

# Ridgewood Public Schools Wellness Curriculum & Program Review

June 20, 2022

**Daniel Kilday - Supervisor of Wellness**

# Ridgewood Public Schools Wellness Mission Statement

*The primary goal of the Wellness Program is to provide opportunities for students to gain the knowledge and experiences necessary for developing attitudes and practices to make informed decisions that will help them develop and maintain lifelong health practices while living safely in a constantly changing environment.*

## **What is Wellness?**

- Holistic philosophy combining Physical Education & Health
- Creating opportunities for positive lifelong habits & activities
- Integrated blending of mental, physical, and social health to enhance overall vitality.

# The K-12 Wellness Study

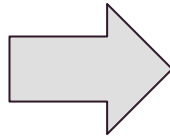
## Teacher Participation

### Entire Wellness Staff

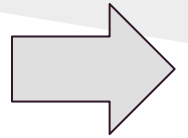
- 6+ elementary school teachers
- 8+ middle school teachers
- 13 high school teachers

# Wellness Five Year Timeline

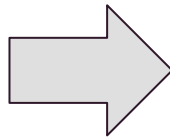
**September 2021 -  
May 2022**  
Review & Collect Data



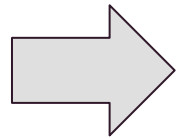
**June 20, 2022**  
Presentation to  
Board of Education



**Summer 2022**  
Complete  
Curriculum Writing  
to update according  
to new 2020  
NJSLS-CHPE



**Fall 2022**  
Implement  
Recommendations



**2022-2024**  
Monitor & Adjust As  
Needed

# Wellness Study Year One Objectives

- Research ideal instructional programs
- Review current practices across the district
- Collect and review feedback from teachers, students and parents
- Recommend curricular revisions or reaffirmations

# What does the research show concerning K-12 Wellness?

American Academy of Pediatrics:

## Physical Activity Benefits Link

“Less widely appreciated, physical activity benefits behavioral, cognitive, and social aspects of child health. Increased physical activity has also been shown to be associated with decreased rates of smoking and fewer symptoms of depression, and increased rates of inactivity and sedentary activity can predict future alcohol and drug use in adolescents”.

# SHAPE America // Shape of the Nation Report

## **Shape America is the Society of Health & Physical Education**

### **Report Findings**

- Children & adolescents are recommended 60 minutes of daily physical activity
- Majority of physical activity should be aerobic activity with three days of muscular strengthening activities
- 42 percent of children (ages 6-11) and 8 percent of adolescents (ages 12-19) engage in the recommended 60 minutes of physical activity most days of the week

# SPARK

Sports, Play and Active Recreation for Kids

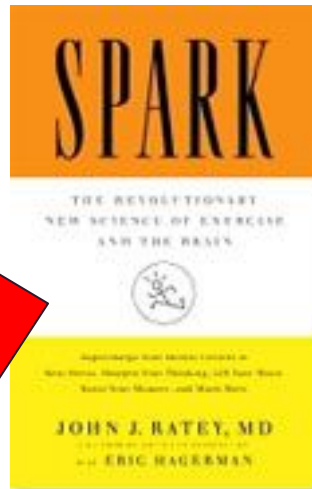
## Social Emotional benefits of cardiovascular exercise



## Stress

In 2019, 13 percent of adolescents reported having a major depressive episode, a 60 percent increase from 2007- *It's Life or Death': The Mental Health Crisis Among- U.S. Teens- New York Times*

Studies show exercise with help



## Depression



## Anxiety



## Loss



## ADHD





# 2014 Standards

**Standard 2.1 Wellness**

**Standard 2.2 Integrated Skills**

**Standard 2.3 Drugs and Medicines**

**Standard 2.4 Relationships and Sexuality**

**Standard 2.5 Motor Skill Development**

**Standard 2.6 Fitness**

# 2020 Standards

**Standard 2.1 Personal and Mental Health**

**Standard 2.2 Physical Wellness**

**Standard 2.3 Safety**

# 2020 NJLS

## Disciplinary Concepts and Core Ideas

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support
- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases and Medicines
- Alcohol, Tobacco and other Drugs
- Dependency, Substances Disorder and Treatment

# What has changed?

Social and Sexual Health by the end of grade 2

## 2014 Standards

2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

## 2020 Standards

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

2.2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

# What has changed?

Social and Sexual Health by the end of grade 5

## 2014 Standards

2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

## 2020 Standards

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.4: Explain common human sexual development and the role of hormones .

