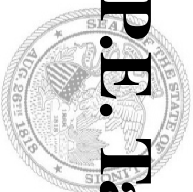


# Enhance P.E. Task Force



December 19, 2012

9 AM to 12 PM

*Illinois State Board of Education*

Christopher A. Koch, EdD

State Superintendent of Education

*Illinois Department of Public Health*

LaMar Hasbrouck, MD, MPH

Director

## Task Force Member Introductions

*Illinois State Board of Education*

Christopher A. Koch, EdD

State Superintendent of Education

**Enhance P.E. Task Force**



*Illinois Department of Public Health*

LaMar Hasbrouck, MD, MPH

Director

# Training Requirements

- 2012 Ethics
- Open Meetings Act

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*Illinois State Board of Education*  
Christopher A. Koch, EdD  
State Superintendent of Education



**Enhance P.E. Task Force**

*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

## Bylaws

Shawn Backs

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*Illinois State Board of Education*  
Christopher A. Koch, EdD  
State Superintendent of Education



**Enhance P.E. Task Force**

*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

# Public Act 97-1102 and Task Force Charge

David Carvalho

*Illinois State Board of Education*  
Christopher A. Koch, EdD  
State Superintendent of Education



**Enhance P.E. Task Force**

*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

## Public Act 97-1102

### Purpose #1

- **“Promote and recommend 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.”

*Illinois State Board of Education*  
Christopher A. Koch, EdD  
State Superintendent of Education



**Enhance P.E. Task Force**

*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

# Public Act 97-1102

## Purpose #2

- “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.”
  - Report must be filed with GA and Governor by August 31, 2013

*Illinois State Board of Education*  
Christopher A. Koch, EdD  
State Superintendent of Education



**Enhance P.E. Task Force**

*Illinois Department of Public Health*  
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## Illinois Learning Standards: Physical Development and Health

Sandy Noel

*Illinois State Board of Education*  
Christopher A. Koch, EdD  
State Superintendent of Education



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LaMar Hasbrouck, MD, MPH  
Director



# Illinois Learning Standards: Physical Development and Health

- Adopted in 1997
- Developed using:
  - NASPE National Standards for Physical Education,
  - National Health Education Standards,
  - 1985 State Goals for Physical Development and Health,
  - other states' standards
  - and local outcomes from Illinois school districts.

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State Superintendent of Education



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*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

## Illinois Learning Standards: Physical Development and Health

- Goal 19 - Movement Skills
- Goal 20 - Physical Fitness
- Goal 21 - Team-Building
- Goal 22 - Health Promotion, Prevention and Treatment
- Goal 23 - Human Body Systems
- Goal 24 - Communications and Decision-Making

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LaMar Hasbrouck, MD, MPH  
Director

# Illinois Learning Standards: Physical Development and Health

- The changing context:
  - New NASPE standards
  - New neuroscience research on the relationship between physical activity and learning
  - Health crisis among Illinois youth

The standards will serve as a guide in the development of curriculum, which will align with the latest research and the enhanced PE model.

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Christopher A. Koch, EdD  
State Superintendent of Education



**Enhance P.E. Task Force**

*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

## Sample: Breakdown of a Goal

**STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

**Why This Goal is Important:** Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

### **A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>19.A.1</b> Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	<b>19.A.2</b> Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.	<b>19.A.3</b> Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.	<b>19.A.4</b> Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	<b>19.A.5</b> Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.

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Christopher A. Koch, EdD  
State Superintendent of Education



**Enhance P.E. Task Force**

*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

# Defining Enhanced PE

Paul Zientarski

*Illinois State Board of Education*  
Christopher A. Koch, EdD  
State Superintendent of Education

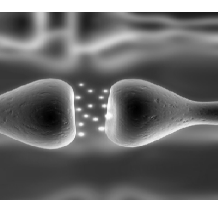
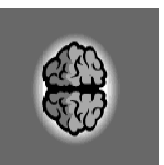
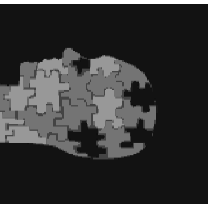


*Illinois Department of Public Health*  
LaMar Hasbrouck, MD, MPH  
Director

## Learning is a Moving Experience

### Illinois Enhance Physical Education Task Force

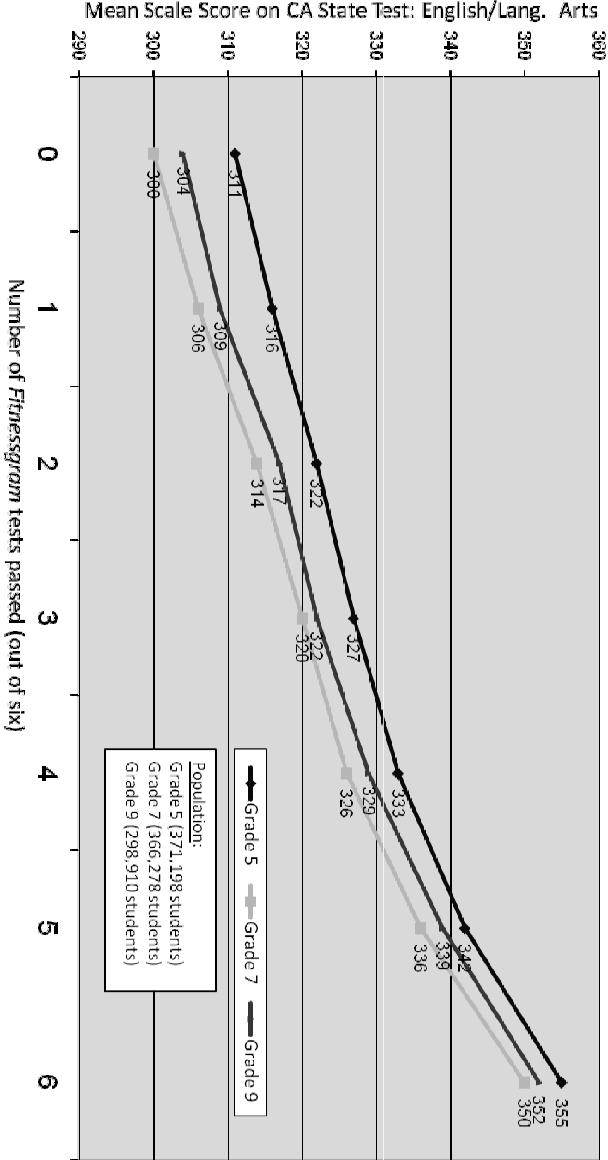
Paul Zientarski  
Naperville, Illinois  
[pzientarski@naperville203.org](mailto:pzientarski@naperville203.org)



