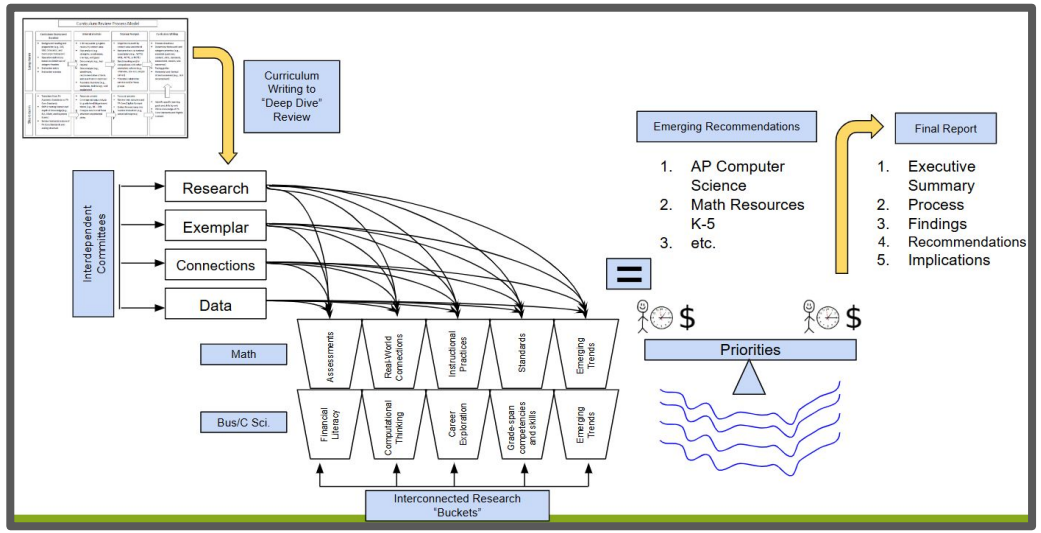
PINE-RICHLAND SCHOOL DISTRICT

Pine-Richland School District

K-12 Health/Physical Education Program Review

June 2, 2025

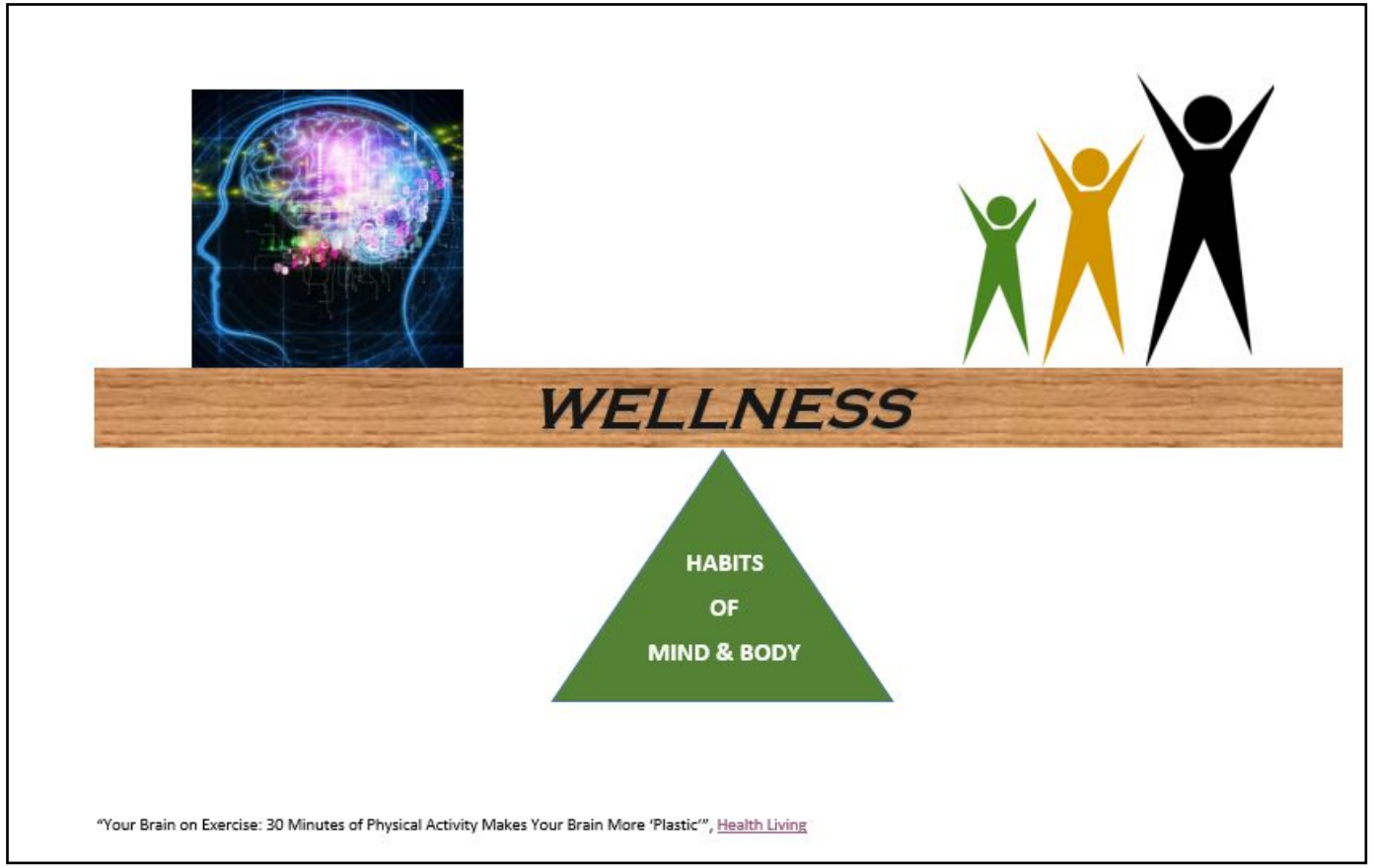
Why In-Depth Program Reviews?