# What has changed?

## Social and Sexual Health

### 2014 Standards

2.4.8.B.5 *Discuss* topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

### 2020 Standards

2.1.8.SSH.1: *Differentiate* between gender identity, gender expression and sexual orientation.

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

# Three Decades of Research

2/3/2022

## Review Article from the Journal of Adolescent Health

### Three Decades of Research: The Case for Comprehensive Sex Education

Eva S. Goldfarb, Ph.D, and Lisa D. Lieberman, Ph.D.  
Department of Public Health, Montclair State University

# The Trevor Project National Survey on LGBTQ Youth Mental Health 2021

**The Trevor Project ([Trevor Project Survey Link](#)) conducted a national survey to research the mental health of LGBTQ Youth. Below are their findings.**

## **Report Findings**

- **42% of LGBTQ youth** seriously considered attempting suicide in the past year, **including more than half of transgender and nonbinary youth.**
- **48% of LGBTQ youth** reported they wanted counseling from a mental health professional **but were unable to receive it** in the past year.
- **72% of LGBTQ youth** reported symptoms of generalized anxiety disorder in the past two weeks, including more than 3 in 4 transgender and nonbinary youth.

# The Trevor Project

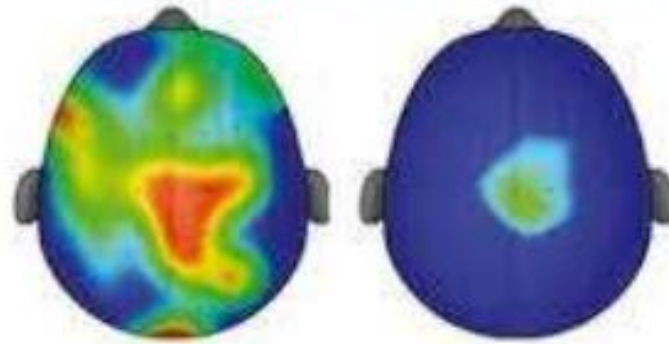
## National Survey on LGBTQ Youth Mental Health 2021

### **Report Findings (Continued)**

- **62% of LGBTQ youth** reported symptoms of major depressive disorder in the past two weeks, including more than 2 in 3 transgender and nonbinary youth.
- **Only 1 in 3 LGBTQ youth** found their home to be LGBTQ-affirming.



# Average composite of 20 students brains taking the same test

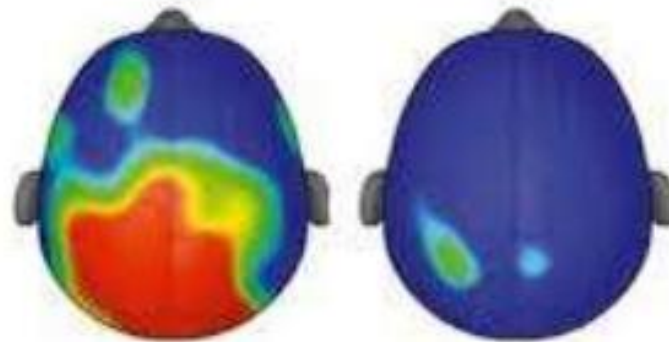


After 20 Minute Walk

**Exercise**

**No Exercise**

After Sitting Quietly



Research/Scan compliments of Dr. Chuck Hillman  
University of Illinois

IMPACT WELLNESS PLAN

27

## Fit Vs. Not Fit

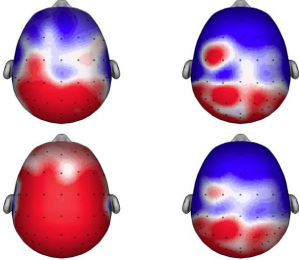
9 and 10 year olds students

Higher Fit

Lower Fit

Easy Condition

Hard Condition



Slide Compliments of Dr. Chuck Hillman University of Illinois

*Brain Processing capacity & mental workload during cognitive tasks for children who exercised before tasks and who were sedentary*

