance band (48 various resistance tubing plus rack)				2	2
Bosu balls				10	10
Yoga balls (Set of 12)				2	2
Balance boards (Set of 6)				2	2
Plyo boxes (ExploSafe Plyometric Boxes - Set of 5)				1	1
Step up/aerobic boxes (set of 10 with 4 risers each)					2
Conditioning ropes (Four 30' ropes w/ Anchor)					1
Conditioning ropes - Wall Mount			2	1	2
Visual Countdown Clock/Timer (GymNext Timer Tab - Below)					0
Cinch Storage bags (set of 6)			2	4	4
Pinnies / jerseys (size L, 6 per set)			7	2	14
Waist Flags (size L, set of 24)			2	2	4
Tall cones (set of 10)				3	3
Dome cones (set of 36)			2	2	4
Polly Spots (set of 6)			5	2	10

GymNext - Order Per Teaching Space

Maximum Class Size	Quantity for one per student	Per pair of students	Groups of 6/stations	simultaneous sections	
50	50	25	9	4	
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed	Total Quantity Needed
Equipment for Specific Labs					
Gym Edition : Gym Timer/Clock (Large Sized)		\$279.00		1	2
Home Edition: Gym Timer/Clock (Medium Sized)		\$169.00		1	1
					Appx D - 38

High School PE Equipment

Units

- General
 - Pennies (4 colors)- 2 class sets class set is 50
 - Cones: 100 “soccer” style cones
 - Poly spots...50
 - Ball/Penny Bags...12
 - Gator balls (dodgeballs)...25 8.5”...50 6”
 - Rubberized balls...10
 - Weighted corner- 8 (2 sets of 4)
 - Ball pumps...2
 - Ball pump needles...50
 - Whistles...10
 - Stop watches...12
 - Learning target posters...4
 - Hula hoops...12
 - Combination locks...1000
 - Tumbling mats...4
- Electronics
 - Heart rate monitor watches...60
 - Heart rate monitor software...1 per school
 - Large screen TVs (mounted)...1 per teaching space
 - TV protection...1 per gym
 - Apple TVs...1 per TV
 - Ipads...50
 - Ipad cases...50
 - Portable scoreboards...4
 - Portable speakers...2
 - Headset mics...2
- Basketball
 - Mens Basketballs...25
 - Womens Basketballs...25
 - Basketball storage...2
- Volleyball (USA volleyball for net systems)
 - Volleyballs...50
 - Volleyball Nets...5
 - Volleyball Standards...8 (5 with cranks)
 - Volleyball storage...1
 - Volleyball Nets & Standards Storage...wall mounted storage system...one per site
- Badminton (ADA)
 - Badminton racket...50
 - Badminton racket storage...2 racks
 - Badminton nets...8 portable nets
 - Shuttlecock...100 Appx D - 34

- Soccer
 - Soccer balls (regular & nerf)...50
 - Soccer ball storage...2 carts
 - Pop up goals...12 (used for soccer, hockey, and handball)
- Flag Football
 - Full sized footballs...12
 - Youth sized footballs...12
 - Flags (4 colors)...100
- Floor Hockey
 - Floor hockey pucks/balls...25 pucks...25 balls
 - Hockey sticks...50
- Ultimate Frisbee/Frisbee Golf
 - Ultimate Frisbees...50
 - Disc Golf Frisbees...2 sets of 36 (mix of driver, mid-range, putters)
 - Disc Golf Holes...9
- Pickleball
 - Pickleballs...100
 - Pickleball paddle...50
 - Paddle storage...2 rack
- Team Handball
 - Youth sized handballs...25
- Tennis
 - Tennis rackets...50
 - Tennis racket storage...2 racks
 - Tennis balls...100
- Fitness
 - Physio balls...36
 - Hand weights...2 mobile sets of 64 pairs
 - Rubber Kettlebells...2 stationary sets of 12
 - Medicine balls...
 - Sandbells...
 - Jump ropes...75
 - Yoga mats...75
 - Aerobic Steps and risers...36
 - Resistance bands...48 tube pack...varied resistance
 - Resistance loops...50...varied resistance
 - Agility ladders...8
- Spike Ball
 - Spike balls...comes with net systems
 - Spike ball nets...12
- Softball
 - Gloves...25 Right...10 left

- Softballs...50
 - Bats...6
 - Tees...6
 - Bases...12
- Weight Training... everything
 - Squat racks
 - Clean platforms
 - Benches
 - Weights (metal and rubberized)
 - Dumbbells
 - Medicine balls
 - Slam balls
 - Bar collars
 - Pullup bands
 - Weight belts
 - Chalk
- Recreation Games
 - Cornhole...10
 -
- Golf
 - Clubs...25 right...10 left...mix of irons
 - Whiffle balls...150
 - Birdie balls...150
 - Targets...9
 - Strike Pads...18
 - Driving nets...6
- Outdoor Recreation
 - Spinning rods...24
 - Spincaster rods...24
 - Fly rods...12
 - Backyard Bass...24
 - Cast iron dutch ovens...10
 - Teambuilding Kit (Project Adventure)...2
 - Compasses...24
- Adapted PE
 - Beach balls...12
 - Foam bats...4
 - Parachute...1
 - Bowling pins...24
 - Bowling balls...4
 - Foam paddles...24
 - Wall mount removable basketball hoops

K - 12 Adapted Equipment

Average Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections
20	20	10	4	4
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed
Equipment for Specific Labs				
Kicking				
Flaghouse sensory soccer ball	18992	\$35.00	6	1
Gopher In Reach bell ball	49-007	\$34.95	6	1
Sport time deadzone soccer balls yellow	23798	\$24.97	6	1
Rainbow foam rings set of 6	41-474	\$79.95	3	1
Volleying				
Sportime giant nylite 24 inch ball	23802	\$36.89	1	1
Sportime Finger light balls 14 inches	1320286	\$20.02	10	1
Throwing overhand & Catching				
Gopher duracoat foam balls (orange) 6.3 diameter - set of 6	72-162	\$109.00	6	1
Gopher oversized foam balls (set of 3)	41-718	\$13.95	3	1
Sportime Gymnic Grab Balls (set of 6)	5363	\$77.02	6	1
Sportime slomo bump ball	6931	\$7.49	1	1
Gopher Foam frisbees (set of 6)	11-177	\$44.95	1	1
US Games Spiderball	65115	\$11.99	6	1
Sportime successballs set of 6 6 inches	1004528	\$29.62	6	1
Rainbow foam rings set of 6	41-474	\$79.95	6	1
Sportime Gymnic Grab Balls (set of 6)	5363	\$77.02	6	1
Rainbow foam rings set of 6	41-474	\$79.95	6	1
Long Handled Striking				
Ultrasoft Floor Hockey Packs 10 player set 36inch	17-477	\$159.00	1	1
Shield floor hockey barrier set	20-612	\$159.00	8	1
Sportime big bopper batting tee and adapter	3898	\$33.97	1	1