# Fitness and Academic Achievement

## Correlation between standardized test scores and fitness

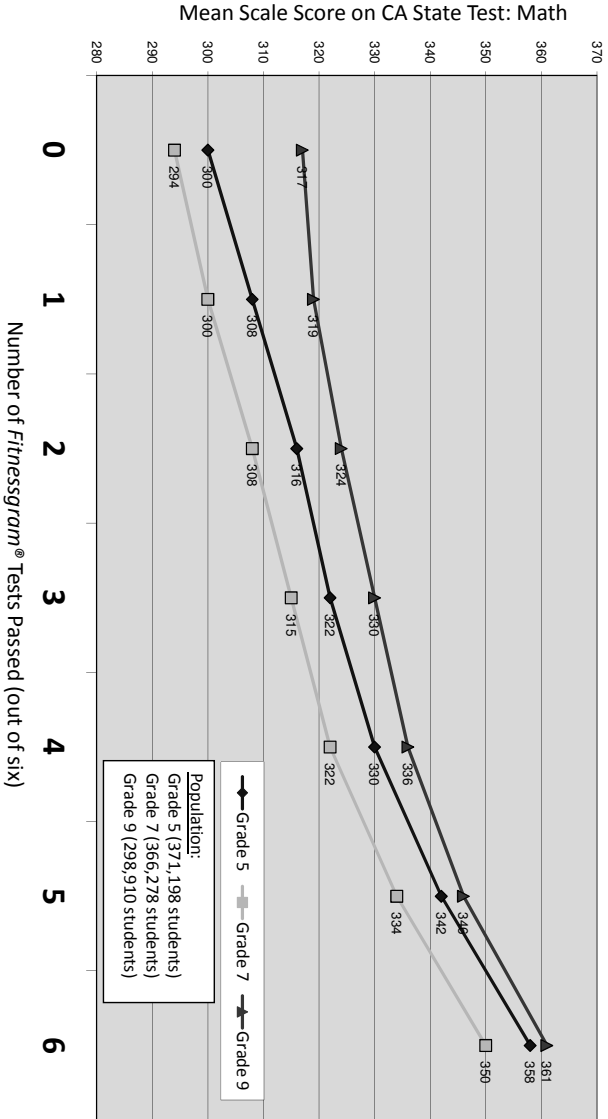
Figure 1. English-Language Arts Mean Scale Score (California State Test) by the Number of Fitnessgram® Tests Passed (2004)



# Fitness and Academic Achievement

## Correlation between standardized test scores and fitness

Figure 2. Mathematics Mean Scale Score (California State Test) by the Number of Fitnessgram® Tests Passed (2004)



# Researchers at West Virginia University ...

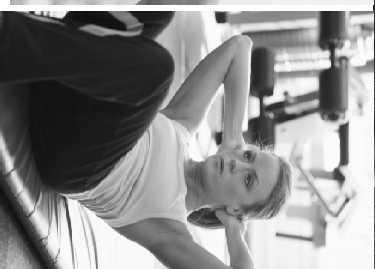
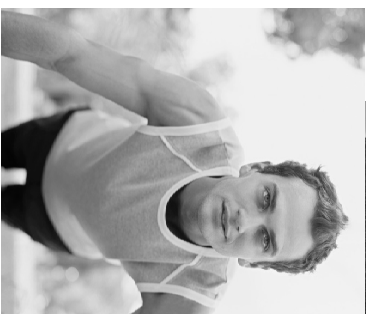
Wood County, West Virginia

Cohort of 725 students  
followed from

Grade 5      →      Grade 7

After two years, evaluated:

- fitness levels
- standardized academic test



Reference: Northrup, K. L., Cottrell, L. A., and Wittberg, R. A. (2008, February). *L.I.F.E.: A School-Based Heart-Health Screening and Intervention Program. Journal of School Nursing*, 24(1): 28-35. doi: 10.1177/10598405080240010501

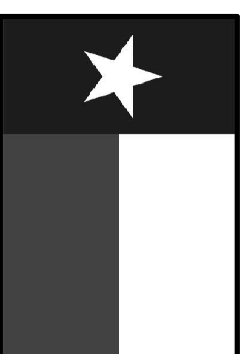
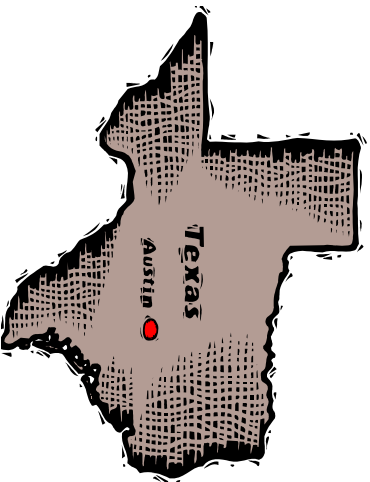
- The study found that **academic performance**
- **dipped** when the students' **fitness declined**
  - **increased** when students' **fitness improved**

Children with the highest average  
standardized test scores, which included  
reading, math, science and social studies,  
were the ones who were deemed fit at the  
start and end of the study.

Reference: Northrup, K. L., Cottrell, L. A., and Wittberg, R. A. (2008, February). *L.I.F.E.: A School-Based Heart-Health Screening and Intervention Program. Journal of School Nursing*, 24(1): 28-35. doi: 10.1177/10598405080240010501

# What were the findings in Texas?

2.47 million students tested



Most telling test for academic success

- Cardiovascular Fitness

Texas Youth Fitness Study (2007-2008 school year)

Test results represent:

Grades 3-12

6,222 schools in 1,052 districts

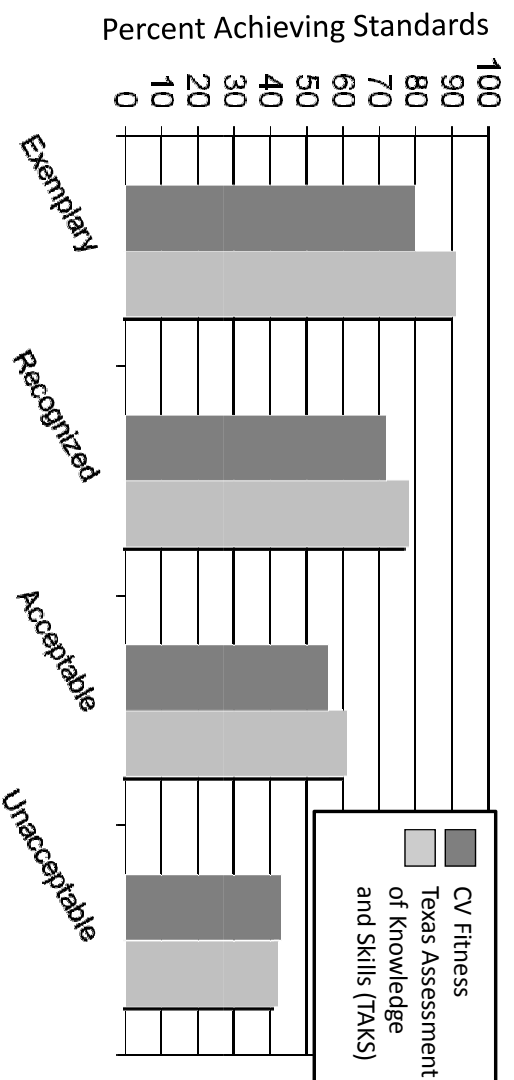
248 of the 254 counties

2.47 million youth

Reference: Welk, G. J., Jackson, A. W., Morrow, J. R., Jr., Haskell, W. H., Meredith, M. D., & Cooper, K. H. (2010). The association of health-related fitness with indicators of academic performance in Texas schools. *Res. Q. Exerc. Sport*, 81 (3 Suppl.), S16-S23.