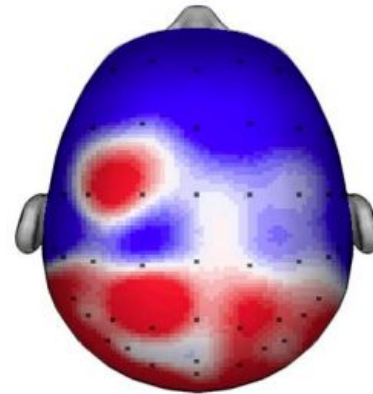
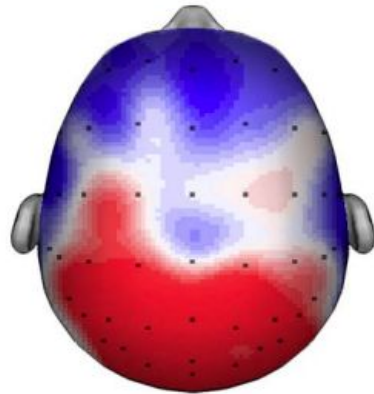
# Fit Vs. Not Fit

9 and 10 year olds students

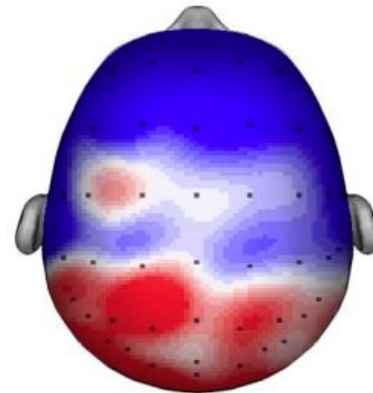
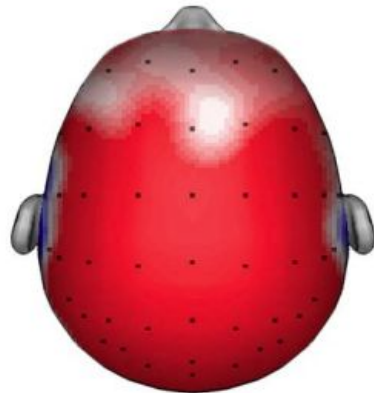
Higher Fit

Lower Fit

Easy Condition



Hard Condition



Slide Compliments of Dr. Chuck Hillman University of Illinois

**What are comparable  
school districts doing?**

# Comparable School Districts' K-5 Wellness program

## **Fair Lawn**

- K-4 Minutes: 60min PE plus health
- 5-6 Minutes 90 min PE and 90 min of health per week

## **LIVINGSTON**

- K-5 Minutes: 2x a week for 43 minutes

## **SUMMIT**

- K-5 Minutes- 2x a week for 45 min

## **BERKELEY HEIGHTS**

- K-5 Minutes- 2x a week for 45 min

## **ALLENDALE**

- K-5 Minutes- twice a week for 45 min

## **Tenaflly**

- K-5 Minutes - 2x a week, 45 min plus 4x a week, 15 minutes after lunch

## **BASKING RIDGE Bernards**

## **Township**

- K-5 Minutes- 2x a week, 50 min
- Classroom teacher teaches health once a week for 50 min

## **Ramsey**

- K-3 Minutes - PE 2x per week for 30 min
- 4-5 Minutes - PE 1x per week for 55 min

# Sport Based vs Wellness Based Physical Education

## **Sport Based**

- Focuses on team and individual sports
- Specific and Traditional sport skill development
- Learning rules and scoring of sports/games
- Can be competitive and non inclusive

## **Wellness Based**

- Focuses on the overall wellbeing of an individual (emotional, social, physical)
- Inclusive of all people of varying ability levels
- Facilitates healthy decision making, appropriate social interactions, and promotes lifelong physical activity

