Illinois Public Act 97-1102 created the Enhanced Physical Education Task Force. This Committee of the Task Force is charged with making recommendations to the Governor and the General Assembly on Goals 19, 20, 21, 22, 23, and 24 of the Illinois Learning Standards for Physical Development and Health. The Committee shall focus on updating the standards based on research in neuroscience that impacts the relationship between physical activity and learning.

Standards Revision Committee Members Attending:
Chicago location: Deb Vogel, retired member of Illinois Education Association

Springfield location: Joey Ohnesorge, representing State Superintendent Christopher Koch; Peggy Pryor, Quincy Federation of Teachers

By telephone: Holly Benjamin, MD, appointed by the Illinois Chapter of the American Academy of Pediatrics; Neil Duncan, Naperville Central High School; Michael Isaacson, representing the Northern Illinois Public Health Consortium

Other Task Force Members in Attendance: Andrew Pickett, representing Stephanie Whyte, appointed by the Chicago Board of Education (Phone)

Illinois Department of Public Health Staff: Margie Harris (Springfield)

Illinois State Board of Education Staff: Shawn Backs (Springfield), Jessica Gerdes (Phone)

Illinois Public Health Institute Support Staff: Sarah Chusid (Chicago); Coby Jansen (Chicago); Janna Simon (Chicago)

Standards Revision Committee Members not in attendance:
Michael Brunson, Recording Secretary, Chicago Teachers Union; Representative John Cavaletto, Illinois State Representative, 107th District; Maureen Fournier, Southwest Suburban Teachers Union/IFT; Senator Linda Holmes, Illinois State Senator, 42nd District; Representative Linda Chapa LaVia, Illinois State Representative, 83rd District; Serena Preston, Superintendent, Illinois School for the Visually Impaired

Welcome & Opening Remarks:
The meeting was called to order 10:03am.
Committee members and support staff attending at the Chicago and Springfield locations, and those attending by phone, introduced themselves. IPHI support staff alerted the committee that IDPH’s internet was down, making the webinar inaccessible for the duration of the meeting.

Chair Vogel went over the objectives of the meeting, which were primarily to review her revisions to ISBE’s Performance Descriptors for grades 1-5 and 6-12, and State Goals 19-24. After that, the committee was to develop a plan for soliciting expert review of proposed revisions, identify and describe any support materials that could be developed to facilitate better understanding and implementation of the revised standards, and organize ideas and recommendations the committee would like to carry forward after the Task force adjourns.

**Approval of 2/25 meeting summary**
The summary from the 2/25 meeting of the Standards Revision committee was approved.

**Review and Discuss:**
**Proposed Revisions to Standards and Performance Descriptors**

The committee reviewed Chair Vogel’s edits to ISBE’s Performance Descriptors for grades 1-5 and 6-12, and State Goals 19-21. The review will be continued at the next meeting for State Goals 22-24 and the corresponding Performance Descriptors. Action items pertaining to this review are found in the section on Committee Member Assignments.

a) **General point about Performance Descriptors for Grades 1-5:** There was agreement on expanding the age groups covered in the Performance Descriptors to include kindergarten in anticipation of a widespread shift to all-day kindergarten, so as to take a definitive stand that PE begins with that grade and to provide guidance to those teachers.

b) **New section:** The committee first reviewed 22D under the Health Performance Descriptors for both grades 1-5 and 6-12 and State Goal 22. Chair Vogel proposed adding an additional descriptor delineating that students who meet the standard will be able to advocate for the health of individuals, families and communities.

**Points of Discussion**

- First, Chair Vogel noted a discrepancy between the Performance Descriptor document and the corresponding description in the State Goal. Both will read: Students who meet the standard can advocate for the health of individuals, families and communities.
- For the performance descriptors and goal sections relating to early and late elementary, Chair Vogel feels strongly that she must consult with committee
members with that type of teaching experience in order to write these sections, as they have the best sense of what children in those age groups can be expected to understand. No committee members with elementary teaching experience were in attendance so she will connect with them one-on-one in the interim between meetings.

The group was still able to generate a set of advocacy concepts for this age group, which Chair Vogel will present to the elementary experts for feedback and help translating it into the appropriate language. The main theme for elementary advocacy is, in essence, teaching students “what to do when they don’t know what to do”. This age set is focused on individual advocacy, as kids don’t begin to think beyond themselves until they are older. These concepts include:

- Medicine safety
- Recognizing signs of illness
- What to do in abnormal situations
- Speaking up if given things (such as medicine) they don’t normally have
- Asking teachers for help
- How to dial 911
- Recognizing emergency situations
- Responding to emergencies: e.g. Stop, drop and roll
- Good touch vs. bad touch

For grades 6-12, committee members generated another list of ways to advocate for themselves, their families and the community-at-large:

- Understanding the chain of reporting, e.g. To whom do you report a suspicious-looking backpack? For elementary students, the committee felt it should take into account that students are with the same teacher all day, unlike high schools, which are more departmentalized.
- Environmental health, e.g recycling, air quality or, in the school environment, the presence of soap, etc.
- Preventing bullying
- Advocating for children with disabilities

Chair Vogel came prepared with a brainstormed set of words to convey the concept of advocacy that the committee might utilize, including: Justify, propose, recommend, encourage, work for change, protect rights, support, seek, manage, plead, meditate, facilitate, recommend and empower.

c) **New section:** The committee then reviewed 23D under the Health Performance Descriptors for both grades 1-5 and 6-12 and State Goal 23, which, as originally written, sets forth that students should be able to describe and explain the structures and functions of the nervous system and how they are impacted by physical activity.