Sportime round and flat foam baseball bat	15880	\$16.57	4	1
Underhand roll				
Gopher In Reach bell ball	49-007	\$34.95	1	1
Gopher Magnus bowling ramp	45-513	\$99.00	1	1
Hand dribbling				
Sportime gradeball rubber junior basketballs 27 inches	1599267	\$56.09	6	1
Sportime max utility ball 16 inches	31489	\$20.99	1	1
Targets				
Sportime pull bouy multi-dome arch gates 30 in. set of 6	21967	\$65.02	1	1
US Games speed stacks Jumbo	1313871	\$214.99	36	1
Bison Wall-mount removable goal basketball systems double	66-332	\$209.00	1	1
Gopher Alleyoop goals (basketball 4ft)	GH65-122	\$239.00	1	1
Gopher Alleyoop goals (basketball 6ft)	GH65-129	\$319.00	1	1
Katch-a-basket	1375105	\$57.99	6	1
Shorthanded Implements				
Pull bouy racquetball lollipop paddles	18948	\$46.42	6	1
Sportime paddlesoft paddles	1449584	\$37.12	6	1
US Games giant shuttlecock prism pack	1317114	\$13.99	6	1
Misc.				
Gopher rainbow fastrack scooters	86-700	\$369.00	6	1
30' Parachute No Handles	85-944	\$259.00	1	

Everything You Need to Know About Senate Bill 4 (2017)

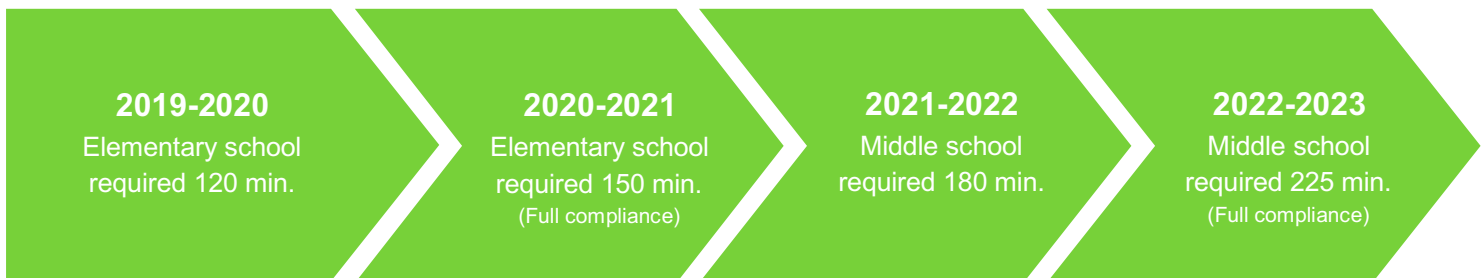
Time Requirement

Students in grades K through 5 (and students in grade 6 at K-6 schools) must participate in 150 minutes of physical education per week. Students in grades 6 through 8 must participate in 225 minutes of physical education per week.

The time requirement will be prorated for school weeks with:

- *Scheduled school closures (holidays, in-service days, and parent-teacher conferences)*
- *Unscheduled school closures (inclement weather and emergencies)*
- *Out-of-school activities that occur during usual school hours (field trips and outdoor school programs)*
- *Irregular class schedules (four-day school weeks)*

Implementation Timeline



Flexible 45 Minutes

To meet the time requirement, schools may provide up to 45 minutes of activities each week which:

- Meet academic content standards for PE (as adopted by State Board of Education)
- Are provided by PK-8 multiple subject endorsed teachers
- Have been reviewed by a licensed PE specialist

To assist schools in this flexible 45 minutes, ODE will be making a list of approved curriculum for those schools that choose to use them. Schools may provide activities that have not explicitly been approved by ODE if the activities meet academic content standards for PE, are provided by PK-8 multiple subject endorsed teachers, and have been reviewed by a licensed PE specialist.

Penalty

After 2022-2023, schools which do not comply are at risk of losing funding.

Exception

Schools are not required to comply with the time requirement for school years during the biennium in which the total amount allocated to the State School Fund for districts is less than the amount that is determined to be needed under the prepared tentative budget.



Year 3 & Final PEP Grant Report - September 19, 2019

Year 3 & Final PEP Grant Report

Overview: This report highlights student data collected by Beaverton School District for their Carol M. White Physical Education Program (PEP) Grant awarded in 2016. As a healthy, active lifestyle is an important ingredient of academic success, Beaverton School District's approved PEP Grant was designed to teach students the importance of staying active and developing healthy lifestyles. To this end, we are fully committed in the effort to recognize the critically important role of physical education in improving student overall achievement.

PEP Grant Background: The Carol M. White Physical Education Program provides grants to school districts and community-based organizations (i.e., health departments, YMCAs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting physical education state standards.

PEP Grant Data: The data contained in this report is presented in the following four sections. These include results for:

1. Percentage of Students Meeting 60 Minutes of Daily Physical Activity.
2. Percentage of Students Passing the Presidential Youth Fitness Program.
3. Percentage of Students with Healthy Eating Behaviors.
4. Behaviors towards Physical Education, Physical Activity and Nutrition.

Additionally, this report will cover related support information consisting of:

1. Analysis of Teacher Surveys.
2. Analysis of Zoom Focus Group Data.
3. On-going Trends.
4. Overall Future Recommendations.

(1) Government Results Performance Act (GRPA) Data: During the implementation of the PEP Grant, the school district was required to collect rounds of student data on the following three measures:

1. Percentage of Students Meeting 60 Minutes of Daily Physical Activity. This measure is a national recommendation established by CDC (Centers for Disease Control).
2. Percentage of Students Passing the Required Presidential Youth Fitness Program criteria.
3. Percentage of Students with Healthy Nutritional Behaviors.

(2) Student Behaviors towards Physical Education, Physical Activity & Nutrition: During the implementation of the PEP Grant, the school district was required to collect rounds of student data on the following measures:

- Enjoying Physical Education Classes.
- Being Active at Least 50% of PE Class Time.
- Avoiding Consumption of Sugar-Added Beverages.
- Hours of TV/Computer Screen Time.

**Item #1:
Percentage of Students Meeting 60 Minutes of Daily Physical Activity**

Explanation of Results: The following chart highlights the results of the PEP Grant over the three-year grant period. As seen below, the district started with a Baseline of 40% of students meeting the recommended guideline for being physically active for a minimum of 60 minutes on a daily basis. An overall positive change of 22% (40% to 62%) was seen by the end of Year 3.

Baseline Data	Year 1 Data	Year 2 Data	Year 3 Data
40%	59%	60%	62%

**Item #2:
Percentage of Students Passing the Required Presidential Youth Fitness Program Items**

Explanation of Results: The following chart highlights the results of the PEP Grant over the three-year grant period. As seen below, the district started with a Baseline of 25% of students passing the required President Youth Fitness Program Test. An overall positive change of 22% (25% to 44%) was seen by the end of Year 3.

Baseline Data	Year 1 Data	Year 2 Data	Year 3 Data
25%	36%	40%	44%

**Item #3:
Percentage of Students with Healthy Eating Behaviors**

Explanation of Results: The following chart highlights the results of the PEP Grant over the three-year grant period. As seen below, the district started with a Baseline of 10% of students demonstrating healthy eating behaviors. An overall positive change of 16% (10% to 26%) was seen by the end of Year 3.