# Ridgewood Wellness Based Physical Education

- Individual fitness concepts are continued throughout high school
- Activities are highly modified for more inclusion and success of all students
- Activities are designed for maximum participation and skill progression and development.
- Fitness components (cardio, muscles, & flexibility) are the educational focus.
- Six marking periods of Health Education are offered in the high school, including Health 11: Mental Health.
- Strong emphasis on mental health through yoga & stress management

**What are we doing and  
how are we doing it?**

# Wellness Delivery

## **Elementary Schools**

- Students receive Wellness once a week, for 50 minutes with an alternating second session for 25 minutes on a rotating basis
- Emphasis on motor skill development, cardiovascular respiratory endurance, cooperative games, and sportsmanship
- Nursing staff teach six to seventeen health lessons in regular education classrooms each year. Lessons increase with grade level

## **Middle Schools**

- Students receive Wellness three- four days a week, based on the rotating schedule, for 57 minutes
- Emphasis on small sided games, motor skill development, cardiovascular respiratory endurance, fitness components, individual fitness, cooperative games, and sportsmanship
- Students receive three marking periods of movement based Wellness and one marking period of Health per year



# Wellness Delivery

## **Middle Schools**

- Health is taught during a two week unit each marking period to allow students to have PE every marking period.
- Health is integrated into PE classes as reinforcement of what is learned.
- Students are separated out for Health in a traditional model for one marking period per year

## **High School**

- Ninth through Eleventh grade students receive four marking periods of Wellness per year
- Twelfth grade students receive three marking periods of Wellness
- All students receive six marking periods of Health education throughout High School
- Classes meet three out of four days a week based, on the rotating schedule, for 50 minutes or 80 minutes depending upon the schedule (1-day, 2-day, 3-day, 4-day)
- Emphasis on five components of fitness, cooperative games, sportsmanship, mental health, stress management, & lifelong fitness

# Wellness Curriculum

- Last comprehensive update was done in 2016
- Teachers continue to import best practices to curriculum documents that meet the 2020 NJSLS for CHPE
- RPS 5-year curriculum review is ongoing
- NJDOE has updated the Comprehensive Health and Physical Education NJSLS to be implemented September 2022.

# Student & Parent Survey Data

# Parent Surveys

## **Goal of the Survey**

- Gather community perceptions
- Determine the level of satisfaction with current program
- Ascertain parents sense of importance regarding Wellness Education

