

WAYLAND PUBLIC SCHOOLS GOAL 3 – HEALTH AND WELLNESS EDUCATION

The Wayland Public Schools have engaged in a systematic process to review the district’s needs and create goals and initiatives to improve teaching and learning. On October 11, 2011, School Superintendent Dr. Paul Stein presented six priority areas which were subsequently approved by the School Committee as the District-wide Goals for the 2011-2012 school year. This document is designed to provide an overview of the progress-to-date on the implementation of Goal #3: “To enhance health and wellness education, employing a systemic approach to curriculum, instruction, extra-curricular activities, and school culture.”

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WAYLAND HIGH SCHOOL HEALTH AND WELLNESS INITIATIVE

WHS1: Increase the class time and elective offerings, in part by increasing staffing at the high school.

Timetable: 2011-2012

Strengths	Weaknesses
<ul style="list-style-type: none"> • FY13 budget provided for an additional 1.2 FTEs for Wellness at the high school level • Hired two strong teachers (.5FTE and .7 FTE) • Additional staffing will allow for additional class meetings for the entire year for sophomores (3 times per cycle for the duration of the school year) • Addition of Wellness elective offerings for juniors and seniors 	<ul style="list-style-type: none"> • Still need additional FTEs to fully address the number of class meeting times, particularly in grades 11 and 12, and curriculum goals
Opportunities	Threats
<ul style="list-style-type: none"> • Increased collaboration between members of the department • Flexibility in offering new and different electives based on the expertise/experience of the new hires 	<ul style="list-style-type: none"> • Anticipated increases are budget contingent • As the meeting time for Wellness courses grows, so does the limitation in accommodating students' requests for other courses

WAYLAND HIGH SCHOOL HEALTH AND WELLNESS INITIATIVE

WHS2: Continue implementation of new topics to health curriculum, including bullying, healthy relationships, and anatomy/physiology, and consider the additions to the curriculum with an eye toward a comprehensive K-12 curriculum.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • Implemented research-based healthy relationships curriculum at the 9th grade level (continued this offering on the 11th grade level) • Identified and will implement the following next year: <ul style="list-style-type: none"> ○ Research-based Anti-Bullying curriculum (“Bully-proofing Your School”) ○ Anatomy/Physiology and exercise science unit to be woven into grades 9 and 10 	<ul style="list-style-type: none"> • Wellness curriculum is increasing its scope and potential competing demands (Nutrition, Anti-Bullying, Substance Abuse, Healthy Relationships)
Opportunities	Threats
<ul style="list-style-type: none"> • Summer work days allocated for further development and planning for implementation 	<ul style="list-style-type: none"> • Faculty bandwidth

WAYLAND HIGH SCHOOL HEALTH AND WELLNESS INITIATIVE

WHS3: Plan for implementation of High School Advisory Program in Fall of 2012, with a goal of strengthening school culture.

Timetable: 2011-2013

Strengths	Weaknesses
<ul style="list-style-type: none"> • Through a collaborative, inclusive process, the WHS committee has developed a plan for SY12-13 that includes the following: <ul style="list-style-type: none"> ○ Fully developed curriculum for quarter one ○ Specific language around advisor responsibilities ○ Plan for professional development • Supported with sufficient summer work days by WPSF 	<ul style="list-style-type: none"> • Lack of a formal system for creating curriculum for future years
Opportunities	Threats
<ul style="list-style-type: none"> • Summer work days allocated for further development and planning for implementation • Connect advisory themes to anti-bullying, healthy relationships curriculum 	<ul style="list-style-type: none"> • Full implementation of Advisory Program will be dependent on a successful collaboration with the WTA

WAYLAND HIGH SCHOOL HEALTH AND WELLNESS INITIATIVE

WHS4: Fully maximize the opportunities presented by the Fitness Center in the new High School building to build lifelong skills for healthy living.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none">• Since the opening of the new fitness center this winter, the average number of students in daily attendance is 60, including both male and female as well students who do not participate in athletics	<ul style="list-style-type: none">• No additional funding for supervision in the Fall 2012
Opportunities	Threats
<ul style="list-style-type: none">• With the new exercise science curriculum being implemented next year, it is anticipated that these numbers will increase with more students being trained on the fundamentals of fitness	<ul style="list-style-type: none">• Capacity of facility

WAYLAND HIGH SCHOOL HEALTH AND WELLNESS INITIATIVE

WHS5: Implement an exercise science component to the curriculum.

