

Batavia Educational Program Review  
Process Overview  
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**A. Program Outcomes**

**K-12 (which tie into State Goals 19, 20, 21)**

1. All students will be able to demonstrate the skills necessary for participation in object-handling activities which incorporate hand, foot and striking skills.
2. All students will be able to demonstrate, through participation, the ability to engage in lifelong leisure activities.
3. All students will be able to understand and apply skills necessary to participate in individual physical activities.
4. All students will be able to understand and apply skills necessary to participate in group physical activities.

**B. Program Activities**

1. Elementary PE meets twice(2X) per week for 30 minute periods every five (5) days for grades Full Day Kindergarten through Fifth Grade and one (1) 30 minute period per five (5) days for Half Day Kindergarten. Each Elementary School has one (1) FTE.

Elementary sections:

AGS = 18.5

GMcW = 21

HCS = 20

HWS = 20

JBN = 19

LWS = 21

2. Middle School PE meets daily for 40 minutes in Grades 6, 7 & 8. This year there is a total of 39 sections per trimester.
3. High School PE has three different delivery models. Early Bird PE meets for 45 minutes everyday for the entire year. PE/Band rotates during the entire year for 90 minutes. Standard PE meets for 90 minutes everyday per semester. This is for a total of 8.25 FTE. A student needs to have 3.5 credits of Physical Education to graduate from BHS. One term is .5 credits.

	<b>OBJ. HAND.</b>	<b>LIFELONG</b>	<b>INDIVIDUAL</b>	<b>GROUP</b>
<b>ELEMENTARY</b>  <b>Introduction of Fundamental Skills</b>	<b>Hand:</b> Bouncing, throwing, tossing, dribbling, rolling, passing & catching, striking <b>Feet:</b> Dribbling, trapping, passing, kicking <b>Balance:</b> Using feet and/or hands to balance objects such as feathers, beanbags, etc.	<b>Fitness:</b> Rope-jumping, stretching exercises, strength exercises <b>Fitness Components:</b> Cardiorespiratory, Muscular Strength, Muscular Endurance, Balance, Flexibility, Agility <b>Rhythmic:</b> Following repetitive steps to music & poetry, language skills used to recognize verbal cues <b>Directions, Pathways, &amp; Levels:</b> Forward, backward, sideways, diagonal, straight, curved, zig-zag, high, medium, low <b>Basic Locomotor:</b> Walk, run, leap,	<b>Tumbling &amp; Gymnastics:</b> Body awareness, balance, muscular strength & endurance <b>Manipulative:</b> Lollipop paddles, hockey sticks, basketballs, tennis racquets, golf clubs, cup-stacking, Frisbees, balls of varying sizes, jump ropes <b>Spatial Awareness:</b> Tag games, personal & general space, relationships to objects and/or others <b>Directions:</b> Forward, backward, sideways, diagonal	<b>Teambuilding:</b> Listening, safety, cooperation, task/role completion, game procedures, conflict resolution, perseverance, problem-solving procedures <b>Group Games:</b> incorporating previously-taught skills of Object-Handling, Lifelong Leisure, and Individual Activities

