Illinois Public Act 97-1102 created the Enhanced Physical Education Task Force. This law requires the creation of a task force charged with promoting and recommending enhanced physical education programs that can be integrated with a broader wellness strategy and health curriculum in elementary and secondary schools in this State, including educating and promoting leadership on enhanced physical education among school district and school officials; developing and utilizing metrics to assess the impact of enhanced physical education; promoting training and professional development in enhanced physical education for teachers and other school and community stakeholders; identifying and seeking local, State, and national resources to support enhanced physical education; and such other strategies as may be identified by the task force. Additionally the task force shall make 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 Task Force shall focus on updating the standards based on research in neuroscience that impacts the relationship between physical activity and learning.

Task Force Members Attending:

Chicago: Christopher Koch, Co-Chair, State Superintendent, Illinois State Board of Education; Anna Barnes, Schools Programs Manager, CLOCC; Holly Benjamin, MD, appointed by the Illinois Chapter of the American Academy of Pediatrics; Elissa Bassler, CEO, Illinois Public Health Institute; Mark Bishop, Vice President of Policy and Communications, Healthy Schools Campaign; Lynne Braun, Nurse Practitioner and Professor, Rush University Medical Center, American Heart Association; Neil Duncan, Naperville Central High School; Jessica Madrigal, Great Lakes ADA Center; Jean Sophie, Superintendent, Lake Bluff School District; Sandra Noel, retired teacher, Hatch Elementary; Deb Vogel, retired member of Illinois Education Association

Springfield: Peggy Pryor, Quincy Federation of Teachers

Task Force Members Attending by Phone: Michael Brunson, Recording Secretary, Chicago Teachers Union; Lynne Haefele, representing the Office of the Lt Governor; Michael Isaacson, representing the Northern Illinois Public Health Consortium; Amanda Minor, Director, Douglas County Health Department

Illinois Department of Public Health (IDPH) Staff: Tom Schafer, representing LaMar Hasbrouck, Co-Chair, Director, Illinois Department of Public Health (Springfield); Conny Mueller-Moody (Springfield)

Illinois State Board of Education (ISBE) Staff: Mark Haller, representing Christopher Koch, Co-Chair, State Superintendent, Illinois State Board of Education, for the meeting's opening (Springfield); Jessica Gerdes (Chicago); Joey Ohnesorge (Springfield)
ILinois Public Health Institute (IPHI) Staff: Sarah Chusid (Chicago), Janna Simon (Chicago)

Members of the Public: Lauren Blacker, Student, University of Chicago, Laboratory Schools

Welcome & Opening Remarks:
The meeting was called to order at 9:08am.

Mark Haller, representing Dr. Hasbrouck, welcomed meeting attendees and went over the meeting objectives: 1) To receive updates on committee activities and 2) To review and provide feedback on recommendations being considered by each committee.

Approve Meeting Summary from 3/15/13
The Task Force approved the summary of its 3/15/13 meeting.

Introductions
Task Force members, staff and a member of the public, in Springfield and Chicago, introduced themselves.

Update: Standards Revision Committee
Chair Deb Vogel provided an update on the Standards Revision (SR) committee's work to date.

The committee continued writing the revisions for ISBE's Performance Descriptors for grades 1-5 and 6-12, and State Goals 19-24. The most significant change is the addition of two new standards: 1) 22D under the **Health Performance Descriptors for both grades 1-5 and 6-12** and **State Goal 22**, which adds an additional descriptor delineating that students who meet the standard will be able to advocate for the health of individuals, families and communities and 2) 23D under the **Health Performance Descriptors for both grades 1-5 and 6-12** and **State Goal 23**, which sets forth that students should be able to describe and explain the structures and functions of the brain and how it's impacted by physical activity.

The committee is also developing a tool kit to help with the rollout of the new standards, including a Q&A for administrators and a glossary of neuroscience terms. Those have been circulated for expert review.

The work plan going forward is to finalize this round of revisions by May 31st to circulate for expert feedback. Experts will have 5-6 weeks to provide feedback. The committee set a July 8th meeting to review and make any necessary changes to drafts based on expert feedback and to prepare for August meeting of full Task Force.