Texas Youth Fitness Study

## Cardiovascular (CV) Fitness Corresponds with Academic Performance when Schools Stratified by State Rating System



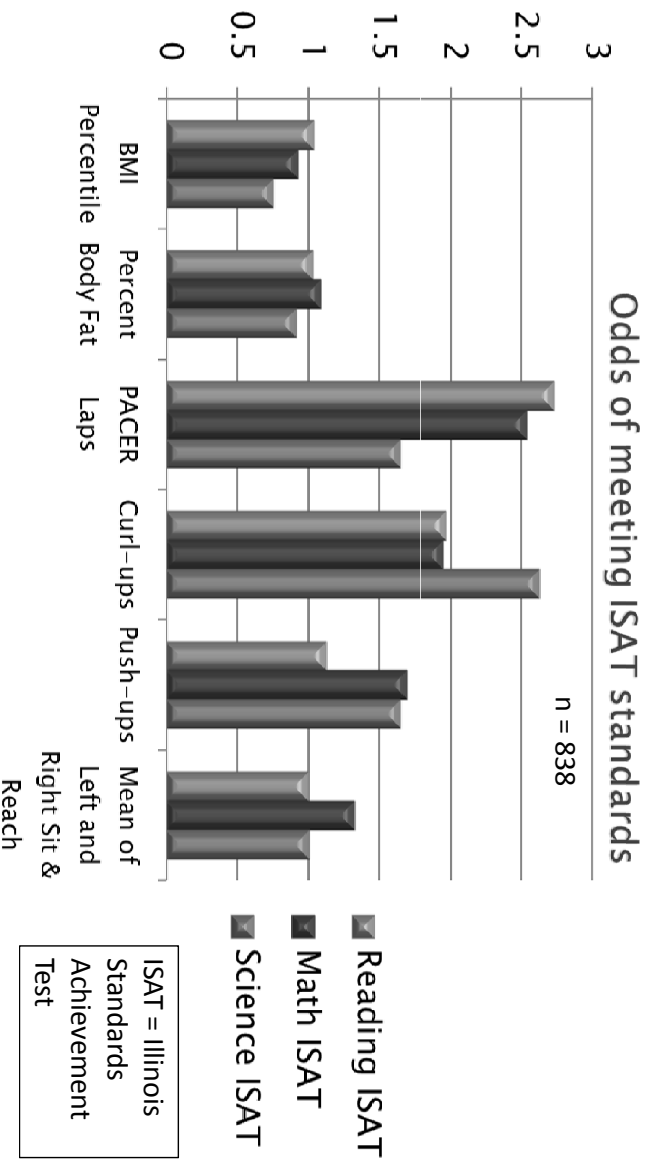
The Texas Education Authority's (TEA) rates schools as exemplary, recognized, acceptable, or unacceptable based on TAKS achievement, TAKS completion rate, and school dropout rate. Age- and gender-specific health-related fitness standards (FITNESSGRAM®) were calculated for each school.

Sample represents 6,222 schools and 2.47 million students.

Reference: Welk, G. J., Jackson, A. W., Morrow, J. R., Jr., Haskell, W. H., Meredith, M. D., & Cooper, K. H. (2010). The association of health-related fitness with indicators of academic performance in Texas schools. *Res. Q. Exerc. Sport*, 81 (3 Suppl.), S16-S23..

## RELATIONSHIP OF FITNESS & ACADEMIC ACHIEVEMENT IN MIDDLE SCHOOL

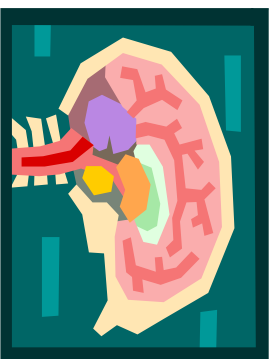
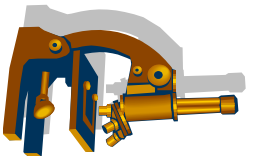
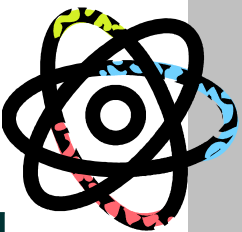
Ron Bass, Dale D. Brown, Kelly Laurson and Margo Coleman. (2010). Relationships between Physical Fitness and Academic Achievement in Middle School Students. Medicine and Science in Sports and Exercise. 42(5): (abstract #1665).



## Swedish Study

- ❑ Performed - study of all Swedish men born between 1950 on 1976--- who entered the MILITARY— At age 18 They had grades and test scores at 15 and test scores on entering military at 18. As well they had information on physical fitness at 15 and 18 and made their analyses.
- ❑ 270,000 were siblings
- ❑ 3100 were fraternal twins
- ❑ 1432 were identical twins
- ❑ The sample included a total of 1,221,727 men
- ❑ The finding was that **higher IQ scores** were found in those men with the better cardiovascular conditioning, even when comparing **TWINS!**

# What is the science or empirical evidence to substantiate these findings?

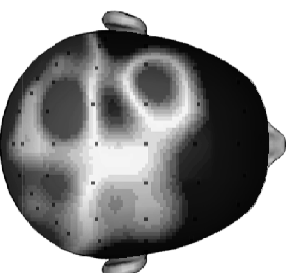
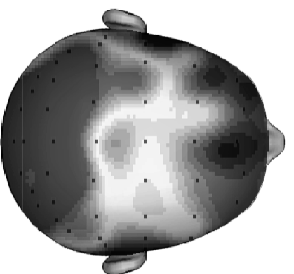


## Correlation Between Fitness and Brain Activity

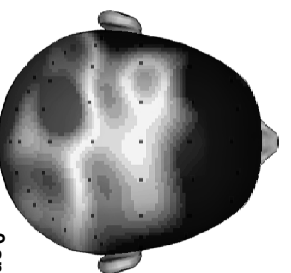
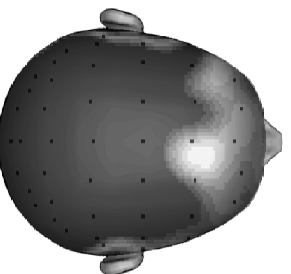
Higher Fit

Lower Fit

Easy Test



Hard Test



9 and 10 year olds students



# Find a Partner



**Rock, Paper, Scissors**

**1<sup>st</sup> time beat your opponent**



**Rock, Paper, Scissors**

**2<sup>nd</sup> time lose to your opponent**



**Rock, Paper, Scissors**

**2 handed beat your opponent**

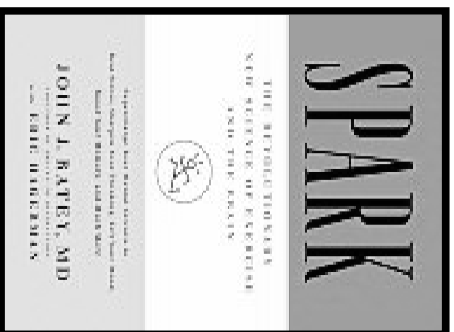


## Enhanced Academic Performance

“Consistent exercise, and certain types of specific exercises, can both temporarily and permanently affect the way your brain is able to focus, its ability to deal with stress and anxiety, and its ability to learn ...

“Exercise is like fertilizer for the brain ... it’s so good, it’s like Miracle Gro”.