		<p>jump, hop, skip, gallop, slide</p> <p><b>Difficult</b></p> <p><b>Locomotor:</b> Grapevine, bear walk, crab walk, elephant walk, wicket walk, tiptoeing</p> <p><b>Non-Locomotor:</b> Bending, stretching, twisting</p>	<p><b>Pathways</b> straight, curved, zig- zag</p> <p><b>Levels:</b> high, medium, low</p> <p><b>Movement Patterns &amp; Strategies:</b> Chasing, fleeing, dodging</p> <p><b>Body Control:</b> Transfer of locomotor movements into controlled movements</p>	
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<p><b>MIDDLE SCHOOL</b></p> <p><b>Application of Fundamental Skills</b></p>	<p><b>Hand:</b> Bouncing, throwing, tossing, dribbling, rolling, passing &amp; catching, striking, pushing, shooting, stick handling, pulling</p> <p><b>Feet:</b> Dribbling, trapping, passing, kicking</p>	<p><b>Fitness:</b> Fitness assessments (ie: timed run, total repetitions, etc...), Healthy fitness zones, Rope-jumping, stretching exercises, strength exercises</p> <p><b>Fitness Components:</b> Cardiorespiratory, Muscular Strength, Muscular Endurance, Balance, Flexibility, Agility, Speed, Power</p> <p><b>C.</b></p> <p><b>Rhythmic:</b> Following repetitive steps to music, language skills used to recognize verbal cues</p> <p><b>Directions, Pathways, &amp; Levels:</b> Forward,</p>	<p><b>Tumbling &amp; Gymnastics:</b> Body awareness, balance, muscular strength &amp; endurance</p> <p><b>Manipulative:</b> Lollipop paddles, hockey sticks, basketballs, tennis racquets, golf clubs, cup-stacking, Frisbees, balls of varying sizes, jump ropes</p> <p><b>Spatial Awareness:</b> Tag games, personal &amp; general space, relationships to objects and/or others</p> <p><b>Directions:</b> Forward, backward, sideways, diagonal</p> <p><b>Pathways</b> straight,</p>	<p><b>Teambuilding:</b> Listening, safety, cooperation, task/role completion, game procedures, conflict resolution, perseverance, problem-solving procedures</p> <p><b>Group Games:</b> incorporating previously-taught skills of Object-Handling, Lifelong Leisure, and Individual Activities</p> <p><b>Game strategy:</b> Offense, Defense, Individual responsibility</p>
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		<p>backward, sideways, diagonal, straight, curved, zig-zag, high, medium, low</p> <p><b>Basic Locomotor:</b> Walk, run, leap, jump, hop, skip, gallop, slide, jogging, climbing</p> <p><b>Difficult Locomotor:</b> Grapevine, bear walk, crab walk, tiptoeing, heel walk, lunge walk</p> <p><b>Non-Locomotor:</b> Bending, stretching, twisting</p> <p><b>Character development:</b> Caring, Responsibility, citizenship, fairness, respect, trustworthiness</p>	<p>curved, zig-zag</p> <p><b>Levels:</b> high, medium, low</p> <p><b>Movement Patterns</b> Chasing, fleeing, dodging, court movement</p> <p><b>Body Control:</b> Transfer of locomotor movements into controlled movements</p> <p><b>Game strategy:</b> Offense, Defense, Individual responsibility</p>	
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## High School

Every student must take Freshman PE for .5 credit

Sophomores, Juniors and Seniors select 6 classes from the menu below:

Accelerated PE

General PE

Dance

Personal Fitness

Walking for Wellness

Winter Walking for Fitness

Lifetime Recreational Games

Early-bird PE

### D. Program Measurements

#### 1. Elementary Level

- a. Performance-based Rubric Assessments
- b. Paper & Pencil Assessments
- c. Buddy Checklists
- d. Self-assessments

#### 2. Middle School

- a. Unit Grades
- b. Fitness Assessments
- c. Participation in Extra Curricular Physical Activities
- d. Self/Group Assessments

#### 3. High School

- a. Annual Fitness Assessments
- b. Paper & Pencil Assessments

c. Unit Grades

**E. Program Expenditures: Level 1 (Current Level of Funding)**

IV. Program Expenditures	Level 1: Current
Salaries - Certified Staff	1,665,785
Fringe Benefits - Certified	233,014
Salary - Non Certified Staff	0
Fringe Benefits - Non Certified	0
Purchased Services	0
Supplies/Materials	5,210
Equipment	0
Other / Tuition	0
Non-Capitalized Equipment	0
<b>Total</b>	<b>1,904,009</b>
Minus Revenue	16,800
<b>District Program Cost</b>	<b>1,887,209</b>
FTE - Certified	21.61
FTE - Non Certified	0.00