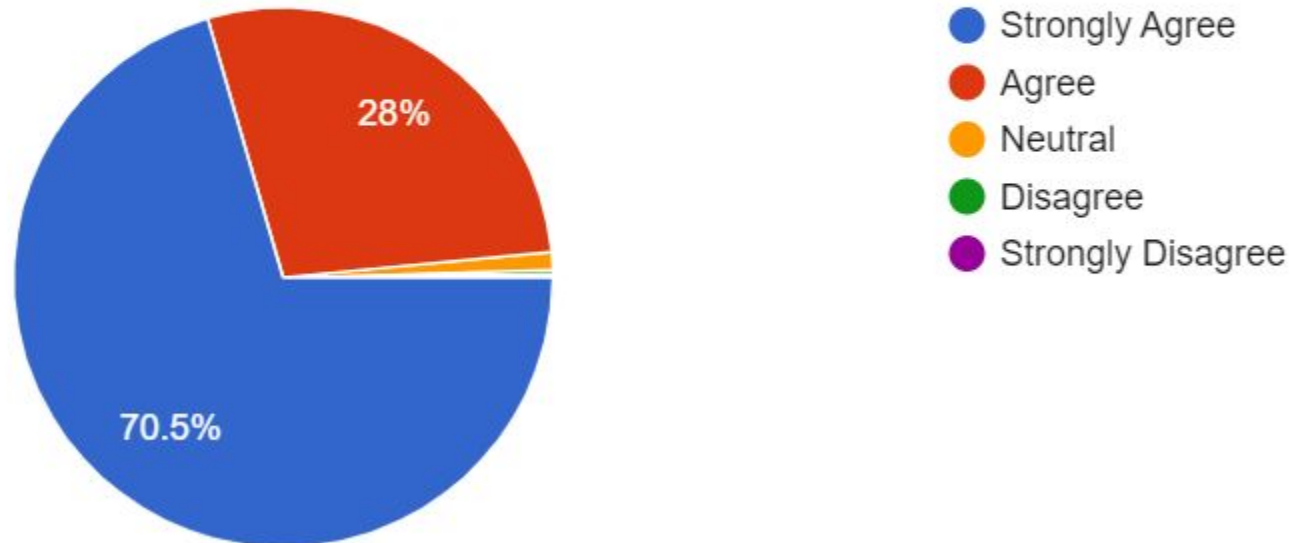
## **Participation Rate**

- **Elementary Schools**  
208 Parents or guardians responded
- **Middle Schools**  
115 Parents or guardians responded
- **High School**  
140 Parents or guardians responded

# Parent Survey Results

Daily physical activity enhances learning

461 responses

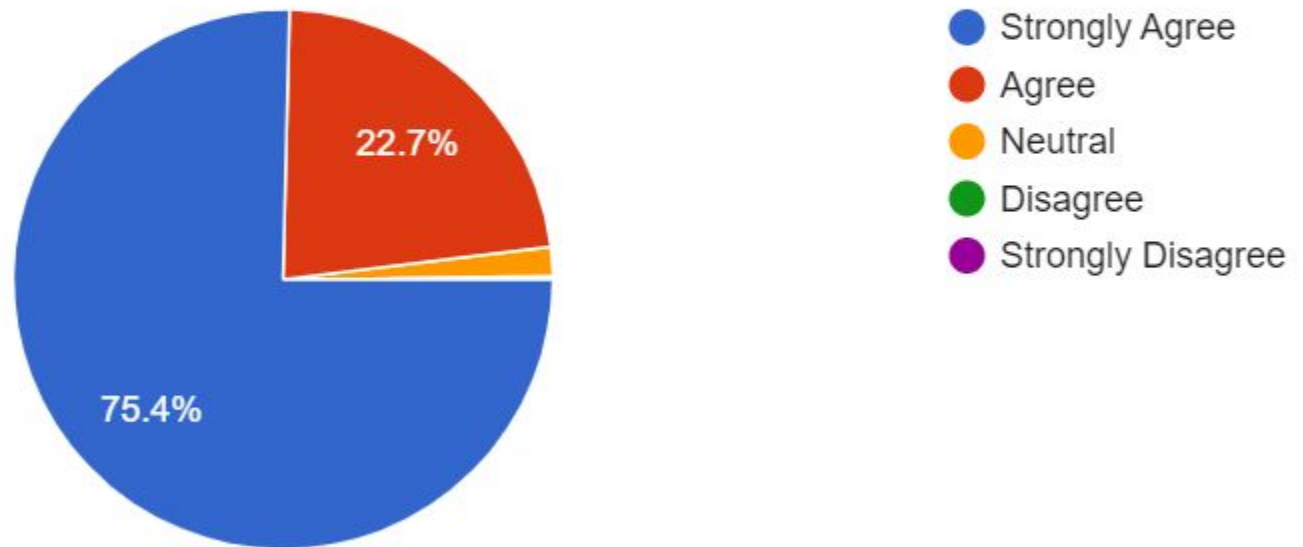


- **98.5% of parents agree that daily physical activity enhances their child's learning**