2016 - 2017 Health/PE Program Review



Empower students to develop **habits of mind and body** that support **wellness** throughout a **lifetime**.

Health/PE Department Mini-Review

Review Depth of IDPR Implementation

Data Review (PSSA, Keystone, Advanced Placement, Course Requests, etc.)



Revised/New Recommendations

Research

Local, State, Country, World Trends (PA Standards)

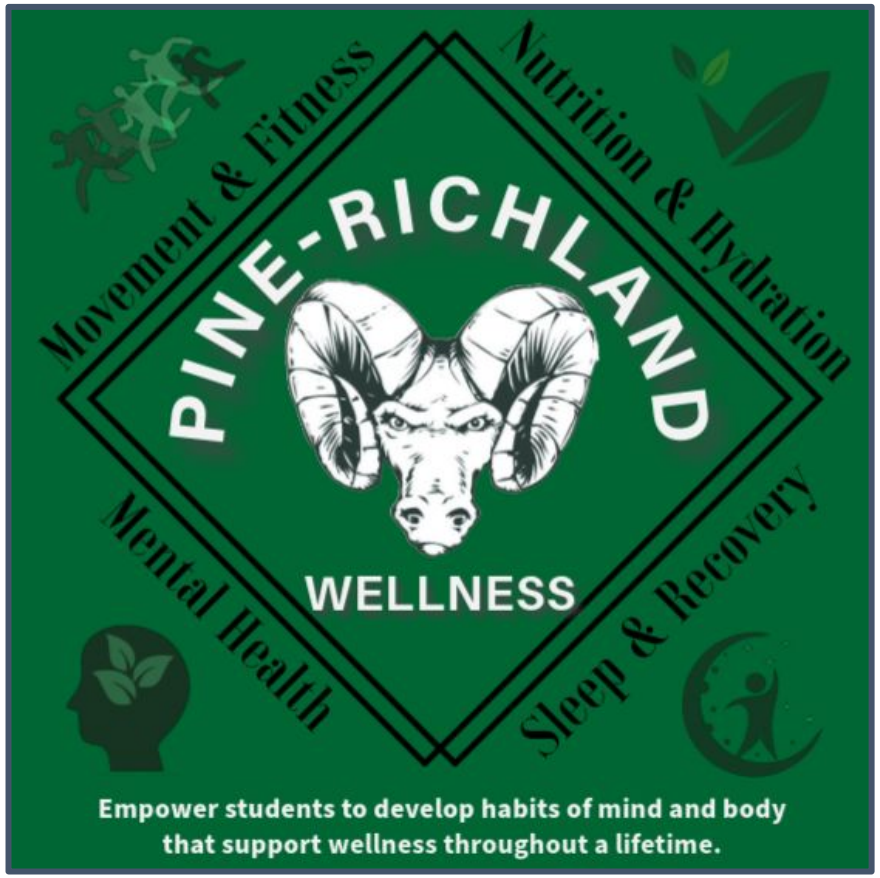


Recommendation #1: Vision

Revise the department's vision and philosophy to include:

i) Movement, Activity & Fitness
ii) Nutrition & Hydration
iii) Mental Health
iv) Sleep & Recovery