- Dr. John Ratey, Harvard Brain Researcher

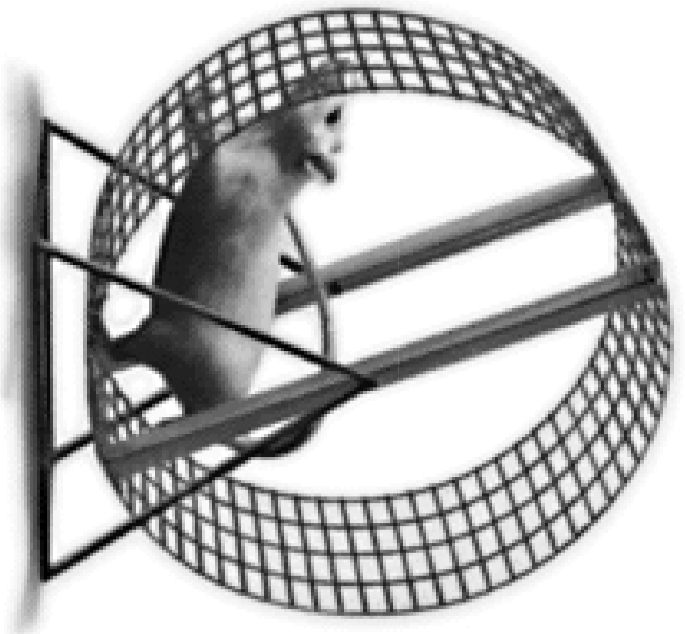


## Exercise Creates New Brain Cells

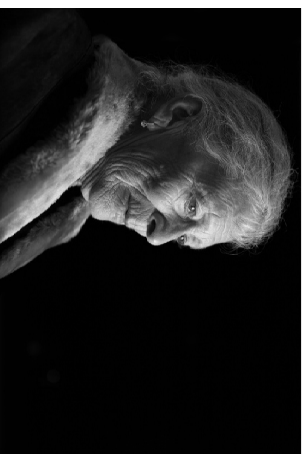
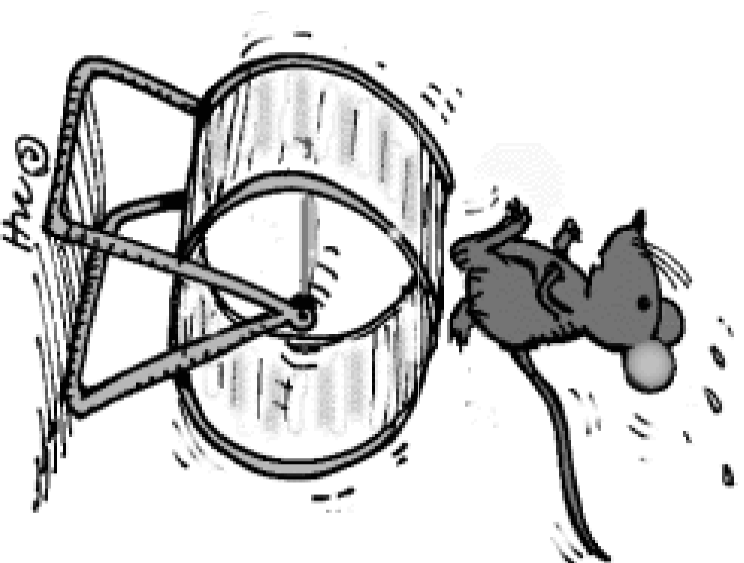
### Brain Derived Neurotrophic Factor

**BDNF** is a neurotrophin whose status as a regulator of the survival, growth & differentiation of neurons during development has matured to include the adult nervous system.

**BDNF** functions to translate activity into synaptic & cognitive plasticity in the adult animal.

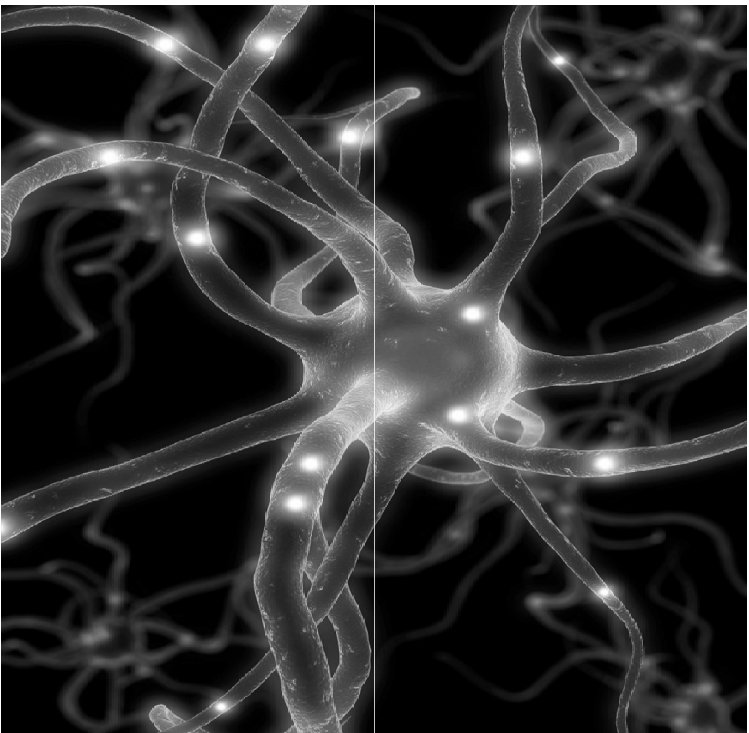


## BDNF – Brain Derived Neurotrophic Factor

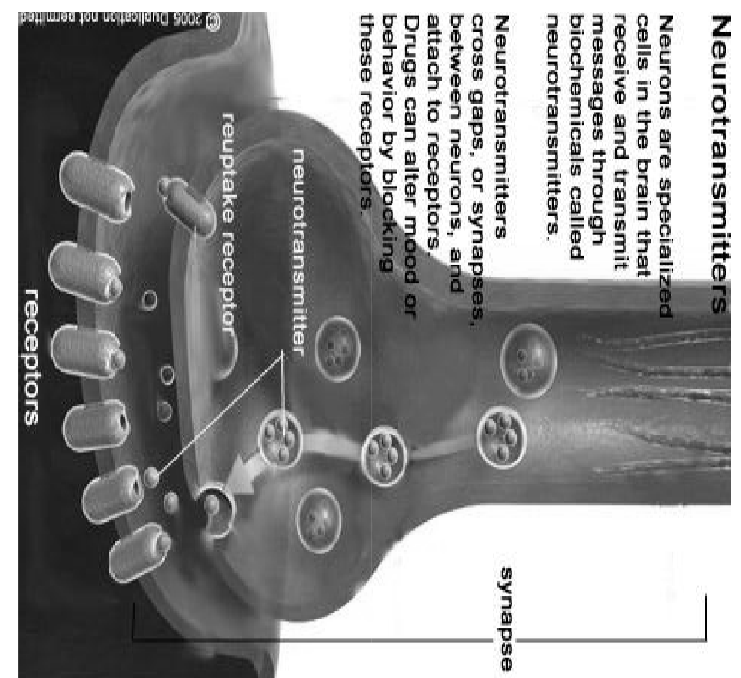
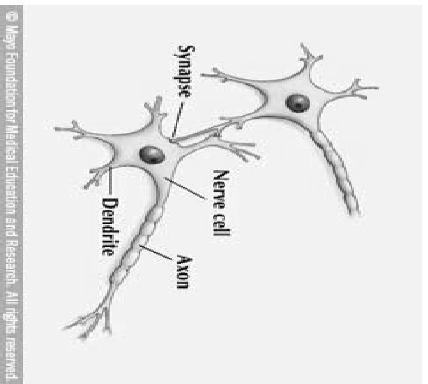
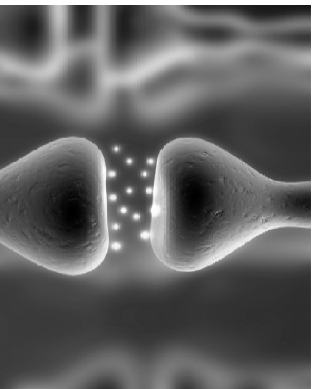