# Parent Survey Results

Daily physical activity elevates mood and decreases anxiety

463 responses

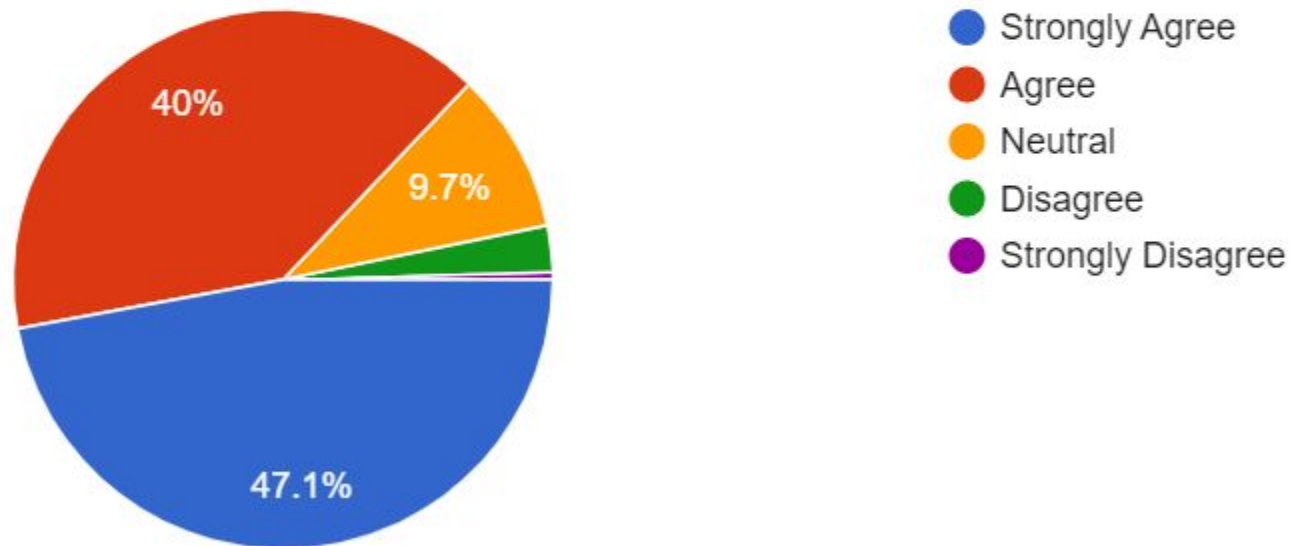


- **98.1% of parents feel that daily physical activity elevates mood and decreases anxiety**

# Parent Survey Results

I feel the Wellness curriculum is an essential aspect of my child's educational experience

465 responses



- **87.1% of parents feel the wellness curriculum is an essential part of their child's education experience**

# Student Survey

***Surveyed over 1000 Middle & High School Students in 6th - 12th Grade***

## **Goal of the Survey**

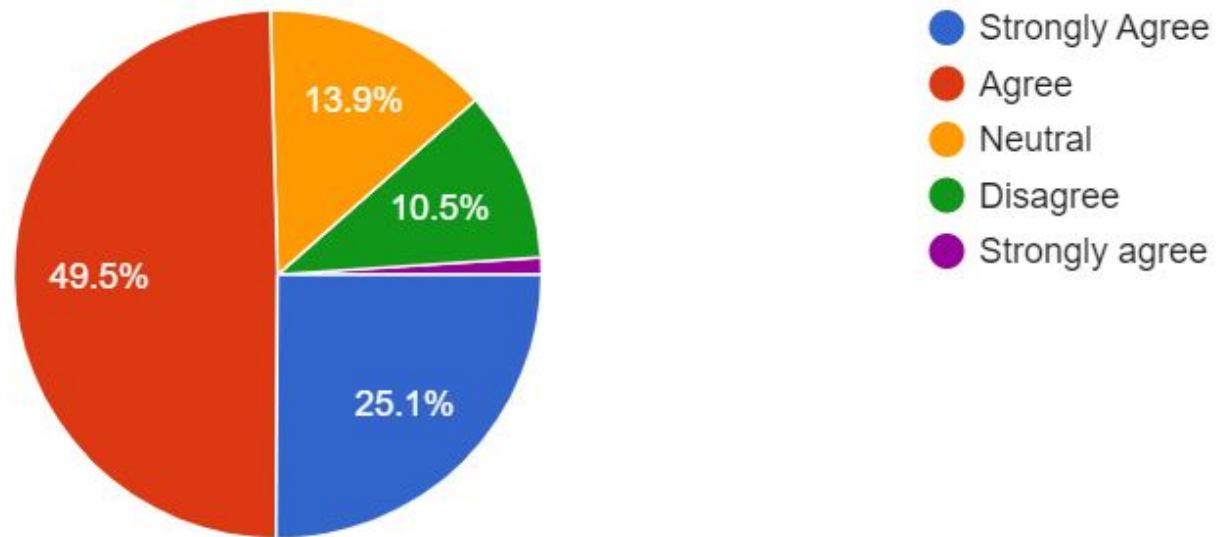
- Gather student perceptions
- Determine the level of satisfaction with current program
- Potential activities students would like to see introduced into the Wellness program



