

**BERNARDS TOWNSHIP PUBLIC SCHOOLS  
BASKING RIDGE, NEW JERSEY**

**HEALTH PROGRAM EVALUATION**

**(Grades 9-12)**

REVISION:  
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*This document has been aligned with the  
New Jersey Core Curriculum Content Standards*

*It is the policy of the Bernards Township Board of Education to provide equal  
education opportunities regardless of color, creed, religion, gender or handicap.*

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## **Review of Previous 5-Year Evaluation (Middle States)**

### **Recommendation One**

Scheduling should be arranged to accommodate science labs without taking time from health classes.

- The recommendation will not be addressed. The principal supports the belief that science labs should dovetail with physical education and health classes to enable students to have full periods available for academic electives.

### **Recommendation Two**

A specific room should be designated to teach health and create an environment promoting healthy lifestyles and assist in the storage and display of visual aids, texts, supplies, and props necessary for course instruction.

- There is one room dedicated specifically for health classes. This does not solve the problem of equipment/visual aid storage since during each period there are as many as three health classes running at the same time. This becomes an issue since equipment (first aid mannequins and equipment) is shared and needs to constantly be moved from room to room between periods.

### **Recommendation Three**

The department purchase computer software related to the health curriculum.

Done: The department and media center have ordered software related to the health curriculum.

### **Recommendation Four**

Students are scheduled into health class for the marking period that they have an exemption from physical education.

- Health classes are split by marking periods making it impossible to place all students in health when they are on exemption.

## **Review of Current Program**

The health education program is a quarter course. The students meet 42 minutes a day, 4-5 days a week. Students who have a science lab that conflicts with their health class are excused from health class and only receive 4 days of health instruction per week. If a student has a double lab period, he/she will attend class three days a week and is required to attend a make-up class at another time, possibly with another teacher.

The health courses include:

Freshmen Health:	Wellness, nutrition, fitness, STDs, cancer, smoking, stress, teenage suicide, sexual harassment, alcohol and other drugs.
Driver's Education:	Qualities of a good driver, sexual harassment, laws of nature, driving environments, road courtesy and state laws of driving, preventive maintenance, development of sound, safe driving attitudes.
First Aid & CPR:	American Red Cross Certification in Community First Aid and CPR and sexual harassment.
Family Life Education:	Reproductive systems, diseases associated with the reproductive system, sexual harassment and relationships, information on pregnancy, birth, parenting, genetics and contraception will be presented, abstinence, sexual assault prevention, bullying prevention and domestic violence education.

## **Instructional Strategies**

The health staff has explored several instructional strategies through department meetings, in service and staff development. The strategies currently in place include:

- Team Teaching
- Guest Speakers
- Peer Leadership
- Cooperative Learning
- Hands on Learning (CPR/First Aid)
- Student Centered Learning

## **Interdisciplinary Provisions**

The health curriculum uses an interdisciplinary approach through journal writing (language arts), biology (body systems & genetics), environmental health issues (science), child development (psychology), family budget & insurance (math), technology, role-playing and script writing (arts)

## **Remediation, Enrichment, and Acceleration Provisions**

Student remediation is provided in the classroom as well as during tutorial periods. The issue of larger class sizes (sometimes up to 40 per class) does limit the amount of remediation that can be done during class time. Since health classes are based strictly on physical education periods, the wide range of academic levels in each class, especially the larger classes, does prohibit the ability to adjust to those students in need of remediation as well as those in need of acceleration during the same class period. Students are encouraged to do research beyond the scope of the course requirements.

## **Curricular and Co-curricular Offerings**

Elective Swimming Program (Safety Issues & Responding to Emergencies)

## **Facilities, Equipment, and Resources**

### **Strengths**

- The media center is a great resource for supplemental health materials such as video and audiotapes, reference materials and DVD's. The media center accommodates full class periods for research with use of a computer lab.

### **Weaknesses**

- Due to lack of classroom availability, there is only one health classroom. This is an issue since there are typically three health classes running each period. The problems of security and storage as well as the sharing of equipment become an issue especially for First Aid and CPR (mannequins). The lack of consistency in classrooms causes confusion to location and storage of equipment on a daily basis.
- A student being removed from health class for a science lab interrupts the teaching flow and disrupts the classroom learning process. In one class period you may have as many as four lab days with different students leaving on four different days. Health offers students opportunity for group projects, debates, role playing, research and open discussion. All of these are greatly affected when there are students missing on a daily basis due to science labs.
- Some of the health classrooms do not have sufficient seating to accommodate the larger class sizes.

## **Cultural Diversity**

The health curriculum explores gender and social roles, cultural marital traditions, and the diversity between ethnic groups relating to health issues.

## **Staff Development**

### **Strengths**

- The health education staff is encouraged to participate in continuing education and professional development activities. There are funds available for staff members to attend workshops in their field and to learn from other professionals.
- The health education staff currently attends out of district conferences that are offered by professional organizations such as AAHPERD, NJAHPERD, and other health related organization workshops.
- The staff also attends in-district staff development courses, such as Essential Elements of Instruction, Cooperative Learning, Learning Styles and Teaching Styles, Classroom Management and computer courses.
- Staff College hours can also be earned through Action Research or Independent Study.

### **Weaknesses**

- The staff college curriculum does not offer courses specific to health education.

## **Student Assessment**

Students are assessed based on an A-E grading policy. Grading consists of written quizzes and tests, classroom participation and preparation, oral presentations, research projects and role-playing.

## **Technology**

Technological resources are available for use through the media center or departmental resources including computers, monitors, overhead projectors, TV/VCR units, CD players, and LCD projectors. The media center as well as the department house a variety of instructional resources including videos, overhead transparencies and audio collections.