Low **BDNF** is no small thing

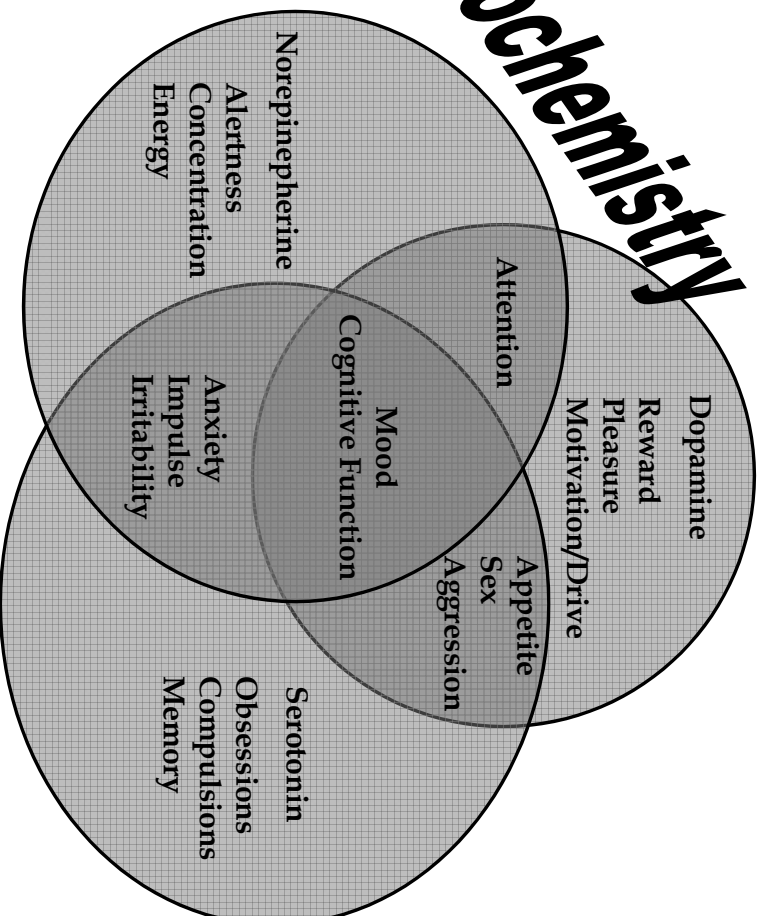
as it has also been associated with Depression, Alzheimer's disease, Obsessive-Compulsive Disorder, and other dementias, Huntington's Disease, Rett Syndrome, and Schizophrenia.



# BRAIN CELL CHEMISTRY

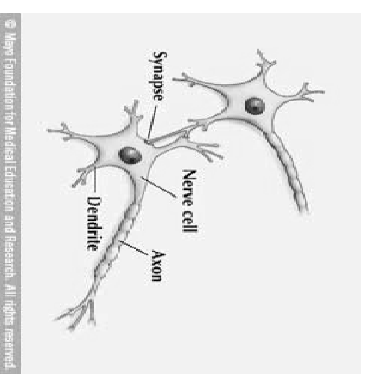
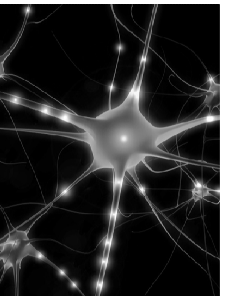


# Neurochemistry



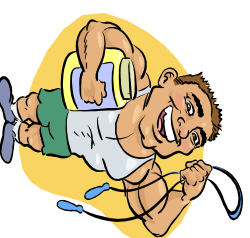
## EXERCISE PREPARES THE

## MIND

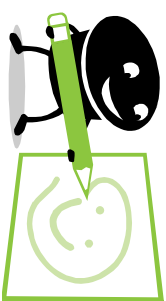


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- Improves Impulse Control
- Improves Behavior
- Improves Attention
- Decreases Restlessness
- Improves Arousal - Lessens Fatigue
- Improves Motivation



# Exercise Prepares the Mind (Continued)



- Helps Mood and Anxiety Regulation
- Combats Depression
- Improves Self-esteem
- Reverses “Learned Helplessness”
- Combats Toxic Effects of Stress Hormones



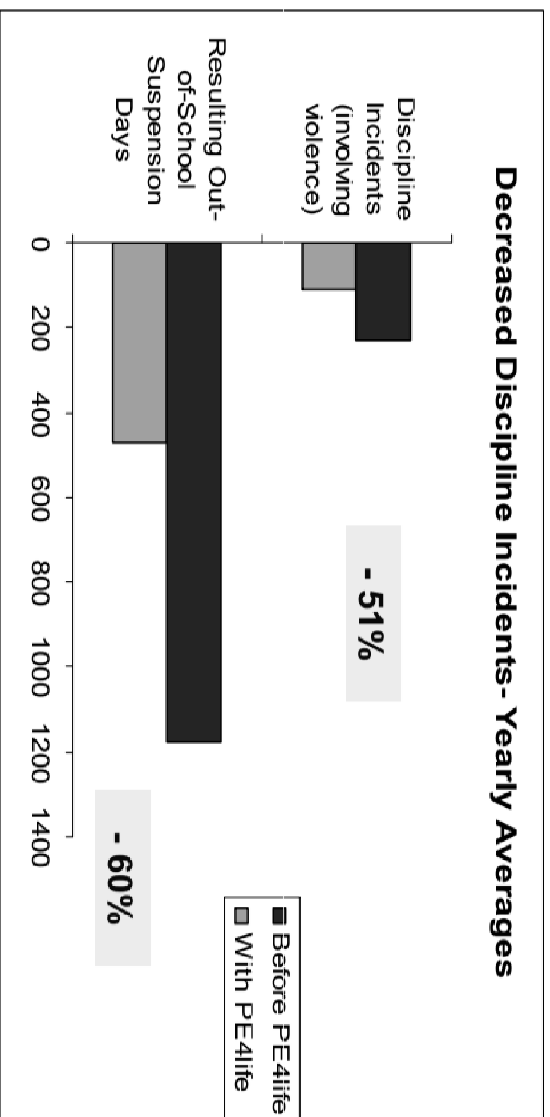
## Fitness Changes Academics and Behavior

Anthony Elementary in Leavenworth, Kansas

In 2004, Anthony Elementary increased PE and PA from 1 to 5 days a week, revamped their school lunch program, and added vitamins to the daily menu. Anthony had three remarkable changes in one year:

1. There was a 1300+% increase in those passing the Presidential Fitness Test.
2. The school went from 10<sup>th</sup> in Reading and 9<sup>th</sup> in Math (in a district with 10 elementary schools) to 2<sup>nd</sup> in Reading and 1<sup>st</sup> in Math.
3. Office referrals for discipline were reduced from 438 to 18.

# PE Association with Disciplinary Outcomes



WOODLAND ELEMENTARY  
Kansas City Public School District #33

Reference: PE4life, Year Two Project Update, Grades 4 and 5 , Fall 2006 – Spring 2007

## Here Comes A

# Big

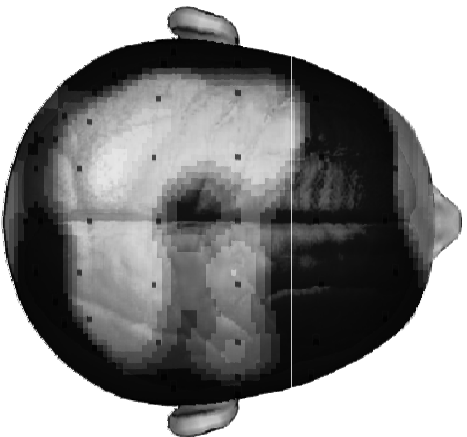
## Take Away Moment!