Timetable: 2012-2013

Strengths	Weaknesses
<ul style="list-style-type: none"> • The new .5 Wellness teacher has a strong background in exercise science and is creating a new curriculum for high school students in this area • Summer work allocated to the Wellness team to develop the curriculum 	<ul style="list-style-type: none"> • Staffing is only .5FTE
Opportunities	Threats
<ul style="list-style-type: none"> • Within the new fitness room, plans are to create an exercise science lab 	<ul style="list-style-type: none"> • Crowded curriculum • Increased demand on curriculum with competing interests on time

WAYLAND MIDDLE SCHOOL HEALTH AND WELLNESS INITIATIVE

WMS1: Review and re-define curriculum in the context of the K-12 scope and sequence.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • A K-12 department head added to provide leadership within the Wellness Department • Wellness teachers articulated the essentials skills and content for middle school students to know and to be able to do both in the classroom and in the gym. The seven dimensions of wellness (intellectual wellness, physical wellness, environmental wellness, social wellness, spiritual wellness, emotional wellness, and occupational wellness) served as a framework for the curriculum • Maintained fidelity to Life Skills Curriculum (evidence-based) grounded in healthy decision making in all three grades • New offerings have an eye towards life-long wellness, such as fitness training and yoga • Held the second annual Wellness Week to celebrate healthy life choices for students and staff (offerings included healthy school lunch menu, Zumba instruction, Wellness bucks, Florence Adler 5K participation, etc.) 	<ul style="list-style-type: none"> • Human sexuality unit needs further development • Need a new evidence-based curriculum for work around anti-bullying in all three grades—review of program options currently in process
Opportunities	Threats
<ul style="list-style-type: none"> • Summer work has been allocated to develop a more comprehensive sexuality unit that spans grades 6-8, grounded in healthy relationships • Further investigate anti-bullying curriculum • Scheduling committee is looking at a model for a new schedule (to be implemented in either 2013-2014 or 2014-2015) that would potentially increase both time in the gym and in the Wellness classroom • PTO mini-grant funded self-defense training for Wellness teachers, who can bring this back to students • PTO mini-grant funded Cross-Fit training, specializing in exercise for children 	<ul style="list-style-type: none"> • Current school schedule does not allow enough time to address all of the movement needs of our students in the gym. Additionally, more time is needed for more comprehensive health education • Ambitious state standards to address in a comprehensive manner within the health curriculum

WAYLAND MIDDLE SCHOOL HEALTH AND WELLNESS INITIATIVE

WMS2: Expand Middle School Gay Straight Alliance programming to 7th and 8th graders through the GSA Club.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • Co-curricular stipends re-allocated to fund advisors for GSA in both 7th and 8th grade • GSA piloted in 6th grade during the Winter 2012 • Created space for meaningful and thoughtful conversations about what behaviors and language in the school is homophobic and how to educate others • Members of the GSA Club spearheaded efforts around no-name-calling week, launched a poster campaign, offered weekly whole-school announcements, and created a bulletin board to raise awareness • 8th grade GSA book club read and discussed <i>The Misfits</i> 	<ul style="list-style-type: none"> • Tension between students who want to be activists and those who want to be under the radar • Quiet space to offer and receive support
Opportunities	Threats
<ul style="list-style-type: none"> • Given the club exists at all three levels, possibilities to deepen the level of conversation and activity as students progress through the grades • PTO grant awarded No Name Calling Kit to utilize and a more extensive library of books • Create more avenues (and time) for educating students about the power of language and the responsibility for everyone to feel at home at school through TAG and within the classroom • Create a website of resources and an interactive bulletin board 	<ul style="list-style-type: none"> • Name itself is a hurdle. Many students would be willing to get involved in the work around bullying and teasing but may be uncomfortable with GSA. <i>Safe Schools</i> could be a parallel group to be more inclusive • Time for leaders among all three levels to coordinate and collaborate