# HS Student Survey

I understand that my active participation in my Wellness classes has a positive correlation on me living a healthy lifestyle - physically, socially and mentally - now and in the future

287 responses

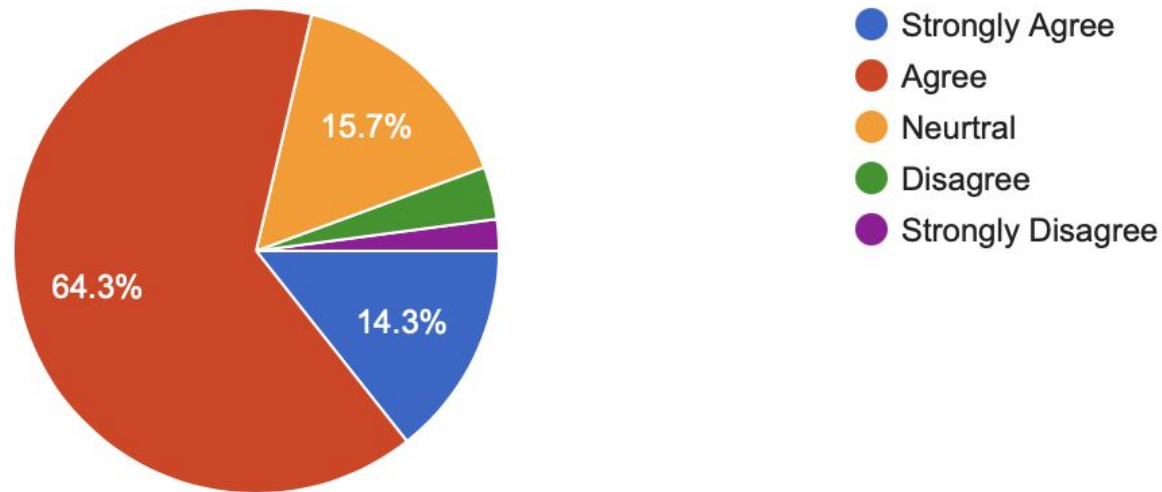


- 74.6% of high school students believe that their wellness class has positively impacted their healthy lifestyle.

# HS Student Survey

The topics covered in the Health classes within the Wellness curriculum are relevant to today's lifestyle trends

286 responses



- 78.6% of high school students strongly agree or agree that the topics covered in wellness are relevant to today.

“I would support more physical activity time, kids need to be active.”

“If this is strictly a survey about Physical Education, my children enjoy it but I feel that time has been cut from what it used to be. Are they meeting the state minimum?”

“Unfortunately, there are not enough periods of physical education at school. At this time, my son has only one 30 minute session of physical education. I would love to see 4 periods (45 minutes each) a week.”

“Our kids would appreciate more PE per week.”

“I would like to see more chances for physical activity during the school day, whether that’s more recess or more frequent PE or something else.”

“We believe that our children could benefit from more PE time. In other words, our kids would like more days per week of PE.”

“PE classes should be provided twice or three times a week.”

“My two elementary age children only receive PE once per week, which seems very limited.”

## *Elementary Parental Comments Pertaining to the Wellness Program*

I love all  
Wellness  
curriculum at  
our school

I think it's really good  
and the teachers care  
and try to help

I really enjoyed the  
amount of exercise we  
get in the movement  
quarters of the year,  
and although I enjoyed  
the health part of  
wellness a lot less, I do  
recognize it's  
necessary.

I love PE because it  
gives me a break  
from other classes. I  
like health because  
we get to do fun  
projects.

It has been a  
great experience.  
I loved it all 3  
years.

*Middle School Student Comments Pertaining to the Wellness  
Program*

I think most aspects of the Wellness curriculum at RHS are great, such as group activities and games.

I really enjoyed the stress and management classes, I would love if the yoga class could last for a semester or be more included in our schedule.

For the most part I have enjoyed gym class throughout high school. Whether it was learning about strength training, health, or project adventure courses. I can definitely say that I have grown as a person.