Points of Discussion
• Is cardiovascular health already covered in the other standards? It’s covered in State Goals 20 and 23. Lynne Haeffele gives presentations on this subject, so offered to review these sections.
• Dr. Koch asked if and what teacher preparation these changes would require for PE and other disciplines. Teacher prep will be necessary, especially for those teaching sports-based programs because this is about a fundamental paradigm shift into neuroscience-based programming - explaining the reasons why they’re teaching these skills and how they’re good for the brain. For example, the optimal time for learning is the period when the heart is returning to its normal rate following exercise.
• Dr. Koch asked if this kind of messaging was within the scope of the Task Force’s work. This was a priority area of focus for the Enhanced PE Promotion committee – changing practices, emphasizing the need for professional development on the subject and learning how to use class time better.
• Dr. Koch provided context on other curriculum changes under consideration to help the Task Force understand the complexity of the undertaking. Once these standards are approved by the Task Force, they go to the State Board, then to the Joint Committee on Administrative Rules and then become enforceable. There are other major overhauls to the state science standards, among others, happening concurrently. Higher education authorities generally want a two-year period to usher in changes of this scale - so timing is key - and any change will be met with pushback from stakeholders. Given this context, as much advance information as can be provided to him on the changes that will be requested and the timelines for implementation will be important and will help him prepare to go and present the information to the State Board.
• The impending science standard update could dovetail with the new neuroscience-based PE standards, providing an opportunity for academicians to reinforce this messaging and to achieve the cross-curricular support the Task Force is seeking. This cross-integration has been discussed in the Promotion Committee, but only informally. The committee will revisit this more formally in light of this information.
• Dr. Koch wanted more information on existing professional development opportunities relating to this subject. Chair Vogel has been in contact with representatives from Eastern, Illinois State and Illinois College and reported them feeling they cover it but frame it differently. Chair Sophie, speaking from an administrator’s perspective, shared that she is more concerned with reaching veteran teachers over newcomers, as the newcomers are more likely to have been exposed to these concepts. Veteran staff will need webinars, conferences, convention, staff development opportunities.
• Dr. Koch also talked about looking at the issue comprehensively, as an intervention from birth onwards.
• Chair Sophie voiced another concern from an administrative perspective, the need for ample time to implement changes, especially when taking into account all the other things that have to be implemented. She said there would also be push back if any traditional projects are eliminated from the curriculum. Dr. Koch thanked her for her perspective, as this conversation is important for him to understand all the
issues at hand. Sandy Noel pointed out that Enhance PE can integrate into other subjects so schools don’t feel quite so stretched, e.g. helmet safety could be tied with the skeletal system, protecting the brain, etc. Sandy will send brainstorms for 3rd graders as an example.

Update: Promoting Enhanced PE Committee

Chairs Jean Sophie and Jessica Madrigal provided an update on the Enhanced PE Promotion Committee’s (PEPE) work to date.

The PEPE Committee formally adopted its Action Plan to promote enhanced PE. The purpose of this Action Plan is to support the strategic goals and objectives of the Task Force, as set forth in Public Act 97-1102, by outlining specific actions that members can implement. The plan serves as a guide for communicating a set of core messages about the value of enhanced PE, and targeted messages about specific changes required to implement enhanced PE, to seven core audiences. As part of its plan, the committee drafted a comprehensive Resource Guide. The committee set July 16, 2013 as the date to record the first of two webinars for Superintendents, Principals, School Boards, and other school leaders, led by Jean Sophie, Bill Truesdale, and experts on enhanced PE, on the connection between physical activity and learning. The second webinar will be on the PE Task Force and its recommendations. Dr. Koch volunteered to participate in the July 16th webinar.

The process of identifying the core messaging was a challenge because the committee needed to define what quality PE consists of, make specific recommendations around increasing the time spent engaged in PE, provide guidance on implementing these changes with existing resources, while also emphasizing the return on investment. Other key takeaway is making sure PE teachers were treated as equally important as other teachers.

Points of Discussion

- Dr. Koch commented that the State Board would view this plan as a growth model and that the approval process for the other standards is proceeding along as fast as possible. The connections to student achievement will be beneficial to low performing schools and could be used by ISBE in the state-required interventions it is obligated to undertake.
- Instituting a paradigm shift of this scale will take sustained effort over time and the Action Plan is too focused on immediate actions. The Task Force must find and promote funding opportunities to create a comprehensive, ongoing campaign. Figuring out where these resources will come from and how that investment will be made should be the vision this Task Force produces. Deb Vogel suggested writing a statewide Carol M White Physical Education Program (PEP) grant, though the most recent deadline has passed.
- Also on sustainability, Elissa Bassler suggested, and Dr. Koch agreed, that reforming the voluntary Task Force will be a way of continuing this work when the current Task Force dissolves.
• Dr. Koch emphasized again that the timing of this roll out would be critical and that the Task Force has to figure out a way to do this without additional mandates.
• Jean Sophie suggested ‘adopting’ a mid-state school to pilot Enhanced PE, providing the school with resources to implement it and then collecting data on the implementation. Being able to provide evidence of the connection between PA and academic achievement would have a strong impact. Janna Simon pointed out that another project happening now was the piloting of the Enhanced PE manual, which also provides real world examples of this implementation.