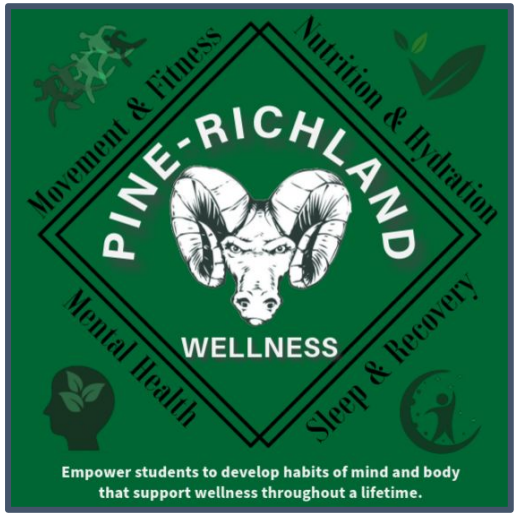
Updated Vision & Philosophy



Empower students to develop **habits of mind and body** that support **wellness** throughout a **lifetime through focusing on four key pillars:**

(1) Movement, Activity, & Fitness;
(2) Nutrition & Hydration;
(3) Mental Health; and
(4) Sleep & Recovery.

Mental Health in Health/PE Program



WHAT IT IS...

- Positive Self-Concept
  Confidence Building
  Self-Esteem
- Stress/Time Management
  Resiliency
- Growth Mindset
  Relationship Development
  Refusal Skills

WHAT IT IS NOT...

- Therapy
- Spiritual or Religious Connections
- Family-Value Based



Recommendation #2: Curriculum & Instruction

In a classroom design that maximizes active engagement, apply the four pillars to guide the refinement of the curriculum and modify learning activities.

Rec #2: Curriculum & Instruction

Elementary

Grades 1-3

1. Increase racket/paddle-based activities and skills to meet current and emerging trends in lifetime activities.
2. Integrate cul-de-sac style and recess games/activities into the existing curriculum.

Grades 4-6

1. Curricular adjustments focused on skill development and modified gameplay, fitness, and wellness goal setting.
2. Group students for developmentally appropriate instruction based on skill levels and progression (e.g. highly skilled; instructional level; adaptive level).
3. Expand opportunities for Adapted Physical Education to support student growth and social experiences with a similarly skilled group (potentially with peer buddies).

Secondary

Grades 7-8

1. Increase exposure to various lifetime fitness activities (yoga, pilates, cross-fit) in the curriculum.
2. Increase skill development opportunities while enhancing small group activities with leveled gameplay.

Grades 9-12

1. Develop different elective courses to be offered on a rotating schedule (e.g., competitive sports, strength training, emergency certifications).
2. Modify the curriculum to increase individual lifetime fitness activities and decrease traditional team-based activities.

Rec #2: Curriculum & Instruction - Elementary

Expand opportunities for **Adapted Physical Education** to support student growth and social experiences with a similarly skilled group (potentially with peer buddies).





Rec #2: Curriculum & Instruction - Secondary

Modify the curriculum to **increase individual lifetime fitness activities** and decrease traditional team-based activities.

Develop different elective courses to be offered on a rotating schedule (e.g., competitive sports, strength training, **emergency certifications**).









Recommendation #3: Health Integration

Increase the integration of health concepts into the physical education setting with reinforcement through building-based activities.

Rec #3: Health Integration

Elementary

Grades 1-3

1. Revise the curriculum to intentionally highlight the specific health-related topics already covered throughout the year (e.g., the purpose of the heart, lungs, blood, etc).

Grades 4-6

1. Strengthen the school/home connection related to the health and wellness topics already integrated into the physical education classes with engaging activities and checks for student understanding, particularly as this relates to the goal-setting activities in class.
2. Identify building-wide health and wellness themes for each month, to be communicated and integrated within health and physical education classes and communicated with the building through the morning announcements, signage/posters, and email communications.
3. Increase focus on resistance skills related to experiences such as vaping, substance use, and peer pressure.
4. Establish self-management skills related to the potentially harmful effects of social media and excessive screen time.

Secondary

Grades 7-8

1. Integrate self-advocacy/self-awareness learning activities.
2. Intentional integration of health and physical education units of study.
3. Increase focus on resistance skills related to experiences such as vaping, substance use, and peer pressure.
4. Establish self-management skills related to the potentially harmful effects of social media and excessive screen time.