I really enjoyed project adventure and activity 11, I think being active in a fun way was the biggest benefit for me. I liked how we got to interact with different people, so we should continue doing that. I don't have any other feedback!

I enjoyed spending time doing activities/sports. This could help a stressed out student.

*High School Students Comments Pertaining Wellness Program*

Long walks during the 80 minute run day. A long walk will be more effective and more enjoyed by the students.

More time spent doing life long activities could be beneficial for students when they graduate

More individual making a plan and less generalized

Running outdoors is more beneficial than running indoors. I enjoy run days but not when we are tasked with running inside. I hope that we could spend more days running outdoors.

Integration of other cardio activities besides running (walking, run/walk intervals, jump roping, etc)

*Opportunities for Growth*

# Recommendations

# Elementary School Recommendations

- Revise & update Elementary School curriculum to meet 2020 NJSLS-CHPE
- Add more Wellness time for students in order to incorporate the new 2020 NJSLS-CHPE
- Identify age appropriate resources that will meet the grade band standards (2.1, 2.2. & 2.3) with focus on the health curriculum.
- Incorporate brain breaks in regular classrooms on non-physical education days
- Provide time for unstructured play with sports equipment available during recess



# Middle School Recommendations

- Revise & update Middle School curriculum to meet the 2020 NJSLS- CHPE
- Identify age appropriate resources that will meet the grade band standards (2.1 Personal and Mental Health) with focus on the health curriculum.
- Continue to implement and utilize digital portfolio assessment for Wellness in both middle schools.
- Incorporate more student choice in physical education activities.

# High School Recommendations

Revise & update High School curriculum to meet 2020  
NJSL-CHPE

- Senior Health - Creating a culminating health course which includes First Aid/Safety as a unit and revisits past health curriculums.
- Create a system for mainstreaming RISE students into PE based on staff recommendations.
- Focus on Mental Health Awareness and coping mechanisms into all Wellness Classes.

# High School Recommendations

- Focus on helping young people navigate sexual development and grow into sexually healthy adults. Teaching content with medically accurate information, and providing young people with opportunities to explore their own identities and values along with the values and beliefs of their families and communities.
- Ability to incorporate various sports into Activity Classes.
- Give students additional options for cardiovascular respiratory endurance days (Cardio-machines, cycling, snowshoeing, rollerblading, ice-skating).

# Timeframe for Revisions

Curriculum revision will occur throughout the month of July.

Presentation of the revised curriculum to the Board of Education Curriculum Committee will occur in August.

## **Curriculum writers**

Erika Tucker

Colleen Manke

Christina Jannone

Stephanie Dodd

Bonnie Lowicki

Peter Kay

Jaime Gilfedder

Candace Mitola

Allison Mende

Erica Zampino

Mary Consol

Justin Oh

# Special Thanks...

- To the members of the *Wellness Department* throughout the district for the *excellent* work they do every day
- To the parents, teachers and students who responded to the surveys
- To Stacie Poelstra for her support & guidance

# Work Cited

- *Abstinence-only education is a failure*. Search the website. (2017, August 22). Retrieved May 18, 2022, from <https://www.publichealth.columbia.edu/public-health-now/news/abstinence-only-education-on-failure>
- Karambelas, T. (2019, November 4). *School-Life Balance*. Johns Hopkins Student Assistance Program. Retrieved May 18, 2022, from [https://jhsap.org/self\\_help\\_resources/school-life\\_balance/](https://jhsap.org/self_help_resources/school-life_balance/)
- . [http://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/pa-pe\\_paper.pdf](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf)
- (n.d.). Retrieved May 18, 2022, from
- <https://www.shapeamerica.org/standards/pe/>
- (n.d.). Retrieved May 18, 2022, from
- <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>
- (n.d.). Retrieved March 30, 16, from
- <http://www.thewalkingclassroom.org/why-it-works-details/>
- *National Sex Education Standards - Siecus*. (n.d.). Retrieved May 18, 2022, from <https://siecus.org/wp-content/uploads/2020/03/NSES-2020-2.pdf>
- *The Trevor Project National Survey*. The Trevor Project. (n.d.). Retrieved May 18, 2022, from <https://www.thetrevorproject.org/survey-2021/>