Baseline Data	Year 1 Data	Year 2 Data	Year 3 Data
10%	16%	21%	26%

Item #4:
Student Behaviors towards Physical Education, Physical Activity & Nutrition

Background: The information shows the percentage of students who:

- Enjoy the Physical Education Classes
- Are Active at Least 50% of Class Time
- Avoid Drinking Sugar-Added Beverages on a Regular Basis
- View Less than 2 Hours of TV/Computer Screen Time on a Daily Basis

Explanation of Results: The chart highlights the overall results of the four measures as an aggregated score. It was determined that a score of 70% or above would indicate a strong overall impact to hopefully carry forward in the future.

Student Behaviors	Year 1 Percentages	Year 2 Percentages	Year 3 Percentages
Aggregate Results	74%	71%	71%

Item #5: Analysis of Teacher Survey

Background: A PEP Grant Teacher Survey was completed by our elementary and middle school physical education teachers.

(1) Teaching Area

Elementary: 52
Middle: 13

(2) What year did you start teaching PE in Beaverton?

Elementary

2015-16 or any prior year: 37

2016-17: 5

2017-18: 3

2018-19: 0

2019-20: 7

Middle School

2015-16 or any prior year: 12

2016-17: 0

2017-18: 1

2018-19: 0

2019-20: 0

(3) Compared to years prior to the PEP grant, I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.

Elementary

At a Much Greater Level: 21

At a Somewhat Greater Level: 10

At about the Same Level: 2

At a Lower Level: 4

Middle School

At a Much Greater Level: 4

At a Somewhat Greater Level: 5

At about the Same Level: 3

At a Lower Level: 0

At A Glance: Compared to years prior to the PEP grant, I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.

82% positive

(4) Compared to years prior to the PEP grant, I use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.

Elementary

At a Much Greater Level: 12

At a Somewhat Greater Level: 19

At about the Same Level: 1

At a Lower Level: 5

Middle School

At a Much Greater Level: 1

At a Somewhat Greater Level: 5

At about the Same Level: 4

At a Lower Level: 2

At A Glance: Compared to years prior to the PEP grant, I use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.

76% positive

(5) Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students fitness concepts is:

Elementary

At a Much Greater Level: 12
At a Somewhat Greater Level: 19
At about the Same Level: 1
At a Lower Level: 5

Middle School

At a Much Greater Level: 2
At a Somewhat Greater Level: 7
At about the Same Level: 3
At a Lower Level: 0

At A Glance: Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students fitness concepts.

82% positive

(6) Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students nutrition concepts is:

Elementary

At a Much Greater Level: 20
At a Somewhat Greater Level: 13
At about the Same Level: 2
At a Lower Level: 2

Middle School

At a Much Greater Level: 1
At a Somewhat Greater Level: 5
At about the Same Level: 8
At a Lower Level: 0

At A Glance: Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students nutrition concepts:

80% positive

(7) Compared to years prior to the PEP grant, the proportion of time students spend during my PE class in activities designed to promote MVPA is:

Elementary

At a Much Greater Level: 7
At a Somewhat Greater Level: 20
At about the Same Level: 18
At a Lower Level: 1

Middle School

At a Much Greater Level: 1
At a Somewhat Greater Level: 5
At about the Same Level: 6
At a Lower Level: 0

At A Glance: Compared to years prior to the PEP grant, the proportion of time students spend during my PE class in activities designed to promote MVPA.

67% positive

(8) I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.

Elementary

Strongly Agree: 18

Agree: 27

Disagree: 0

Strongly Disagree: 0

Middle School

Strongly Agree: 2

Agree: 9

Disagree: 1

Strongly Disagree: 0

At A Glance: I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.

98% positive

(9) This year, I intend to use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.

Elementary

Strongly Agree: 10

Agree: 25

Disagree: 1

Strongly Disagree: 1

Middle School

Strongly Agree: 1

Agree: 8

Disagree: 3

Strongly Disagree: 0

At A Glance: This year, I intend to use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.

90% positive

(10) How confident are you in your ability to use pedometers, iPads, and WELNET to track and monitor student fitness and physical activity?

Elementary

Very Confident: 19

Somewhat Confident: 25

Not at All: 1

Middle School

Very Confident: 6

Somewhat Confident: 6

Not at All: 0

At A Glance: How confident are you in your ability to use pedometers, iPads, and WELNET to track and monitor student fitness and physical activity?

98% positive

(11) Would you like additional professional development or support in this area?

Elementary

Yes: 21

No: 24

Middle School

Yes: 2

No: 10

At A Glance: Would you like additional professional development or support in this area? * 60% feels they did not need additional PD support.

60% positive

(12) This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.

Elementary

Strongly Agree: 11

Agree: 31

Disagree: 2

Strongly Disagree: 1

Middle School

Strongly Agree: 0

Agree: 10

Disagree: 2

Strongly Disagree: 0

At A Glance: This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.

91% positive

(13) How confident are you in your ability to use lessons from Five for Life in my PE classes to teach fitness concepts?

Elementary

Very Confident: 22

Somewhat Confident: 23

Not Confident at All: 0

Middle School

Very Confident: 7

Somewhat Confident: 4

Not Confident at All: 1

At A Glance: How confident are you in your ability to use lessons from Five for Life in my PE classes to teach fitness concepts?

98% positive

(14) Would you like additional professional development or support in this area?

Elementary

Yes: 18

No: 27

Middle School

Yes: 3

No: 9

At A Glance: Would you like additional professional development or support in this area? * 65% feels they did not need additional PD support.

65% positive

(15) This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.**Elementary**

Strongly Agree: 12

Agree: 31

Disagree: 2

Strongly Disagree: 0

Middle School

Strongly Agree: 0

Agree: 8

Disagree: 4

Strongly Disagree: 0

At A Glance: This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.

89% positive

(16) How confident are you in your ability to use lessons from Five for Life in my PE classes to teach nutrition concepts?**Elementary**

Very Confident: 20

Somewhat Confident: 25

Not Confident at All: 0

Middle School

Very Confident: 3

Somewhat Confident: 8

Not Confident at All: 1

At A Glance: This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.

98% positive

(17) Would you like additional professional development or support in this area?**Elementary**

Yes: 15

No: 30

Middle School

Yes: 4

No: 8

At A Glance: Would you like additional professional development or support in this area? * **67% feels they did not need additional PD support.**

67% positive

(18) How can we best support collaboration between teachers and buildings? Please provide specific suggestions that have worked in the past and other suggestions for future planning.