**Points of Discussion**
• This Performance Descriptor and the corresponding goal were amended because it provided an opportunity to highlight the neuroscience that shows a connection between physical activity and improved brain function. Towards that end, the committee replaced words nervous system with brain to directly and plainly make the connection – one of the central charges made to this committee. Committee members suggested that some elementary-specific language from national standards put out by the CDC could be used to develop these descriptors/goals.

• There was discussion whether to go a step further and state a positive connection between brain function and physical activity, but the committee decided not to do that because it is possible to over-train, which would be a negative impact.

• It was also added that students should be able to explain how the brain is impacted not only by different types of physical activity but also by the level of fitness.

• The committee debated whether it needed to define what sustained activity means referenced in Stage I in understanding how sustained moderate to vigorous physical activity (MVPA) can reduce symptoms of depression and anxiety. Dr. Holly Benjamin cautioned against it because there isn’t uniform evidence-backed agreement on a definition of sustained activity, but did suggest that the committee could recommend a range of time, such as an optimal number of minutes or percentage of time to be engaged in MVPA. The committee decided to defer to health experts on this point. This point came up again in the discussion of the descriptors that correspond to State Goal 19C.

**d) Existing Descriptor/Goal Edits: 22A:** Explain the basic principles of health promotion, illness, prevention and safety, including how to access valid information, products and services.

**Point of Discussion**

• In the corresponding Performance Descriptors, it is specified that in explaining these concepts, students should understand how to access valid information, products and services. Committee members considered whether the advocacy language should be worked into this section as it relates to the concept of accessing or whether this part should be moved to 22D because of this similarity.

**e) Existing Descriptor/State Goal: 19C:** Demonstrate knowledge of rules, safety and strategies during physical activity.

**Points of Discussion**

• Here the subject of inserting specific recommendations as to the number of minutes of MVPA in which students should be engaged recurred. Beyond the lack of expert consensus on such a recommendation, as was previously
discussed, this also hits on another issue of concern - that an increase in physical activity must occur outside of the classroom in addition to increasing that time during PE.

- There was also some discussion about whether the appropriate place for this in the State Goals was 19A, which deals with competency of movement, or whether it better fits in 19C, which focuses on strategies.
- Neil Duncan suggested emulating the Canadian Standards on the MVPA recommendation, which has it as more of an overarching introductory comment rather than appearing in a specific goal. There was general agreement that there should be an introductory letter included with this document and that this could be the place for that recommendation. Also highlighted from the Canadian Standards was the use of the qualifier “with teacher support” in attaining goals, which the committee felt underscored a point it wants to make on the importance of qualified PE teachers.

Planning:
Expert Review and Support Materials for Standards Implementation

The committee resolved to reach out to the following experts to review the revised State Goals/Performance Descriptors and support materials:

- Health educators of the Year, identified at elementary and middle school level. If there is no specific health educator, then a Physical Educator of the Year who also teaches health.
- The Illinois School Health Association
- Elementary and junior high nurses
- Elementary teachers (PE and health) from blue ribbon programs
- Teachers of the Year and professors within the state who were in the Teacher ED/Professional ED programs
- The Sports Medicine Committee at ICAAP
- District curriculum designers
- Margarite Heritage, a national expert
- Paul Zientarski

Note on timeframe: The committee had planned to reach out to experts over the summer, which is not an optimal time for teacher outreach. Due to this, if committee members can’t reach blue ribbon teachers they will go with other non-blue ribbon teachers.

Materials for expert outreach: The committee decided to use the draft State Goals/ Performance Descriptors and the Summary of Neuroscience Research prepared by the Illinois Public Health Institute. Holly Benjamin will provide neuroscience research on injury prevention from Gregory Myer, Director, Research and The Human Performance Laboratory Division of Sports Medicine Cincinnati
Capture Committee Recommendations

The committee added three items to the recommendations it will submit as a final work product to the General Assembly in August:

1) Including a recommended amount of time or percentage of time students should be engaged in MVPA in an introduction to the list of recommendations
2) A recommendation to use qualified PE teachers
3) Expanding the Performance Descriptors to include kindergarten

The introduction will also mirror the mission statement of the Common Core Committee.

Action items/Member Assignments:

- Chair Vogel will solicit feedback on the drafts from committee members with expertise or experience in elementary education.
- Chair Vogel, Peggy Pryor and Neil Duncan will finish revising the Performance Descriptors at the high school level.
- Peggy Pryor will provide Chair Vogel with contact information for educators in blue ribbon programs.
- Neil Duncan will contact a district curriculum specialist for expert feedback, Margarite Heritage and Paul Zientarski.
- Holly Benjamin will contact Gregory Meyer to obtain his research.

Updated Timeframe for work:

- The committee will report its progress at the upcoming May 15th meeting of the full Task Force.
- By May 31st finalize this round of edits for expert feedback.
- 5-6 weeks to collect expert feedback (summer)
- The committee will set another meeting for mid-July to review and make any necessary changes to drafts based on expert feedback and to prepare for August meeting of full Task Force. A doodle poll will be circulated.

Public Comment
There were no members if the public in attendance.

Adjourn
Meeting was adjourned at 12pm.

Next meeting: May 31, 2013, 10am-12pm, IDPH offices