Recess & PA break
The meeting reconvened at 10:20.

Discuss Proposed Recommendations from Committees
As its final work product, the Task Force is required to submit a report to the General Assembly in August. As part of the report, the Task Force will make a series of recommendations on implementing the revised standards and promotion plan, as well as recommendations on how to continue the body’s work after it formally dissolves.

The Task Force reviewed and revised the draft recommendations from both committees. These revised recommendations will go back to the committees for consideration and further revisions. The Task Force will review the next set of committee revisions to the recommendations and will vote on whether to formally adopt them at its June 14th meeting.

The Task Force was asked to consider for each recommendation if more information was needed before it could be voted on and, if so, to identify what would satisfy the knowledge gap, any suggestions for further revisions and to identify a timeframe for implementation, if possible.

What follows is a summary of the discussion points on the recommendations and information on the specific revisions made by the Task Force, listed by recommendation:

a) Revision of Learning Standards


Points of discussion:

• Dr. Koch felt that the 2015-16 school year was realistic for full implementation based on the process that has to occur after the Task Force submits its report to the General Assembly. The goal is to allow 2013-14 for that approval/adoption process, 2014 for preparing to implement and to have it in place by 2015-16.
• An edit to the Standard 23D was suggested, to add a comma after brain to make the sentence more active: …“and how physical activity and fitness benefit the brain,
health and learning.” This suggestion will be routed to the chair for the committee to consider at its next meeting.

- There was discussion over how much change to the curriculum would be required by the revisions. They would only two require major changes and the rest should basically already be in practice. Elissa Bassler thought if that was the case, then perhaps most could be implemented right away and then those two over time, but Jean Sophie countered that any change of this nature takes time to roll out.

**Revised recommendation: ISBE propose adoption of the Task Force’s recommended revisions to Goals 19, 20, 21, 22, 23, and 24 of the Illinois Learning Standards for Physical Development and Health, with the intention of fully implementing the revised standards for the 2015-16 school year.**

2) **NEW: Ensure alignment of revised Physical Development and Health standards with forthcoming new science standards**

This new recommendation was added in light of the earlier discussion that the forthcoming revision to the science standards presents opportunities for cross-curricular integration.

**b) General Charge: Promote and recommend enhanced PE programs**

1) **Original Recommendation: ISBE, in partnership with IDPH, update its model wellness policy and promote it statewide.**

   **Recommended update:**
   - Require that students spend 50% of PE class time in moderate to vigorous physical activity (MVPA)

   **Points of Discussion**

   - For the wellness policy, look at other states for guidance. Sandy Noel is trying to establish contact with Drs. Chriqui and Straughten from UIC, who examine wellness policies across the nation, for input. Dr. Koch offered to provide assistance in connecting to education experts in other states, if needed.
   - The wellness policy will need to have resources, appendices, guidelines and administrative procedures to supplement the main document. Also for the section on not using PE as punishment, the Task Force will need to include the NASPE papers justifying why this is in there and also provide alternative practices. Deb Vogel thinks the parts on PE/punishment should be translated into “coaches’ vernacular”.
   - There were questions on how the figure 50% was arrived at. It came from the Healthy People 2010 recommendation. It was emphasized that this is a wellness policy and that nothing in it is required.
Revised Recommendation: ISBE, in partnership with IDPH, update its model wellness policy and promote it statewide.

Recommended update:

- Require that students spend 50% of PE class time in moderate to vigorous physical activity (MVPA)
- NEW: Include resources available for teachers and administrators for implementing the model policy

2) Original Recommendation: ISBE monitor compliance with PE instructional requirement Monitor compliance.