Elementary

- Allow opportunities for PE teachers to meet with each other instead of attending meetings involving other content areas.
- Allow staff to choose their groups to meet with regularly and collaborate.
- Allow time for collaboration
- Being able to go watch others teach a lesson. Learning walks
- Collaboration would best be supported with like #'ed and socioeconomic schools, as well as proximity.
- Continue having whole group PD.
- Continue to collaborate with colleagues in a variety of different schools and locations. We enjoy learning from each other!
- District trainings, Professional development, attending conferences
- Early release Wednesday that allowed for weekly collaboration and professional development instead of once every couple months for an extended period of time. Professional development on activities that include assessment techniques embedded in them.
- Face time on the computer. This is a business practice and should be implemented for us. This allows us to collaborate on a consistent basis without having to travel.
- Face to face time spent with like-minded people or people with similar motivation.
- Give protected time during some inservice days to collaborate
- Google Docs with a monthly or biweekly prompt. Similar to our learning terms with an agenda but we individually put on the google docs and share
- happy hour
- Have teachers visit and observe other teachers
- Having time into staff meetings and PD designed for collaboration.
- How can we best support collaboration between teachers and buildings? Please provide specific suggestions that have worked in the past and other suggestions for future planning.
- I would like collaboration on how to incorporate the use of the ipads with the learning targets and standards with ease as related to assessment and planning. No small task!
- It has been great to see and experience the different games from the curriculum. It isn't always as easy to go through the curriculum and read through it as most of us are kinesthetic learners. I like to collaborate and learn from others by experiencing games and activities.
- Learning teams.
- Maintain smaller collaboration groups and meeting opportunities.
- Meeting up with other PE specialists was incredibly helpful. Not sure how we can facilitate that with Wednesdays gone, but it would be something to look at.
- Meetings between teachers from nearby schools that teach similar curriculum.
- No ideas at the moment.
- PD about assessment ideas for learning targets and PD where we share ideas, games and activities from our own classes.

- Pe meetings with small groups with schools near you
-
- Review sessions are helpful because we have so much to teach that we forget some of the new and simple strategies.
- TIME given. All of our PD times together have been extremely productive and positively influenced my teaching practice.
- webinars or powerpoints sent via e-mail that go through information.
- Weekly professional learning community time (before/after school once per week?).

Middle School

- I am not sure
- More time for collaboration and trainings with "sister" schools
- Taking a half-day of our district wide PD day for collaboration in small hubs - maybe 2-3 schools near each other could collaborate rather than with all 34 schools.
- With technology today, I think teachers can collaborate at any time without having to leave their building. It's just a matter of having the time to do it.

Item #6: Analysis of Zoom Focus Groups

Background: A Zoom Meeting was conducted with separate groups of elementary and middle school physical education teachers. A summary of the results is provided below.

(Question #1) How can we best support collaboration between buildings?

Elementary Responses

- With no Early Release Wednesday, we will need to find other times to meet.
- When can we find this time? PD days?
- I noticed that when we were together the other day, it may be good to have PD by interest areas. What would you like to do - to learn? – Yes, it would be good to have choice!

Middle School Responses

- Meet once a quarter to collaborate – PD Day – 2 hour or 4 hour session?
- We do get a lot of turnover among the district.
- Need to all get together. From building to building, we seem to be doing a good job, but a district wide opportunity is needed.

(Question #2) What is your level of iPad Usage?

Elementary Responses

- Had them less than a year – had a trial class.
- Use of see saw helps to increase communication w/ parents – have not pushed out an assignment with students yet – can use to record kids' skills.
- We really haven't used them at all.
- Need additional PD – more training on the iPad – we need to know and see practical hands-on examples > I can see it happening, but...

Middle School Responses

- Meet once a quarter to collaborate – PD Day – 2 hour or 4 hour session?

- We do get a lot of turnover among the district.
- Need to all get together. From building to building, we seem to be doing a good job, but a district wide opportunity is needed

(Question #3) What new programs, activities or teaching strategies were used to realize gains related to increasing physical activity levels?

Elementary Responses

- Fitting in more fitness concepts – Was hard to keep kids active; FF content was very helpful > the equipment that the grant provided was very helpful in increasing PA levels > exercise balls/yoga ball – exercise bands, dumbbells,
- > Pedometers > Running club > adding more content > academic content was important to motivate our students > spec ed kids autistic > really seemed to like pedometers – choice of being able to select a pedometer goal was great > kids would be asking for the pedometers >

Middle School Responses

- Fitness equipment – barbells, medicine balls, rowing machines, bikes, new fitness equipment – kids were more excited.
- Focused Fitness nutrition content – dietary health + PA > really liked FF curriculum.
- Welnet resources

(Question #4) What new programs, activities or teaching strategies were used to realize gains related to increasing FitnessGram levels?

Elementary Responses

- Can set goals from year to year w/ FitnessGram – We do plan on implementing FG

Middle School Responses

- Use of goal setting, bring this info back to the kids, put this back on the students.
- There was a fitness test before PEP, but having to turn in the FG data made fitness a higher priority.
- We were able to made fitness a long-term goal.

(Question #5) What new programs, activities or teaching strategies were used to realize gains related to increasing healthy eating levels?

Elementary Responses

- FF curriculum – modules on nutrition – This was the most successful years – Capture the Food – Losing Fat over time – Food Groups – Nutrition Cards, etc.

Middle School Responses

- Focused Fitness was good.
- New health curriculum > 6-8, but 6 and 8 have a stronger focus.

(Question #6) What new programs, activities or teaching strategies were used to realize gains related to increasing FitnessGram levels?

Elementary Responses

- Can set goals from year to year w/ FitnessGram.
- We do plan on implementing FG

Middle School Responses

- Use of goal setting, bring this info back to the kids, put this back on the students.
- There was a fitness test before PEP, but having to turn in the FG data made fitness a higher priority.
- We were able to make fitness a long-term goal.

(Question #7) What have you personally learned in your PEP Grant experience?

Elementary Responses

- I remember being with Alex – “I want my kids to be their own personal trainer.”
- Putting MVPA in them... I feel I had more deeper conversations with my students > What a wonderful opportunity to get all of the quality PD with Beaverton Schools folks and outside providers >
- Need to seek out PD and attend SHAPE Oregon events – Donors Choose?
- Having those sub days were extremely valuable > competition is based on your last best effort... physical literacy – gaining comfort – competency – not enough time to truly make a difference?

Middle School Responses

- Biggest impact was being with my fellow colleagues in other buildings – knowing who these folks are was very helpful.
- Having the PEP Grant created a stronger focus for “healthful living.”
-

Item #7: Ongoing Trends

The following four “Ongoing Trends” appear to be in place and have the highest likelihood to remain in place for 3-5 years if reinforced and supported on an annual basis:

1. **Percentage of students being physically active on a daily basis for at least 60 minutes a day.** This important physical activity behavior has been shown to:
 - a. Assist schools in reducing disruptive classroom behavior,
 - b. Increasing focus on academic performance,
 - c. Moderating non-productive social-emotional interactions,
 - d. Increasing personal self-control in times of stress and
 - e. Decreases a spectrum of health risks such as heart attacks, hypertension, strokes, Type II diabetes, and certain types of cancer.
2. **Percentage of students achieving a passing score on the Presidential Youth Fitness Test.** This important physical fitness indicator has been found to have variety of important links to:
 - a. Academic success,
 - b. Student absenteeism,
 - c. Levels of self-esteem and productive citizenship,
 - d. Body image and
 - e. Other positive interpersonal characteristics.
3. **Percentage of students demonstrating healthy eating behaviors.** This important nutritional indicator has been found to have variety of important links to protecting individual health status over time. These protective factors include:
 - a. Increased longevity,
 - b. Fewer cardiovascular events associated to hypertension and Type II diabetes,
 - c. Ability to manage one’s weight and risk of obesity,
 - d. Reduction of lower back pain and loss of productivity, and a
 - e. Variety of goal setting and time management skills.
4. **Percentage of students exhibiting overall personal wellness behaviors.** This important physical fitness indicator has been found to have variety of important links to social, emotional and physical factors such as:

- a. Maintaining a healthy weight,
- b. Increased levels of daily physical activity,
- c. Stress reduction,
- d. Increasing the ability to advocate for self and others and
- e. Creating a more well-rounded and productive life.