## **Grouping Strategies**

The grouping of students in health is based solely on science labs. At times, the grouping for health classes is educationally unsound; a class may have three or four different lab days and there may only be one day per week that the entire class is scheduled to be present. Class sizes can vary from seven to 40. In the case of a health class of seven, this becomes a physical education class with seven freshmen to do a project adventure activity and a blending in with upper classmen other marking periods

## **Data Collection**

The following resources were chosen as a means to evaluate the Bernards Township Physical Education program as it currently stands.

**New Jersey Core Curriculum Content Standards:** These standards were adopted by the State and are used as a guideline to dictate a student's basic level of education by graduation, to be assessed by the local districts.

**NASPE:** The American Alliance for Health, Physical Education, Recreation and Dance is a national association supporting K-12 physical education programs and physical educators. NASPE develops and supports physical activity, physical education and sport programs that promote healthy behaviors and enhance individual well being.

### **Star Students**

#### **District Climate Survey**

A formal survey of 12th grade students was issued for the purpose of program evaluation.

## Analysis of Survey Results

### Curriculum Evaluation

#### Strengths

Overall, the curriculum offered by the physical education/health department has several strengths. The curriculum provides the student with information needed to make healthy decisions. The teachers use a wide variety of teaching tool and strategies to encourage student learning. Another strength is that the curriculum meets the needs of the student and the community in which they live.

#### Recommendations

The curriculum does not provide sufficient time to cover such topics as obesity, nutrition, wellness, drug abuse, and sex education. The removal of students for science lab periods prohibits the students from getting the full curriculum.

#### Health Education Survey

Response choices are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)

Statement *****	SA	A	N	D	SD
The curriculum provides me with the information needed to make healthy decisions regarding my choice of healthy lifestyles	31	35	27	7	0
The teachers use a wide variety of teaching tools and strategies to encourage student learning.	24	46	30	8	2
The curriculum is developmentally appropriate for each grade level	22	38	28	11	1
The curriculum provides sufficient time to cover such topics as obesity, nutrition, wellness, drug abuse, and sex education.	19	36	32	12	1
The health curriculum is current, relevant, and accurate	14	39	30	14	3
The teachers use a wide variety of appropriate assessment methods when evaluating student achievement	27	36	27	9	1
The curriculum meets the needs of the students and the community in which they live.	18	42	27	12	1
The curriculum promotes social skills to help address a variety of issues and problems	17	38	35	8	2
The class schedule and class sizes promote a smooth delivery of instruction to the students despite the science lab pull outs from class	16	36	39	9	0
The health curriculum serves as the student's primary source of accurate information on a wide variety of current topics	16	38	30	13	3

### Analysis of Survey Results

- 66% of students strongly agree or agree that the curriculum provides them with the information they need to make healthy decisions regarding their choice of healthy lifestyles.
- 70% of students strongly agree or agree that the teachers used a wide variety of teaching tools and strategies to encourage student learning.
- 60% of students strongly agree or agree that the curriculum is developmentally appropriate for each grade level.
- 55% of the students strongly agree or agree that the curriculum provides sufficient time to cover such topics as obesity, nutrition, wellness, drug abuse, and sex education; 32% of the students were neutral.
- 53 % of the students strongly agree or agree that the curriculum is current, relevant, and accurate; 30% of the students were neutral and 17% strongly disagree or disagree.
- 63% of the students strongly agree or agree that the teachers use a wide variety of appropriate assessment methods when evaluating student achievement.
- 60% of students strongly agree or agree that the curriculum meets the needs of the students and the community in which they live; 27% were neutral.
- 55% of students strongly agree or agree that the curriculum promotes social skills to help address a variety of issues and problems; 35% were neutral.
- 52% of the students strongly agree or agree that the class schedule and class sizes promote a smooth delivery of instruction to the students despite the science lab pullouts from class; 39% of the students were neutral.
- 54% of the students strongly agree or agree that the health curriculum serves as the student's primary source of accurate information on a wide variety of current topics; 30% of the students were neutral and 16% strongly disagree or disagree.

## **Goals and Objectives**

The goals and objectives for the Bernards Township Health education program are aligned with the New Jersey Core Curriculum Content standards.

### **Comprehensive Health and Physical Education List of Standards**

- 2.1 All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.
- 2.2 All students will learn health-enhancing personal, interpersonal, and life skills.
- 2.3 All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.
- 2.4 All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.
- 2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.
- 2.6 All students will learn and apply health-related fitness concepts.

## **Philosophy**

Bernards Township recognizes that parents are the primary family life educators of their children, and as such, are responsible for teaching values to their children. The schools will play a supporting role by providing a comprehensive, fully articulated K-12 Family Life Education Curriculum that has as its ultimate goal the development of healthful attitudes and behaviors in students that will lead to loving, respectful and responsible relationships with others.

The district believes the best way to achieve this goal is to provide a curriculum that focuses on teaching accurate, age-appropriate information about human growth and development, making healthy choices, developing positive self esteem, respectful relationships and developing and achieving healthy personal goals. To promote responsible behavior, personal discipline and respect for one's body, the curriculum will emphasize abstinence as the most effective method of reducing risk of pregnancy, sexually transmitted diseases and AIDS.

## Program Evaluation Recommendations

Recommendation	Implementation	Timeline	Constraints
Eliminate dovetailing of health and science labs	Work with administration to find scheduling options.	2006-2007	Availability of science labs
Permanent health rooms with storage	Work with administration to explore room usage	2005-2006	Room availability
Reasonable health class size	Work with administration to balance class sizes	2006-2007	Science labs and room availability
Add TV/VCR/DVD	Purchase Additional TV/VCR	2006-2007	Budget
Increase accessibility of technology	Additional Computer Labs	2006-2007	Budget