Points of Discussion

- Task Force members wanted to hear more information from ISBE staff on how compliance is currently monitored and what happens to noncompliant schools.
- Jeff Aranowski, Division Supervisor, Public School Recognition, ISBE, gave an overview of Regional Offices of Education (ROE) compliance visits and the process for dealing with noncompliant schools: When an ROE conducts a visit (combined with health & safety inspections), they provide the results to ISBE. ISBE looks for areas of noncompliance and follows up with the school for more information. Penalties range from state sanctions to a reduction in status, although it would be aberrant to reduce status based solely on noncompliance with PE. Status reduction is also an extreme and rarely invoked option – they try to work with schools to fix problems first. He is not aware of any districts currently in violation but that could just mean an ROE has not been on site this year or ISBE hasn't been notified. ISBE does not currently aggregate data on noncompliance rates but is going to start as of spring 2014. The information will be available online. Jeff will review the draft recommendations pertaining to ROEs. Based on this information, a suggestion was made to add language about reporting to address this gap.
- School representatives are concerned with adding pressures on schools, but were assured that measuring it through mechanisms like the School Report Card would be a positive way to encourage schools to comply, as it’s something they could tout.
- There were questions on whether PE compliance is addressed within ROE inspection papers. Joey said there are questions on that but ISBE does not receive a report if schools answer no to those.
- Dr. Koch cautioned that for low performing schools, a host of issues often emerge during inspections.
- Dr. Koch talked often of the Center for School Improvement and was asked if the PE Promotion Committee should write a recommendation to integrate the Center into their Action Plan. Dr. Koch will connect her with Susie Morrison, who can assist.
• School representatives anticipated that schools would be concerned of the consequences of noncompliance. Task Force members emphasized that the recommendations are advocacy tools and give ISBE a foundation from which to work.

Revised Recommendation: Regional Offices of Education should monitor and report to ISBE compliance with daily PE instructional requirement. ISBE should report outcomes to the public, upon request.

3) Original Recommendation: ISBE, in partnership with IDPH, recommend and provide technical assistance for completion of School Health Index in the process of developing wellness policies.

Points of Discussion

• The School Health Index is a means to assess health performance at schools and is completely voluntary. The Alliance for a Healthier Generation’s School Health Builder is another measurement tool that could be considered for use, even if it is less comprehensive.
• Jessica Gerdes cautioned that there’s a difference between supporting a good concept and requiring more surveillance in an already crowded field. She warned that some districts are leery of the School Health Index because coming up short in areas may require action to address those weaknesses.
• The discussion led Jean Sophie to conclude that the School Nurses Association, the Association of School Health Clinics or the Illinois Society of Advanced Practice Nurses should be included in the Promotion Committee’s Action Plan.

This recommendation was not revised.

c) Sub-Charge A: Educate and promote leadership on enhanced PE among school district and school officials

Original Recommendation: ISBE implement recognition and award programs to encourage adoption of enhanced PE programs and principles by school district and school officials

[Suggestion: Recognition/award program be made available only if it ties into existing application/requirements such as the local wellness policy, so that schools won’t be required to complete, nor ISBE be required to review, additional paperwork for this recognition. Dr.Koch send report each week. This would be something that wouldn’t require having a lot of money.

• The Task Force would like this to be done in collaboration with IAHPERD’s Blue Ribbon program. Doing this would also be a way to identify leaders, another goal of
this Task Force. Other potential partners could the Healthier Schools Challenge and the USA award program.

Revised Recommendation: ISBE implement recognition and award programs to encourage adoption of enhanced PE programs and principles by school district and school officials

[Suggestion: Recognition/award program be made available only if it ties into existing application/requirements such as the local wellness policy or IAHPERD’s Blue Ribbon Program, so that schools won’t be required to complete, nor ISBE be required to review, additional paperwork for this recognition. ISBE could create criteria for statewide recognition using existing programs]

d) Sub-Charge B: Develop and utilize metrics to assess the impact of enhanced PE

1) ISBE recommend Presidential Youth Fitness Program (PYFP) as a tool for measuring fitness, accessing professional development, recognizing achievement.
2) ISBE aggregate data from schools participating in PYFP

Points of Discussion

• Is there a cost to using this? There are both free and paid versions but we'll need to check if the software and data collection is part of free version.
• There is concern over protecting the identity of the children, since that is not redacted in PYFP.
• Measuring fitness is just one facet of what the Task Force is trying to do – the bigger goal is to show the connection between fitness and academic achievement. Is this an adequate tool given that purpose? It was resolved that the recommendation should be revised to show this correlation or other factors that indicate a correlation, such as attendance or disciplinary incidents.