Item #8: Future Recommendations
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Based on the growth seen from a “Before PEP Grant” snapshot to the present, it is advised that the following items receive priority. These items include:

1. **Professional Development Resources:** The following two recommendations are proposed in order to maintain the outstanding progress seen to date.
 - a. **Regular and Ongoing Opportunities to Meet:** Based on the many merits of Professional Learning Communities, it is recommended to provide regular opportunities to meet together throughout the year.
 - b. **Out-of-District Professional Development:** It is recommended that every physical education teacher have opportunities to attend State and/or National professional development events.
 - c. **In-District Professional Development:** Also, the ability to bring in experts to designated professional development days is highly recommended as well.
2. **Physical Education Equipment & Supplies:** Each school should conduct an annual inventory of their current and future physical education equipment and supply needs in order to maintain a strong focus on skill development and physical activity opportunities.
3. **Continue to Foster Community Partnerships:** It is also highly recommended to continue to foster those worthwhile community partnerships as they go a long way to promoting additional physical activity opportunities for all students, not just the athletically-inclined.
4. **Annual Report to the School Board:** With all of the numerous achievements over the past three years, it will be important to continue to inform school district and community leaders in terms of an annual status report.

Beaverton School District K-5 Learning Targets – Revised November, 2020

ALT: Academic Learning Target

AST: Academic Supporting Target

KINDERGARTEN

BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

Locomotor - *Hopping, galloping, running, sliding, skipping, leaping*

AST 1.K.1 Performs locomotor skills (hopping, galloping, sliding, skipping) while maintaining balance.

Locomotor - *Jumping & landing, horizontal plane*

AST 1.K.2 Performs jumping & landing actions with balance.

Note: This outcome applies to both horizontal and vertical jumping & landing.

Locomotor – *Dance*

AST 1.K.3 Performs locomotor skills in response to teacher-led creative rhythmic activities.

Non-Locomotor (Stability) *Balance*

AST 1.K.4 Maintains momentary stillness on different bases of support.

AST 1.K.5 Forms wide, narrow, curled & twisted body shapes.

Non-Locomotor (Stability) *Weight transfer, rolling*

AST 1.K.6 Rolls sideways in a narrow body shape.

Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

AST 1.K.7 Contrasts the actions of curling & stretching.

Manipulative *Underhand throw*

AST 1.K.8 Throws underhand with opposite foot forward.

Manipulative *Catching*

AST 1.K.9 Drops a ball and catches it before it bounces twice.

AST 1.K.10 Catches a large ball tossed by a skilled thrower.

Manipulative *Dribbling/ball control with hands*

AST 1.K.11 Dribbles a ball with one hand, attempting the second contact.

Manipulative *Dribbling/ball control with feet*

AST 1.K.12bb Taps a ball using the inside of the foot, sending it forward.

Manipulative *Kicking*

AST 1.K.13 Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.

Manipulative *Volley, underhand*

AST 1.K.14 Volleys a light-weight object (balloon), sending it upward.

Manipulative *Striking, short implement*

AST 1.K.15 Strikes a lightweight object with a paddle or short-handled racket.

Manipulative *Jumping rope*

AST 1.K.1 Executes a single jump with self-turned rope.

Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

AST 1.K.17 Jumps a long rope with teacher-assisted turning.

BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

AST 2.K.1 Differentiates between movement in personal (self-space) & general space.

AST 2.K.2 Moves in personal space to a rhythm.

Movement Concepts *Shapes, pathways, levels*

AST 2.K. Travels in 3 different pathways.

Movement Concepts *Speed, direction, force*

AST 2.K.4 Travels in general space with different speeds.

Physical Activity Knowledge

AST 2.K. Identifies active-play opportunities outside physical education class.

Engages in Physical Activity

AST 2.K. Actively participates in physical education class.

Fitness Knowledge

AST 2.K.7 Recognizes that when you move fast, your heart beats faster and you breathe faster.

Nutrition

AST 2.K.8 Recognizes that food provides energy for physical activity.

Health

AST 2.K.9 Recognizes that physical activity is important for good health.

Challenge

AST 2.K.10 Acknowledges that some physical activities are challenging/difficult.

BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

AST 3.K.1 Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

AST 3.K.2 Acknowledges responsibility for behavior when prompted.

Accepting Feedback

AST 3.K.3 Follows instruction/ directions when prompted.

Working With Others

AST 3.K.4 Shares equipment and space with others.

Rules & Etiquette

AST 3.K.5 Recognizes the established protocol for class activities.

Safety

AST 3.K.6 Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Self-Expression & Enjoyment

AST 3.K.7

Identifies physical activities that are enjoyable.

GRADE 1

BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

Locomotor - *Hopping, galloping, running, sliding, skipping, leaping*

AST 1.1.1 Hops and gallops using a mature pattern.

Locomotor - *Jumping & landing, horizontal plane*

AST 1.1.2 Demonstrates critical elements for jumping & landing in a horizontal plane using 2-foot takeoffs & landings.

Locomotor *Jumping & landing, vertical plane*

AST 1.1.3 Demonstrates critical elements for jumping & landing in a vertical plane using 2-foot takeoffs & landings.

Locomotor *Dance*

AST 1.1.4 Combines locomotor and non-locomotor skills in a teacher- designed rhythmic activity.

Non-Locomotor (Stability) *Balance*

AST 1.1.5 Maintains stillness on different bases of support with different body shapes.

Non-Locomotor (Stability) *Weight transfers*

AST 1.1.6 Transfers weight from one body part to another in self-space in rhythmic activities and gymnastics environments. Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

Non-Locomotor (Stability) *Weight transfer, rolling*

AST 1.1.7 Rolls with either a narrow or curled body shape.

Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

AST 1.1.8 Demonstrates twisting, curling, bending & stretching actions

Manipulative *Underhand throw*

AST 1.1.9 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.

Manipulative *Catching*

AST 1.1.10 Catches a soft object from a self-toss before it bounces.

AST 1.1.11 Catches various sizes of balls self-tossed or tossed by a skilled thrower.

Manipulative *Dribbling/ball control with hands*

AST 1.1.12 Dribbles continuously in self-space using the preferred hand.

Manipulative *Dribbling/ball control with feet*

AST 1.1.13 Taps or dribbles a ball using the inside of the foot while walking in general space.

Manipulative Kicking

AST 1.1.14 Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.

Manipulative Volley, underhand

AST 1.1.15 Volleys an object with an open palm, sending it upward.

Manipulative Striking, short implement

AST 1.1.16 Strikes a ball with a short-handled implement, sending it upward

Manipulative Jumping rope

AST 1.1.17 Jumps forward or backward consecutively using a self-turned rope.