**F. Program Expenditures: Level 2 (10% Reduction from Level 1)**

IV. Program Expenditures	Level 1: Current	Level 2: - 10%		Dif. 1 / 2
Salaries - Certified Staff	1,665,785	1,511,617		-154,168
Fringe Benefits – Certified	233,014	211,448		-21,566
Salary - Non Certified Staff	0			0
Fringe Benefits - Non Certified	0			0
Purchased Services	0			0
Supplies/Materials	5,210	0		-5,210
Equipment	0			0
Other / Tuition	0			0
Non-Capitalized Equipment				
<b>Total</b>	<b>1,904,009</b>	<b>1,723,065</b>	<b>0</b>	<b>-180,944</b>
Minus Revenue	16,800	16,800		0
<b>District Program Cost</b>	<b>1,887,209</b>	<b>1,723,065</b>		<b>-180,944</b>
FTE – Certified	21.61	19.61		-2.0
FTE - Non Certified	0.00	0		0.00

**Implications for 10% Reduction from Level 1**

Cut 1 FTE from RMS by eliminating Physical Education Teachers from supervision and On-Call.

Schedule Elementary PE Teachers to a full FTE of 23 Sections cuts .75 FTE

BHS would cut .25 FTE

Supply Budget would be cut and replaced by course fees at RMS and BHS

This will result in

- All 5 elementary teachers would have to travel.
- One elementary school would have 6 physical education teachers, thus placing a negative impact on program content.
- The special schedule at every school would have to be altered and coordinated at the elementary level, thus impacting common planning time and specials time for integration.
- Physical Education teachers would not be available for interventions, supervision, and on call duties at the elementary and middle level.
- Some of the high school offerings may need to be eliminated.
- There may need to be an increase in section enrollments at the high school
- Increase of school fees impacts family budgets

**G. Program Expenditures: Level 3 (25% Reduction from Level 1)**

IV. Program Expenditures	Level 1: Current	Level 2: - 10%	Level 3: - 25%	Dif. 1 / 2	Dif. 1 / 3
Salaries - Certified Staff	1,665,785	1,511,617	1,280,365	-154,168	-385,420
Fringe Benefits - Certified	233,014	211,448	179,100	-21,566	-59,314
Salary - Non Certified Staff	0	0		0	0
Fringe Benefits - Non Certified	0	0		0	0
Purchased Services	0	0		0	0
Supplies/Materials	5,210	0		-5,210	-5,210
Equipment	0	0		0	0
Other / Tuition					
Non-Capitalized Equipment	0	0		0	0
<b>Total</b>	<b>1,904,009</b>	<b>1,723,065</b>	<b>1,459,465</b>	<b>-180,944</b>	<b>-444,544</b>
Minus Revenue	16,800	16,800	16,800	0	0
<b>District Program Cost</b>	<b>1,887,209</b>	<b>1,723,065</b>	<b>1,459,465</b>	<b>-180,944</b>	<b>-444,544</b>
FTE – Certified	21.61	19.61	16.61	-2.0	-5.0
FTE - Non Certified	0.00	0.00	0	0.00	0.00

## **Implications for 25% Reduction from Level 1**

In addition to the 10% cuts, Cut one FTE from each building level (Elementary, Middle and High).

This will result in

- The time the elementary student has for physical education would decrease.
- The elementary five day schedule could not be maintained: M-F would be mandatory.
- The continuity of the elementary physical education curriculum would be impacted.
- Program implementations would be compromised at all levels.
- Locker room supervision is a concern at both the middle and high school levels.
- Due to increased enrollments, safety would be a concern at both the middle and high school levels.
- Over-crowding would hamper participation in daily activities at both the middle and high school levels.
- The students would not receive daily physical activity at the middle and high school levels.
- The students physical fitness at all levels would be impacted.
- Decrease in physical activity would impact the correlation between fitness, brain activity and academic success
- Graduation requirements may need to be adjusted.
- Due to state mandates specified in Illinois School Code, a waiver from the State of Illinois would need to be secured.
- Participation in extracurricular activities would decrease.