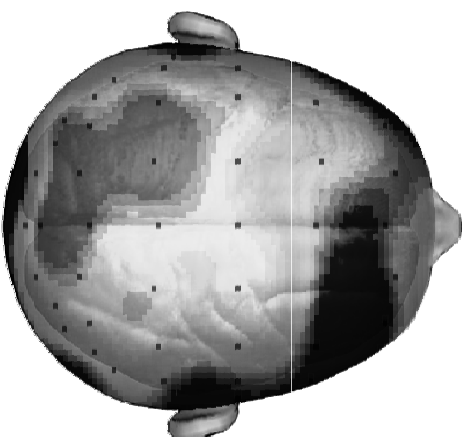


**Kids that are physically active have enhanced brain activity that prepares them for learning**

**Brains after  
sitting quietly**



**Brains after  
20 minute walk**



**Average Composite of 20 Student Brains Taking the Same Test**

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

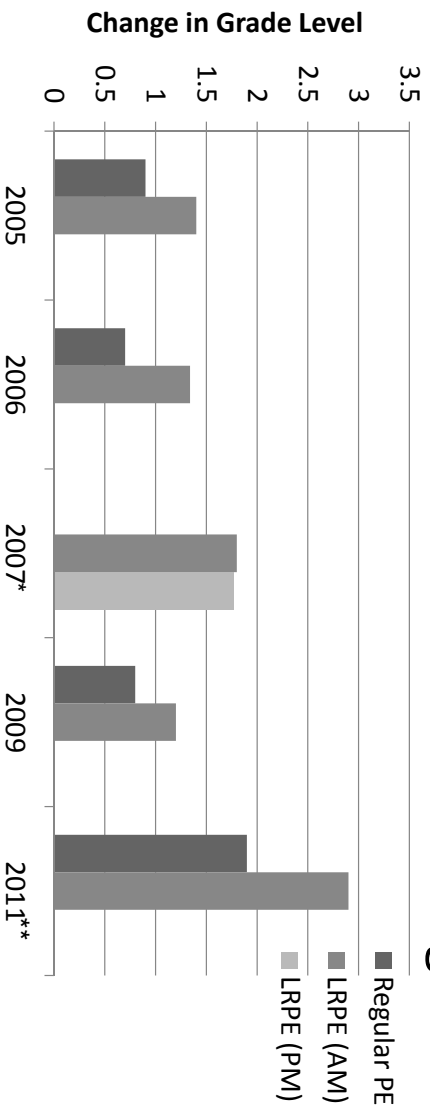


**How have we  
used the  
Research?**

**We collected  
data!**



# Learning Readiness PE and Performance on Standardized Reading Test

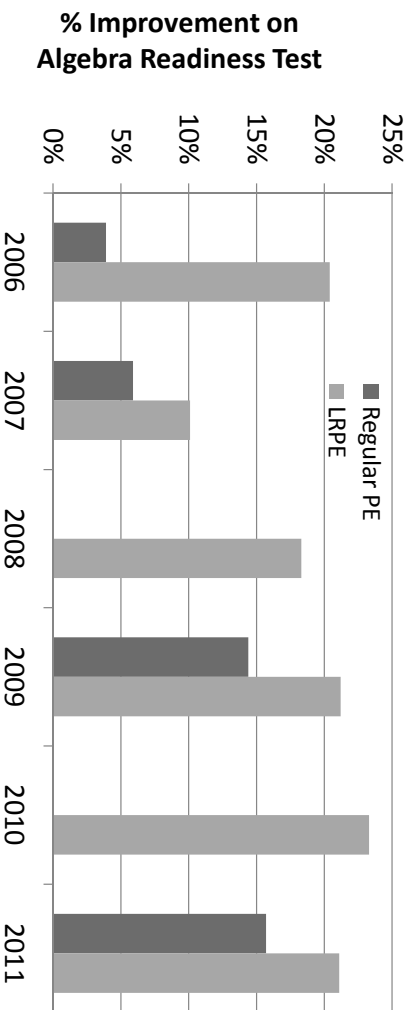


## Grade level evaluated with *Nelson-Denny Reading Test*

\* No students permitted to opt-out of LRPE in 2007  
 \*\* 2011 data also includes students from Naperville North High School

Sample Size (# students)				
Year	Regular PE	LRPE (AM)	LRPE (PM)	Total
2005	7	9	0	16
2006	16	16	0	32
2007	0	16	16	32
2009	15	33	0	48
2011	25	74	0	99

# Learning Readiness PE and Performance on Standardized Math Test



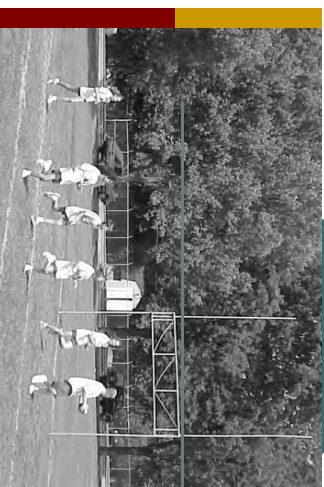
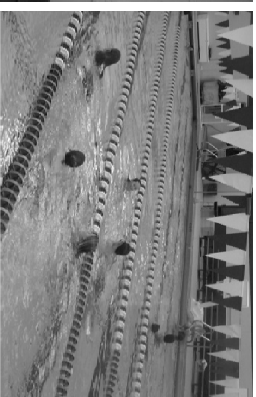
Sample Size (# students)

Year	Regular PE	LRPE	Total
2006	12	12	24
2007	12	36	48
2008	0	48	48
2009	24	51	75
2010	0	92	92
2011	107	70	177

## Math skills evaluated using the *Algebra Readiness Test*

## What does Learning Readiness PE (LRPE) look like?

- Based on Fitness
- Cardiovascular Intensity
- Cross Lateral Activities
- Core Strength
- Team Building
- Balance and Gymnastics
- Traditional Team Sports (small sized)

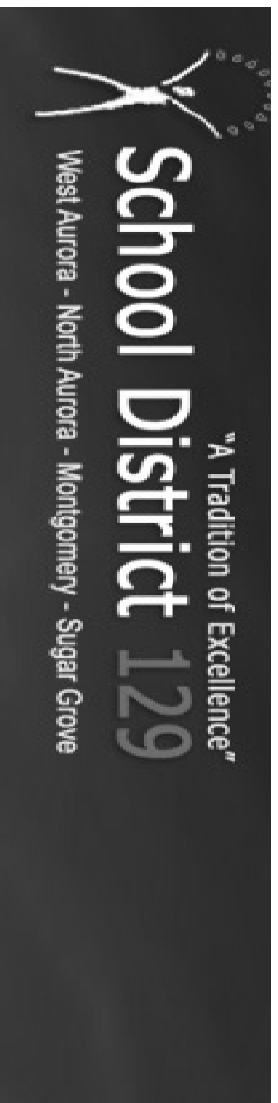
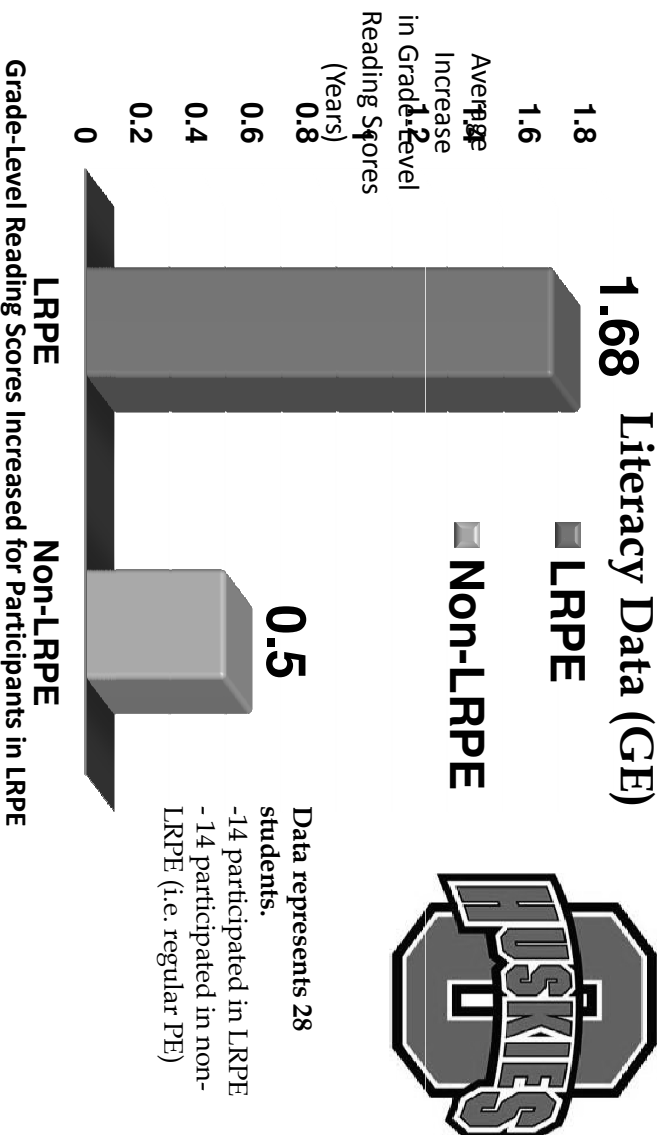


Can this be replicated in another district

?