AST 1.1.18 Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts Space

AST 2.1.1 Moves in self-space and general space in response to designated beats/ rhythms.

Movement Concepts Shapes, pathways, levels

AST 2.1.2 Travels demonstrating low, middle and high levels.

AST 2.1.3 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

Movement Concepts Speed, direction, force

AST 2.1.4 Differentiates between fast and slow speeds.

AST 2.1.5 Differentiates between strong and light force.

Physical Activity Knowledge

AST 2.1.6 Discusses the benefits of being active and exercising and/or playing.

Engages in Physical Activity

AST 2.1.7 Actively engages in physical education class.

Fitness Knowledge

AST 2.1.8 Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.

Nutrition

AST 2.K.8 Recognizes that food provides energy for physical activity.

Health

AST 2.1.10 Identifies physical activity as a component of good health.

Challenge

AST 2.1.11 Recognizes that challenge in physical activities can lead to success.

BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

AST 3.1.1 Accepts personal responsibility by using equipment and space appropriately.

AST 3.1.2 Follows the rules & parameters of the learning environment.

Accepting Feedback

AST 3.1.3 Responds appropriately to general feedback from the teacher.

Working With Others

AST 3.1.4 Works independently with others in a variety of class environments (e.g., small and large groups).

Rules & Etiquette

AST 3.1.5 Exhibits the established protocols for class activities.

Safety

AST 3.1.6 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

Self-Expression & Enjoyment

AST 3.1.7 Describes positive feelings that result from participating in physical activities.

AST 3.1.8 Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

GRADE 2

BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of physical activities.

Locomotor - *Hopping, galloping, running, sliding, skipping, leaping*

AST 1.2.1 Skips using a mature pattern.

Locomotor - *Jogging, running*

AST 1.2.2 Runs with a mature pattern.

AST 1.2.3 Travels showing differentiation between jogging and sprinting.

Locomotor - *Jumping & landing, horizontal plane*

AST 1.2.4 Demonstrates critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2- foot takeoffs & landings.

Locomotor *Jumping & landing, vertical plane*

AST 1.2.5 Demonstrates critical elements for jumping & landing in a vertical plane using a variety of 1- and 2-foot takeoffs & landings.

Locomotor *Dance*

AST 1.2.6 Performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms.

Non-Locomotor (Stability) *Balance*

AST 1.2.7 Balances on different bases of support, combining levels and shapes.

AST 1.2.8 Balances in an inverted position with stillness and supportive base.

Non-Locomotor (Stability) *Weight transfers*

AST 1.2.9 Transfers weight from feet to different body parts/bases of support for balance and/or travel.

Non-Locomotor (Stability) *Weight transfer, rolling*

AST 1.2.10 Rolls in different directions with either a narrow or curled body shape.

Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

AST 1.2.11 Differentiates among twisting, curling, bending & stretching actions.

Non-Locomotor (Stability) *Combinations*

AST 1.2.12 Combines balances and transfers into a 3 part movement sequence (i.e.dance, gymnastics, rhythmic sequence).

Manipulative *Underhand throw*

AST 1.2.13 Throws underhand using a mature pattern.

Manipulative *Overhand throw*

AST 1.2.14 Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.

Manipulative *Catching*

AST 1.2.15 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

Manipulative *Dribbling/ball control with hands*

AST 1.2.16 Dribbles in self-space with preferred hand demonstrating a mature pattern.

AST 1.2.17 Dribbles using the preferred hand while walking in general space..

Manipulative *Dribbling/ball control with feet*

AST 1.2.18 Dribbles with the feet in general space with control of ball and body.

Manipulative *Kicking*

AST 1.2.19 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.

Manipulative *Volley, underhand*

AST 1.2.20 Volleys an object upward with consecutive hits

Manipulative *Striking, short implement*

AST 1.2.21 Strikes an object upward with a short- handled implement, using consecutive hits.

Manipulative *Striking, long implement*

AST 1.2.22 Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation.

Manipulative *Jumping rope*

AST 1.2.23 Jumps a self-turned rope consecutively forward and backward with a mature pattern.

AST 1.2.24 Jumps a long rope 5 times consecutively with student turners.

BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

AST 2.2.1 Combines locomotor skills in general space to a rhythm.

Movement Concepts *Shapes, pathways, levels*

AST 2.2.2 Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

Movement Concepts *Speed, direction, force*

AST 2.2.3 Varies time and force with gradual increases and decreases.

Physical Activity Knowledge

AST 2.2.4 Describes large- motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).

Engages in Physical Activity

AST 2.2.5 Actively engages in physical education class in response to instruction and practice.

Fitness Knowledge

AST 2.2.6 Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.

Nutrition

AST 2.2.7 Recognizes “the good health balance” of nutrition and physical activity.

Health

AST 2.2.7 Recognizes “the good health balance” of nutrition and physical activity. (*Refer to nutrition*)

Challenge

AST 2.2.8 Identify physical activities that bring confidence and challenge.

BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

AST 3.2.1 Practices skills with minimal teacher prompting.

AST 3.2.2 Accepts responsibility for class protocols with behavior and performance actions

Accepting Feedback

AST 3.2.3 Accepts positive specific corrective feedback from the teacher.

Working With Others

AST 3.2.4 Works cooperatively with others in a variety of class environments (e.g., small and large groups).

Rules & Etiquette

AST 3.2.5 Exhibits the use of rules and etiquette in teacher-designed physical activities.

Safety

AST 3.2.6 Works independently and safely in physical education.

Self-Expression & Enjoyment

AST 3.2.7 Identifies physical activities that provide self-expression (e.g. dance, gymnastics, practice tasks/game environment.)

GRADE 3

BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of physical activities.

Locomotor - Hopping, galloping, running, sliding, skipping, leaping

AST 1.3.1 Leaps and slides using a mature pattern..

Locomotor - Jogging, running

AST 1.3.2 Runs with a mature pattern.

AST 1.3.3 Varies time and force with gradual increases and decreases.

Locomotor - Jumping & landing, horizontal plane

AST 1.3.4 Jumps & lands in the horizontal planes using a mature pattern.

Locomotor Jumping & landing, vertical plane

AST 1.3.5 Jumps & lands in the vertical planes using a mature pattern.

Locomotor Dance

AST 1.3.6 Performs teacher- selected and developmentally appropriate rhythmic activity steps and movement patterns.

Locomotor Combinations

AST 1.3.7 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.

Non-Locomotor (Stability) Balance

AST 1.3.8 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

Non-Locomotor (Stability) Weight transfers

AST 1.3.9 Transfers weight from feet to hands for momentary weight support.

Non-Locomotor (Stability) Weight transfer, rolling

AST 1.3.10 Applies skill in general activity.

Non-Locomotor (Stability) Curling & stretching; twisting & bending

AST 1.3.11 Moves into and out of a variety of balances with curling, twisting & stretching actions.

Non-Locomotor (Stability) Combinations

AST 1.3.12 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.

Non-Locomotor (Stability) Balance & weight transfers

AST 1.3.13 Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic and rhythmic sequence.

Manipulative Underhand throw

AST 1.3.14 Throws underhand to a partner or target with reasonable accuracy.

Manipulative Overhand throw

AST 1.3.15 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.