WAYLAND MIDDLE SCHOOL HEALTH AND WELLNESS INITIATIVE

WMS3: Pilot extended Teacher Advisory Groups (TAG), focusing on debriefing and developing capacities of belonging, empathy, respect, and trust.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • Added 10 extra minutes to TAG. Evaluated success at the end of first term. Based on the data decided to continue with the longer format • Offered professional development through “house” in-services to build teachers’ repertoire of strategies for debriefing TAG activities effectively • Continue to become more explicit in building a hierarchy of skills focused on belonging, empathy, respect, and trust 	<ul style="list-style-type: none"> • An established TAG curriculum is still a work in progress • Trip preparation can intrude upon TAG time in the spring
Opportunities	Threats
<ul style="list-style-type: none"> • Summer work allocated to continue writing TAG curriculum • Use Google Docs to create a library of shared TAG resources 	<ul style="list-style-type: none"> • TAG continues to stretch the comfort zones of many teachers • Time to bring new staff up to speed around effective TAG facilitation

WAYLAND ELEMENTARY SCHOOLS HEALTH AND WELLNESS INITIATIVE

WES1: Examine current health and wellness curriculum.

Timetable: 2012-2013

Strengths	Weaknesses
<ul style="list-style-type: none"> • K-12 curriculum leader gathered curriculum information from elementary Wellness teachers (timeline for examination completion is September 2012) • Wellness staff very knowledgeable on physical activities for students • Anti-Bullying, addressed through the research-based program “Open Circle” and the “Responsive Classroom” program, implemented in social studies curriculum that meets twice a week in every grade 	<ul style="list-style-type: none"> • Need for consistency and parallel curriculum for all primary levels • Difficulty implementing all 13 learning standards at elementary level • Need to update curriculum for physical health and wellness instruction (e.g., nutrition, pulse and heart rate) • Set schedule to provide health- and wellness-related topics for students
Opportunities	Threats
<ul style="list-style-type: none"> • To actively participate in observing and providing feedback to Wellness teachers • Professional development for all teachers to consistently reinforce Wellness curriculum 	<ul style="list-style-type: none"> • Continued mandates that increase the amount of curriculum the Health and Wellness Department is responsible to teach

WAYLAND PUBLIC SCHOOLS HEALTH AND WELLNESS INITIATIVE

DIS1: Examine ways to develop a health school climate and culture as it relates to healthy relationships.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • District-wide team, including professional staff from all levels, met to review what is currently happening in our schools, discuss potential adoption of curriculum and activities, and to make recommendations for future work and implementation at the various school levels and system-wide (see Addendum) • Commitment of faculty and staff to more fully address development of healthy relationships through school-wide activities, programs, and clubs • Parent surveys providing feedback to Administration implemented at all schools • Middle School and High School students participate in the MetroWest Adolescent Health Survey every other year (data available for minimum of past 10 years) • Some elementary teachers trained in Responsive Classroom. • Kindergarten professional staff all trained in Positive Behavior Intervention Supports • Schools are integral participants in WaylandCares 	<ul style="list-style-type: none"> • Need to do vertical alignment of initiatives among schools: <ul style="list-style-type: none"> ○ Time to coordinate between and among teachers and schools (professional development time constraints due to competing demands) ○ Varying school schedules, specifically start and end times, impacts ability for staff to meet and coordinate
Opportunities	Threats
<ul style="list-style-type: none"> • Develop a comprehensive approach to Healthy Relationships, identifying essential skills and themes, and integrating them horizontally and vertically within curriculum and school cultures • Integrate language used in social competency curriculum across grade levels (elementary to high school) • Adopt bullying prevention curriculum at all school levels • Revitalize Open Circle curriculum at elementary level • Develop Advisory Program at High School • Further refine Teacher Advisory Group at Middle School 	<ul style="list-style-type: none"> • State and federal mandates that impact Wayland initiatives and practices