## 2008 Data

### Oak Park River Forest High School



## West Aurora

### School District

9<sup>th</sup> graders from 2011-2012 school year were evaluated on:

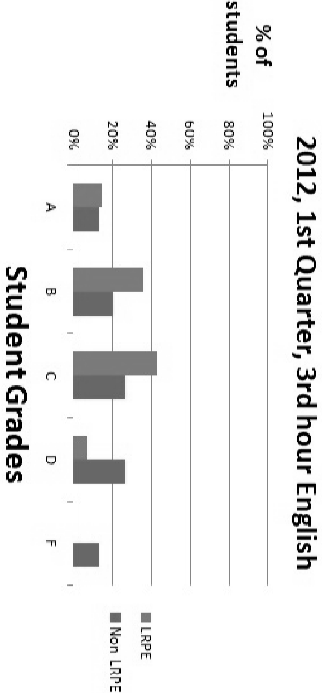
- Algebra tests
- Gates reading test
- Level of improvement between fall and winter
- Behavior

Those with the lowest outcomes on all levels were randomized and evenly divided into two groups: 1) Learning Readiness PE (i.e. PE before English class) and 2) regular PE.

# Performance differences among 10<sup>th</sup> graders at West Aurora High School

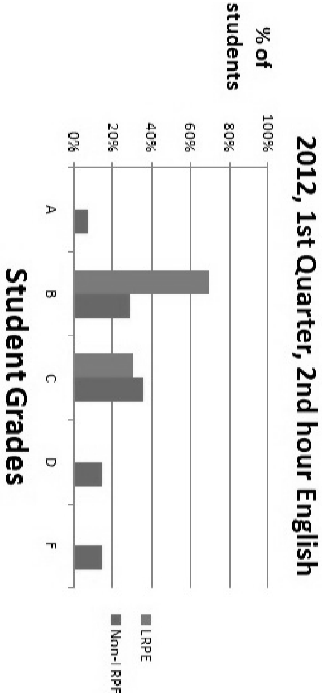
Data set 1 represents 29 students

- 14 participated in LRPE
- 15 participated in non-LRPE (i.e. regular PE



Data set 2 represents 27 students

- 13 participated in LRPE
- 14 participated in non-LRPE (i.e. regular PE

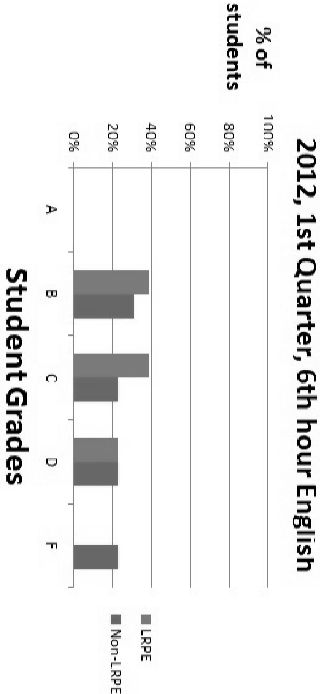


\*Grade is based on classroom performance

# Performance differences among 10<sup>th</sup> graders at West Aurora High School

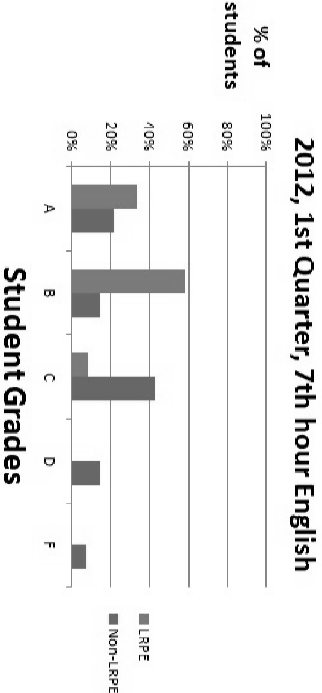
Data set 1 represents 26 students

- 13 participated in LRPE
- 13 participated in non-LRPE (i.e. regular PE



Data set 2 represents 26 students

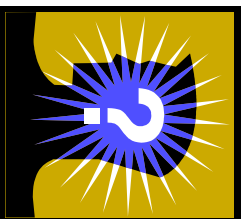
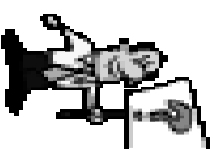
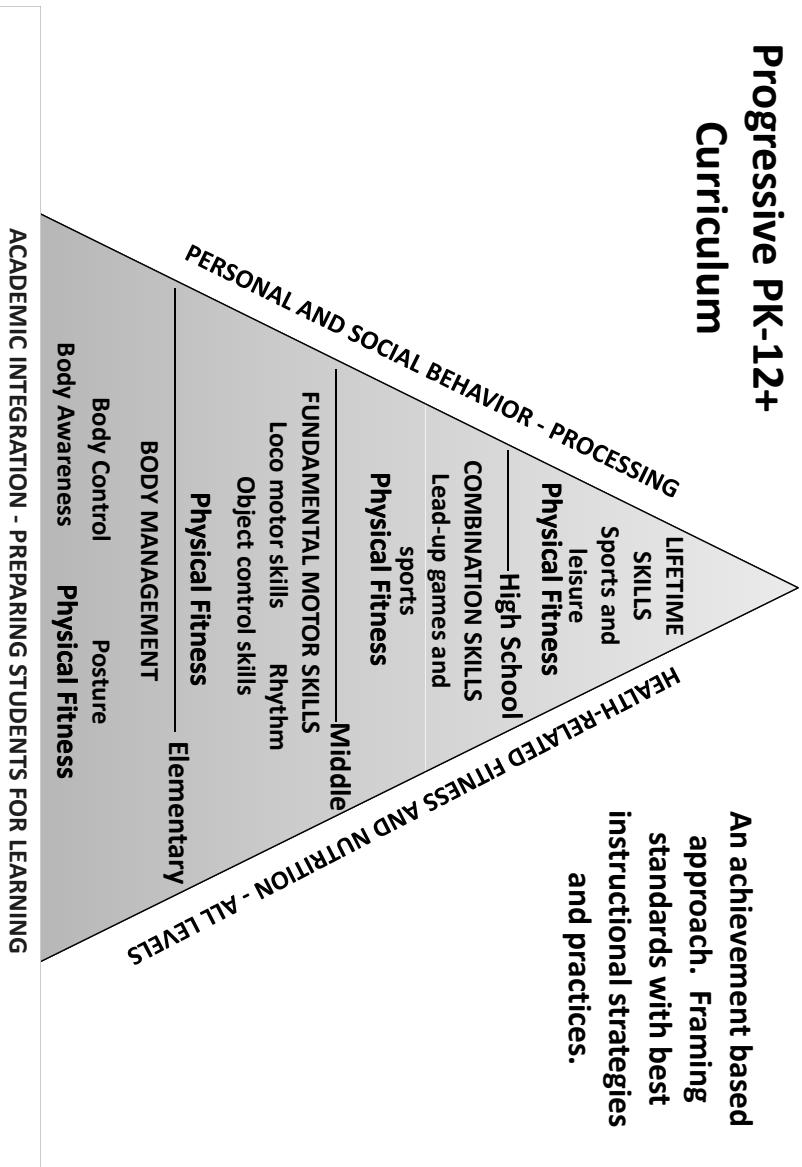
- 12 participated in LRPE
- 14 participated in non-LRPE (i.e. regular PE



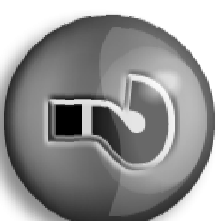
\*Grade is based on classroom performance

# Progressive PK-12+ Curriculum

An achievement based approach. Framing standards with best instructional strategies and practices.