Manipulative Catching

AST 1.3.16 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern

Manipulative *Dribbling/ball control with hands*

AST 1.3.17 Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body

Manipulative *Dribbling/ball control with feet*

AST 1.3.18 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.

Manipulative *Passing & receiving with feet*

AST 1.3.19 Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

Manipulative *Kicking*

AST 1.3.20 Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.

AST 1.3.21 Uses a continuous running approach and kicks a stationary ball for accuracy.

Manipulative *Volley, underhand*

AST 1.3.22 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern

Manipulative *Striking, short implement*

AST 1.3.23 Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

AST 1.3.24 Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

Manipulative *Striking, long implement*

AST 1.3.25 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. *Note: Use a batting tee or ball tossed by teacher for batting*

Manipulative *Jumping rope*

AST 1.3.26 Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

AST 2.3.1 Recognizes the concept of open spaces in a movement context.

Movement Concepts *Shapes, pathways, levels*

AST 2.3.2 Recognizes locomotor skills specific to a wide variety of physical activities.

Movement Concepts *Speed, direction, force*

AST 2.3.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

Movement Concepts *Strategies & tactics*

AST 2.3.4 Applies simple strategies & tactics in chasing activities.

AST 2.3.5 Applies simple strategies in fleeing activities.

Physical Activity Knowledge

AST 2.3.6 Charts participation in physical activities outside physical education class.

AST 2.3.7 Identifies physical activity benefits as a way to become healthier

Engages in Physical Activity

AST 2.3.8 Engages in the activities of physical education class without teacher prompting.

Fitness Knowledge

AST 2.3.9 Identifies the components of health-related physical fitness.

AST 2.3.10 Recognizes the importance of warm- up & cool-down relative to vigorous physical activity.

Assessment and Program Planning

AST 2.3.11 Demonstrates, with teacher direction, the health-related fitness components.

AST 2.3.12 Completes health- related physical fitness assessments (pre and post) with teacher direction.

Nutrition

AST 2.3.13 Identifies foods that are beneficial for before and after physical activity.

Health

AST 2.3.14 Discusses the relationship between physical activity and good health.

Challenge

AST 2.3.15 Discusses the challenge that comes from learning a new physical activity.

BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

AST 3.3.1 Exhibits personal responsibility in teacher-directed activities.

AST 3.3.2 Works independently for extended periods of time.

Accepting Feedback

AST 3.3.3 Accepts and implements positive specific corrective feedback from the teacher.

Working With Others

AST 3.3.4 Works cooperatively with others.

AST 3.3.5 Praises others for their success in movement performance.

Rules & Etiquette

AST 3.3.6 Exhibits the use of rules and etiquette in physical activity with peers.

Safety

AST 3.3.7 Works independently and safely in physical activity settings.

Self-Expression & Enjoyment

AST 3.3.8 Reflects on the reasons for enjoying selected physical activities.

Social Interaction

AST 3.3.9 Describes the positive social interactions that come when engaged with others in physical

activity.

GRADE 4

BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

Locomotor - Hopping, galloping, running, sliding, skipping, leaping

AST 1.4.1 Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.

Locomotor - Jogging, running

AST 1.4.2 Runs for distance using a mature pattern.

Locomotor - Jumping & landing, horizontal plane

AST 1.4.3 Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

Locomotor Jumping & landing, vertical plane

AST 1.4.3 Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

Locomotor Dance

AST 1.4.4 Combines locomotor movement patterns to create and perform a rhythmic activity.
Applies skill with cultural diversity in mind.

Locomotor Combinations

AST 1.4.5 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in small- sided practice tasks and games.

Non-Locomotor (Stability) Balance

AST 1.4.6 Balances on different bases of support on apparatus, demonstrating levels and shapes

Non-Locomotor (Stability) Weight transfers

AST 1.4.7 Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).

Non-Locomotor (Stability) Weight transfer, rolling

AST 1.4.8 Applies skill in general activity.

Non-Locomotor (Stability) Curling & stretching; twisting & bending

AST 1.4.9 Moves into and out of balances on apparatus with curling, twisting & stretching actions.

Non-Locomotor (Stability) Combinations

AST 1.4.10 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

Non-Locomotor (Stability) Balance & weight transfers

AST 1.4.11 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

Manipulative Underhand throw

AST 1.4.12 Throws underhand to a large target with accuracy.

Manipulative *Overhand throw*

AST 1.4.13 Throws overhand using a mature pattern in non- dynamic environments (closed skills).

AST 1.4.14 Throws overhand to a partner or at a target with accuracy at a reasonable distance.

Manipulative *Passing with hands*

AST 1.4.15 Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

Manipulative *Catching*

AST 1.4.16 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non- dynamic environment (closed skills).

Manipulative *Dribbling/ball control with hands*

AST 1.4.17 Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern.

AST 1.4.18 Dribbles with control of ball while moving through space using a mature pattern.

Manipulative *Dribbling/ball control with feet*

AST 1.4.19 Dribbles with the feet while moving through space with control of ball and body while increasing and decreasing speed.

Manipulative *Passing & receiving with feet*

AST 1.4.20 Applies skill from third grade outcome in small-sided practice tasks.

Manipulative *Dribbling in combination*

AST 1.4.21 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

Manipulative *Kicking*

AST 1.4.22 Kicks along the ground and in the air using mature patterns.

Manipulative *Volley, underhand*

AST 1.4.23 Volleys underhand using a mature pattern, in a dynamic environment.

Manipulative *Volley, overhead*

AST 1.4.24 Volleys a ball with a 2-hand overhead pattern, sending it upward, using a mature pattern.

Manipulative *Striking, short implement*

AST 1.4.25 Strikes an object with a short-handled implement while demonstrating a mature pattern.

AST 1.4.26 Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.

Manipulative *Striking, long implement*

AST 1.4.27 Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while using mature pattern for the implement (grip, stance, body orientation, swing plane and follow- through).

Manipulative *In combination with locomotor*

AST 1.4.28 Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice- task environments.

Manipulative *Jumping rope*

AST 1.4.29 Performs intermediate and advanced jump- rope skills for both long and short ropes.

AST 1.4.30 Creates a jump-rope routine with either a short or long rope.

BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

AST 2.4.1 Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).

AST 2.4.2 Applies the concept of closing spaces in small-sided practice tasks.

AST 2.4.3 Dribbles in general space with changes in direction and speed.

Movement Concepts *Shapes, pathways, levels*

AST 2.4.4 Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or rhythmic environments

Movement Concepts *Speed, direction, force*

AST 2.4.5 Applies the movement concepts of speed, endurance and pacing for running.

AST 2.4.6 Applies the concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target.

Movement Concepts *Strategies & tactics*

AST 2.4.7 Applies simple offensive strategies and tactics in chasing and fleeing activities.

AST 2.4.8 Applies simple defensive strategies/ tactics in chasing and fleeing activities.

AST 2.4.9 Recognizes the types of kicks needed for different games and sports situations.

Physical Activity Knowledge

AST 2.4.10 Analyzes opportunities for participating in physical activity outside physical education class.

Engages in Physical Activity

AST 2.4.11 Actively engages in the activities of physical education class, both teacher- directed and independent.