Grades 9-12

1. Intentional curricular integration between health and physical education units of study.
2. Increase focus on resistance skills related to experiences such as vaping, substance use, and peer pressure.
3. Establish self-management skills related to the potentially harmful effects of social media and excessive screen time.

Rec #3: Health Integration - Elementary

Strengthen the **school/home connection** related to the **health and wellness topics** already integrated into the physical education classes with engaging activities and checks for student understanding, particularly as this relates to the goal-setting activities in class.



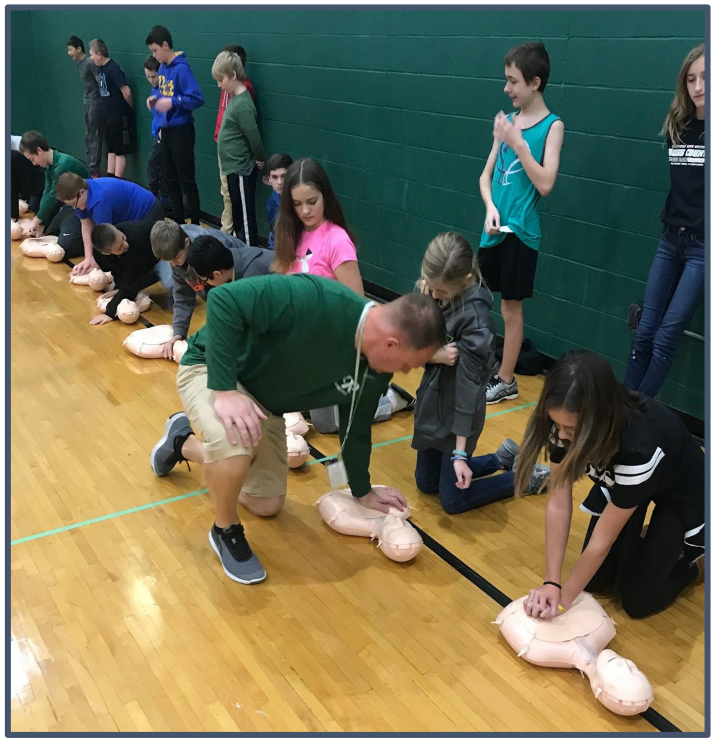


Rec #3: Health Integration - Secondary

Intentional **integration of health and physical education units of study**.

Establish **self-management skills** related to the potentially harmful effects of **social media and excessive screen time**.









Elementary

Recommendation #4: RAMS Way Integration

Reinforce RAMS Way concepts into physical activity, play, class games, and team sports.

Rec #4: RAMS Way Integration

Elementary

Grades 1-6

1. Incorporate the RAMS Way concepts into lessons that align with the building-wide theme and explain the relevance of each segment of RAMS to behaviors displayed during class.

2. Integrate RAMS Way themes into health and physical education courses, focusing on a specific component each quarter.
   a. Q1 Respectful (sportsmanship, teamwork, positive social interaction; "Cheer for your team").
   b. Q2: Accountable (physically prepared for class - dress attire, prepared for different game-play roles of leading/following, following rules and fair play).
   c. Q3: Motivated (Goal setting, effort, positive mindset).
   d. Q4: Safe (Spring and summer safety).





Secondary

Recommendation #4: RAMS Way Integration

Reinforce RAMS Way concepts into structured games; competition; athletic intangibles; and sportsmanship regardless of role as a spectator or direct participant.

Rec #4: RAMS Way Integration

Secondary

Grades 7-12

1. Integrate RAMS Way language into the grading rubric.
2. Intentionally integrate RAMS Way into health and physical education lessons and feedback.
3. Partner with the athletic department to reinforce concepts (e.g., “Who do we want to be known as?”; RAMS Way in athletics; Excellence, Toughness, Respect; “Cheer for your team”).







Recommendation #5: Wellness Goals/Assessment

Ensure that students are engaging in personalized goal-setting activities aligned with the four pillars and sharing their goals with their families with a culminating focus for students to "**pursue their paths**" toward their individualized post-high school wellness plans.

Rec #5: Wellness Goals/Assessment

Elementary

Grades 1-6

1. Build the school/home connection related to the wellness goals set by students around the pillars of health with parental acknowledgment (e.g., signature) of their child's goal(s) to encourage support of each child's efforts to improve their overall health.



Secondary

Grades 7-8

1. Revise goal-setting activities to include additional progress monitoring and a potential parent engagement element.
2. Establish post-high school wellness plans.

Grades 9-12

1. Design an outline of goals aligned with our four key pillars: Activity/Movement, Nutrition/Hydration, Sleep/Recovery, and Mental Health to foster students' overall well-being and development (lifetime wellness).
2. Refine post-high school wellness plans.