Recommendations one and two were not altered.

3) Additional NEW Recommendation: ISBE link and report aggregate PYFP data with academic achievement, attendance, and discipline data

4) Original Recommendation: ISBE include a measure on the School Report Card about the # minutes of PE provided for different grade levels School report card

Points of Discussion
• This recommendation is being made because the Task Force wants a measure of the number of minutes on School Report Card, as it will help with tracking and will also help inform parents. It’s also a values statement: We are giving data on PE because we value it. It was decided that health should be added here for the same reasons.

Revised Recommendation: ISBE include a measure on the School Report Card about the # minutes of PE provided for different grade levels as a measure of health. Include information about how many minutes are recommended.

e) Sub-Charge C: Promote training and professional development in enhanced PE for teachers and other school and community stakeholders

Original recommendations:
1) ISBE determine ideal amount of professional development that should be available for PE and adapted PE teachers
2) ISBE identify and share available professional development for PE teachers and adapted PE teachers
3) ISBE work with its partners to develop and disseminate professional development materials that support implementation of the revised learning standards.

Points of Discussion

• The idea is the State Board could outline valuable professional development classes that will tie student achievement with the value of PA on the brain.
• There was debate over whether this should be exclusive to PE teachers or not. On the one hand, the Task Force wants to use every opportunity to emphasize the value of qualified PE teachers. Conversely, the Task Force also wants to promote cross-curricular activities. Jean Sophie thought it should generally say all certified staff, while Elissa Bassler thought it should be restricted to PE teachers but suggested adding a new recommendation to address other teachers.

Revised Recommendation: (1-3 combined) ISBE should convene a committee to determine the scope of professional development needed, what is currently available, what gaps need to be filled, and how IDPH and ISBE can collaborate to close those gaps.

4) Original Recommendation: ISBE work with its partners to develop and disseminate professional development materials that support implementation of the revised learning standards

Points of Discussion
• There are many different sources for professional development opportunities. The question to the group was how to identify what’s important and how to inform the state of any gaps that exist.
• To make professional development a truly meaningful piece of the Action Plan, the Task Force needs to provide money or support for schools to do it.
• Since Neil Duncan did preliminary research on existing professional development opportunities, it makes the most sense going forward to have ISBE convene a committee to use this framework to identify all the resources and gaps so as to create a comprehensive matrix of what is available and what isn’t.
• There’s already a Resource Guide in development for the Task Force, so IPHI will cross-check Neil’s research with what’s already in the Guide.
• IDPH encouraged adding a recommendation to identify areas where ISBE and IDPH could collaborate on increasing professional development or collaborate on plugging the gaps.

Revised Recommendation: ISBE and IDPH work with its partners to develop and disseminate professional development materials that support implementation of the revised learning standards.

5) Original Recommendation: ISBE require that P.E. be taught by a Highly Qualified physical education teacher

Points of Discussion

• There was debate over whether ‘highly qualified teachers’ was the right way to put it and whether that is implicit in becoming a teacher generally. Task Force members with experience on this said if a teacher doesn’t meet the requirements to be classified as ‘highly qualified’ then parents have to be notified
• The Task Force concluded that to actually make that a requirement, there would be a two-step process: 1) Creating standards for what highly qualified means and 2) Getting Illinois PE teachers to meet that requirement. That could be done in a number of ways: Asking the state to create a category of highly qualified PE teachers, getting districts money to pay for those teachers or phasing the requirement in over time, such as requiring each district to have at least one by certain date
• The PEPE committee will take a second look at this to figure out what’s actually happening in practice and then adjust the plan and goals to reflect that reality

Revised Recommendation: ISBE develop standards for determining who is a “highly qualified” PE teacher and provide assistance to districts in hiring them.

Notes:
• If Task Force members have additional revisions/recommendations send them to Sarah.Chusid@iphionline.org.

• It was asked if the Action Plan is available for wide distribution. The document is still in draft form but all Task Force documents are available for public review, per OMA regulations. IPHI will circulate a dated version with a watermark so that it’s clear this is still a draft.

Public Comment:

There was no public comment.

Closing Remarks

Chair Sophie thanked everyone for coming.

Adjourn

Meeting was adjourned at 12pm

Next meeting:

Friday, June 14, 2013, 9am-12pm, ISBE offices