Fitness Knowledge

AST 2.4.12 Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.

AST 2.4.13 Demonstrates warm- up & cool-down relative to the cardiovascular fitness assessment

Assessment and Program Planning

AST 2.4.14 Completes health- related physical fitness assessments (pre- & post-).

AST 2.4.15 Identifies areas of needed remediation from personal health- related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.

Nutrition

AST 2.4.16 Discusses the importance of hydration and hydration choices relative to physical activities.

Health

AST 2.4.17 Examines the health benefits of participating in physical activity.

Challenge

AST 2.4.18 Rates the enjoyment of participating in challenging and mastered physical activities.

BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

AST 3.4.1 Exhibits responsible behavior in independent group situations.

AST 3.4.2 Reflects on personal social behavior in physical activity.

Accepting Feedback

AST 3.4.3 Listens respectfully to corrective feedback from others (e.g., peers, adults).

Working With Others

AST 3.4.4 Praises the movement performance of others both more- and less-skilled.

AST 3.4.5 Accepts players of all skill levels into the physical activity.

Rules & Etiquette

AST 3.4.6 Exhibits etiquette and adherence to rules in a variety of physical activities.

Safety

AST 3.4.7 Works safely with peers and equipment in physical activity settings..

Self-Expression & Enjoyment

AST 3.4.8 Rates the enjoyment of participating in different physical activities.

Social Interaction

AST 3.4.9 Describes and compares the positive social interactions when engaged in partner, small-group, and large group physical activities.

GRADE 5

BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of physical activities.

Locomotor - *Hopping, galloping, running, sliding, skipping, leaping*

AST 1.5.1 Demonstrates mature patterns of locomotor and manipulative skills in a variety of dynamic small-sided practice tasks, gymnastics and/or rhythmic activities.

Locomotor - *Jogging, running*

AST 1.5.2 Uses appropriate pacing for a variety of running distances.

Locomotor - *Jumping & landing, horizontal plane*

AST 1.5.3 Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided

Locomotor *Jumping & landing, vertical plane*

AST 1.5.3 Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided

Locomotor *Dance*

AST 1.5.4 Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.

Locomotor *Combinations*

AST 1.5.5 Applies skills listed in fourth grade outcome in game situations (traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games)..

Non-Locomotor (Stability) *Balance*

AST 1.5.6 Combines balance and transferring weight in a gymnastics sequence or rhythms with a partner.

Non-Locomotor (Stability) *Weight transfers*

AST 1.5.7 Transfers weight in gymnastics and/or rhythmic environments

Non-Locomotor (Stability) *Weight transfer, rolling*

AST 1.5.8 Applies skill in general activity.

Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

AST 1.5.9 Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small- sided practice tasks in game environments

Non-Locomotor (Stability) *Combinations*

AST 1.5.10 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform rhythms with a group.

Non-Locomotor (Stability) *Balance & weight transfers*

AST 1.5.11 Applies skill. Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

Manipulative *Underhand throw*

AST 1.5.12 Throws underhand using a mature pattern in non- dynamic environments (closed skills), with different sizes and types of objects.

Manipulative *Overhand throw*

AST 1.5.13 Throws overhand using a mature pattern in non- dynamic environments (closed skills), with different sizes and types of objects.

AST 1.5.14 Throws overhand to a large target with accuracy.

Manipulative *Passing with hands*

AST 1.5.15 Throws with accuracy, both partners moving.

AST 1.5.16 Throws with reasonable accuracy in dynamic, small- sided practice tasks.

Manipulative *Catching*

AST 1.5.17 Catches with competency, both partners moving.

AST 1.5.18 Catches with reasonable competency in dynamic, small-sided practice tasks.

Manipulative *Dribbling/ball control with hands*

AST 1.5.19 Combines hand dribbling with other skills during practice tasks.

Manipulative *Dribbling/ball control with feet*

AST 1.5.20 Combines foot dribbling with other skills in practice tasks.

Manipulative *Passing & receiving with feet*

AST 1.5.21 Passes with the feet using a mature pattern as both partners travel.

AST 1.5.22 Receives a pass with the foot using a mature pattern as both partners travel.

Manipulative *Dribbling in combination*

AST 1.5.23 Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.

Manipulative *Kicking*

AST 1.5.24 Demonstrates mature patterns in kicking and/or punting in small-sided practice task environments.

Manipulative *Volley, underhand*

AST 1.5.25 Applies underhand volley skill in small sided practice tasks.

Manipulative *Volley, overhead*

AST 1.5.26 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.

Manipulative *Striking, short implement*

AST 1.5.27 Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

Manipulative *Striking, long implement*

AST 1.5.28 Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.

Manipulative *In combination with locomotor*

AST 1.5.29 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).

Manipulative *Jumping rope*

AST 1.5.30 Create and perform a jump-rope routine with either a short or long rope.

BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

AST 2.5.1 Combines spatial concepts with locomotor and non- locomotor movements for small groups in gymnastics, dance and/or game environments.

Movement Concepts *Shapes, pathways, levels*

AST 2.5.2 Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and/or dance with self- direction.

Movement Concepts *Speed, direction, force*

AST 2.5.3 Applies movement concepts of speed, endurance and pacing in general situations.

AST 2.5.4 Applies concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target in general situations.

AST 2.5.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small- sided practice tasks in game environments, rhythms and gymnastics.

Movement Concepts *Strategies & tactics*

AST 2.5.6 Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks.

AST 2.5.7 Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.

AST 2.5.8 Recognizes the type of throw, volley or striking action needed for different games & sports situations.

Physical Activity Knowledge

AST 2.5.9 Charts and analyzes physical activity outside physical education class for fitness benefits of activities.

Engages in Physical Activity

AST 2.5.10 Actively engages in all the activities of physical education.

Fitness Knowledge

AST 2.5.11 Identify and assess the health-related components of fitness.

AST 2.5.12 Identifies the need for warm-up & cool-down relative to various physical activities.

Assessment and Program Planning

AST 2.5.13 Applies the following skills in general situations: Completes health-related physical fitness assessments (pre- & post-) and identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas..

Nutrition

AST 2.5.14 Analyzes the impact of food choices relative to physical activity, youth sports & personal health.

Health

AST 2.5.15 Compares the health benefits of participating in selected physical activities.

Challenge

AST 2.5.16 Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity..

BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

AST 3.5.1 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).

AST 3.5.2 Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.

AST 3.5.3 Exhibits respect for self with appropriate behavior while engaging in physical activity.

Accepting Feedback

AST 3.5.4 Gives corrective feedback respectfully to peers.

Working With Others

AST 3.5.5 Applies skills of accepting and respecting players of all skill levels to general physical activity.

Rules & Etiquette

AST 3.5.6 Applies and critiques etiquette and rules in various game activities with peers.

AST 3.5.7 Applies skills of safety, rules, procedures, and etiquette in general physical activities.

Safety

AST 3.5.8 Applies safety principles with age- appropriate physical activities.

Self-Expression & Enjoyment

AST 3.5.9 Analyzes different physical activities for enjoyment, challenge, and reasons for a positive or negative response.

Social Interaction

AST 3.5.10 Describes the social benefits of participating in physical activity (e.g. recess, youth sports).