Rec #5: Wellness Goals/Assessment - Elementary

Build the school/home connection related to the **wellness goals set by students around the pillars of health** with parental acknowledgment (e.g., signature) of their child's goal(s) to encourage support of each child's efforts to **improve their overall health**.





Rec #5: Wellness Goals/Assessment - Secondary

Design an outline of goals aligned with our four key pillars: **Activity/Movement, Nutrition/Hydration, Sleep/Recovery, and Mental Health** to foster students' overall well-being and development (lifetime wellness).

Refine **post-high school wellness plans**.







Recommendation #6: Resources

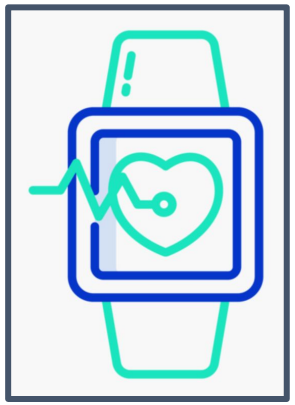
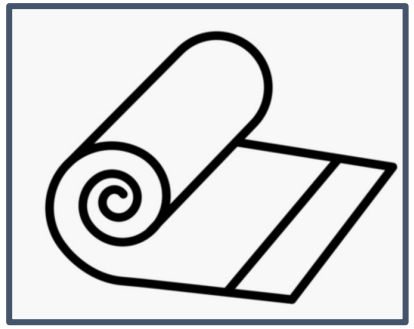
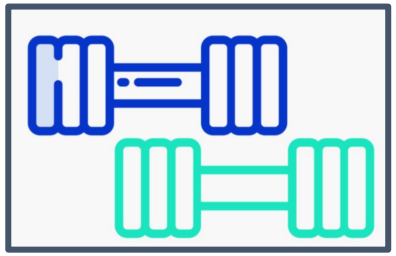
Expose students to tools and activities to assist them in developing and achieving their individualized wellness goals.

Rec #6: Resources

Elementary

Grades 1-6

1. Integrate equipment and resources to support tracking and generation of fitness statistics for growth and wellness, to generate data for the health and wellness plan as evidence/data of growth over time.

Secondary

Grades 7-8

1. Integrate equipment and resources to support tracking data for goals and development of wellness plans (e.g., fitness trackers with heart rate, pedometer, software PLT4M, weight room equipment).

Grades 9-12

1. Evaluate technology to be utilized to assess students and for students to assess themselves (e.g., apps, personal fitness trackers, smart watches, heart rate monitors, and pedometers).

Rec #6: Resources - Elementary



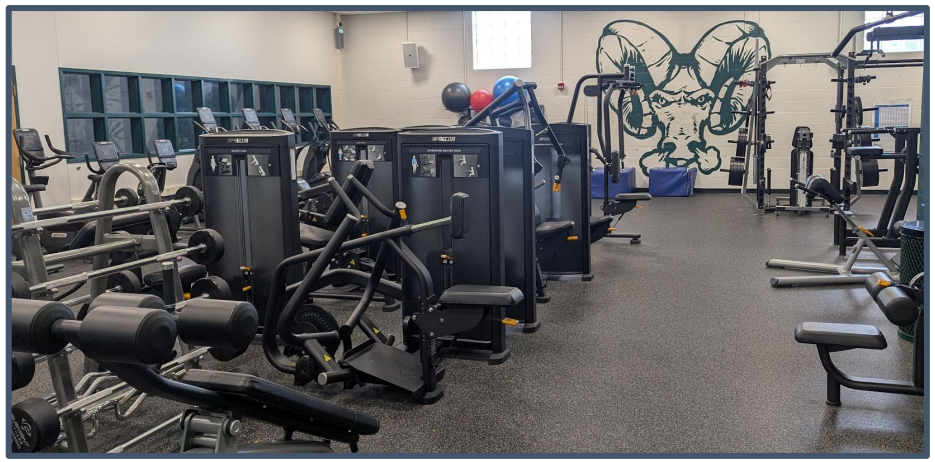
Integrate equipment and resources to support tracking and generation of fitness statistics for **growth and wellness**, to generate data for the **health and wellness plan** as evidence/data of growth over time.





Rec #6: Resources - Secondary

Evaluate technology to be utilized to assess students and for **students to assess themselves** (e.g., apps, personal fitness trackers, smart watches, heart rate monitors, and pedometers).









PINE-RICHLAND SCHOOL DISTRICT

Discussion/Reflections