## Time for Q & A



[pzientarski@naperville203.org](mailto:pzientarski@naperville203.org)

# Physical Activity Break

Sandy Noel

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## Overview of Assistive Resources: Enhanced P.E. Strategic Plan

Elissa Bassler

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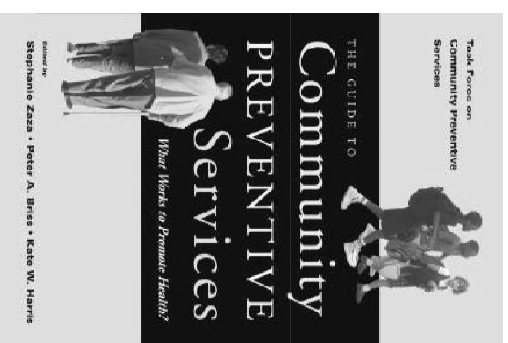
# Illinois Enhanced P.E. Strategic Plan



Elissa Bassler  
Illinois Public Health Institute  
[Elissa.Bassler@iphionline.org](mailto:Elissa.Bassler@iphionline.org)

## Background

In 2011, Illinois was awarded a small grant to implement an evidence-based public health practice from *The Guide to Community Preventive Services* (the “Community Guide”).



[www.thecommunityguide.org](http://www.thecommunityguide.org)

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# Evidence-Based Public Health

## Community Guide Task Force Recommendations & Findings

Promoting Physical Activity: Behavioral and Social Approaches

Individually-adapted health behavior change programs	Recommended
Social support interventions in community settings	Recommended
<b>Enhanced school based physical education</b>	<b>Recommended</b>
<del>College-based physical education and health education</del>	Insufficient Evidence
Family-based social support	Insufficient Evidence
Classroom-based health education to reduce TV viewing and video game playing	Insufficient Evidence

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# Enhanced P.E. Task Force Process

## Strategic Plan Development

Meetings: April, May, and Aug. 2011

### Participants: (partial list)

- Director, IDPH (co-chair)
- Superintendent of Schools – ISBE (co-chair)
- Illinois Association of Health, Physical Education, Recreation, and Dance
- ISBE, Student Advisory Board members
- American Heart Association
- Univ. of IL, Dept of Kinesiology and Community Health
- Consortium to Lower Obesity in Chicago Children
- Northern Illinois Public Health Consortium
- YMCA Statewide Alliance

Outcome: Strategic Plan

Approach: Cultural Shift

Strategy:  
Grassroots engagement and  
influencing local decision-  
makers

Tactics:  
Leadership development,  
professional development,  
measurement, leveraging  
resources/infrastructure

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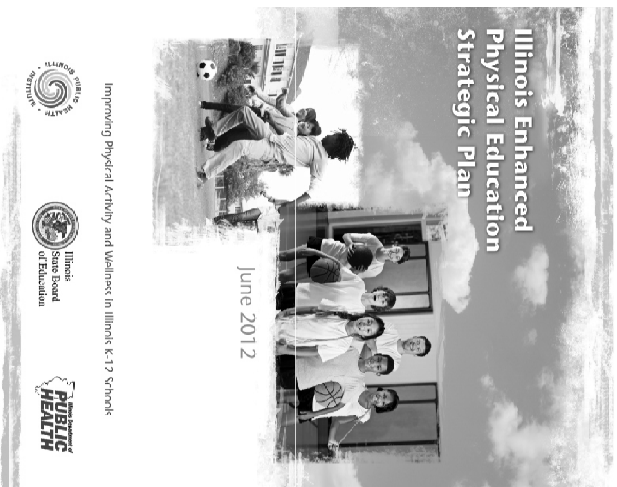
# Strategic Plan

## VISION:

All Illinois K-12 schools students will participate in daily, high-quality physical education in order to promote academic achievement and realize the lifetime benefits of fitness.

Plan is available at:

[www.isbe.state.il.us/EPESP](http://www.isbe.state.il.us/EPESP)



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# Strategic Plan

## PARTNERS

### (local decision-makers)

- School Boards
- Superintendents
- Principals

## GOALS

- Leadership development
- Professional development
- Measurement
- Leveraging resources & infrastructure



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# Thank you!

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## Overview of Assistive Resources: Shape of the Nation

ISBE

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# State Health Improvement Plan (SHIP) and the Implementation Coordination Council

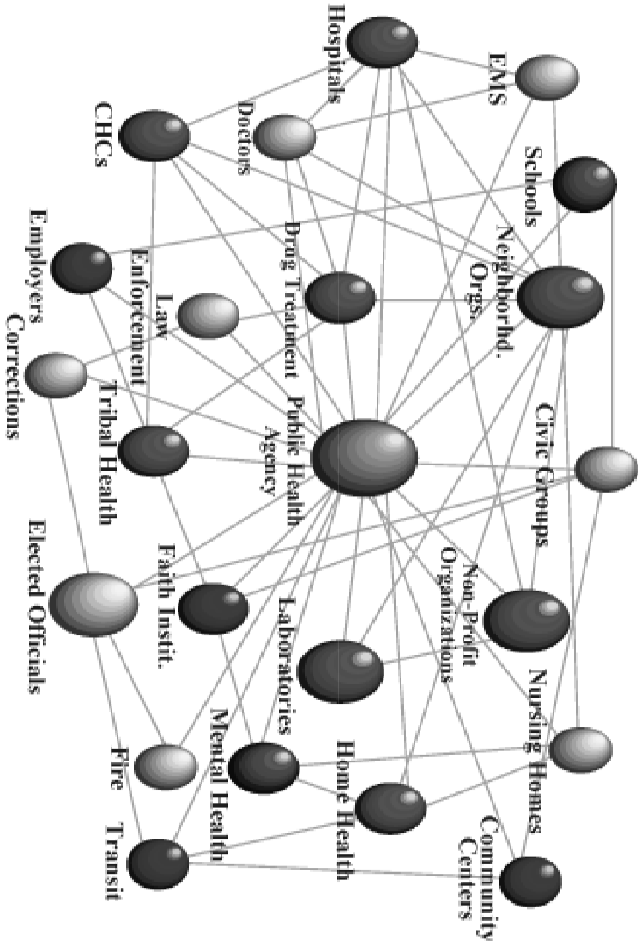
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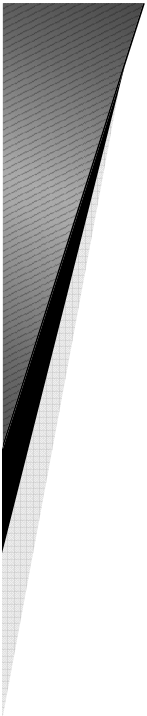
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## Public Health System



# SHIP Vision

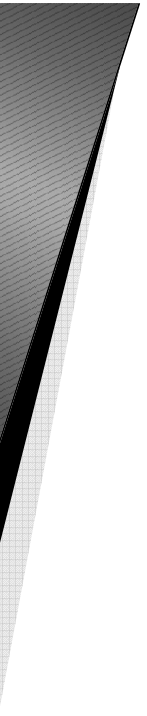
Optimal physical, mental and social well-being for all people in Illinois through a high-functioning public health system comprised of active public, private and voluntary partners.



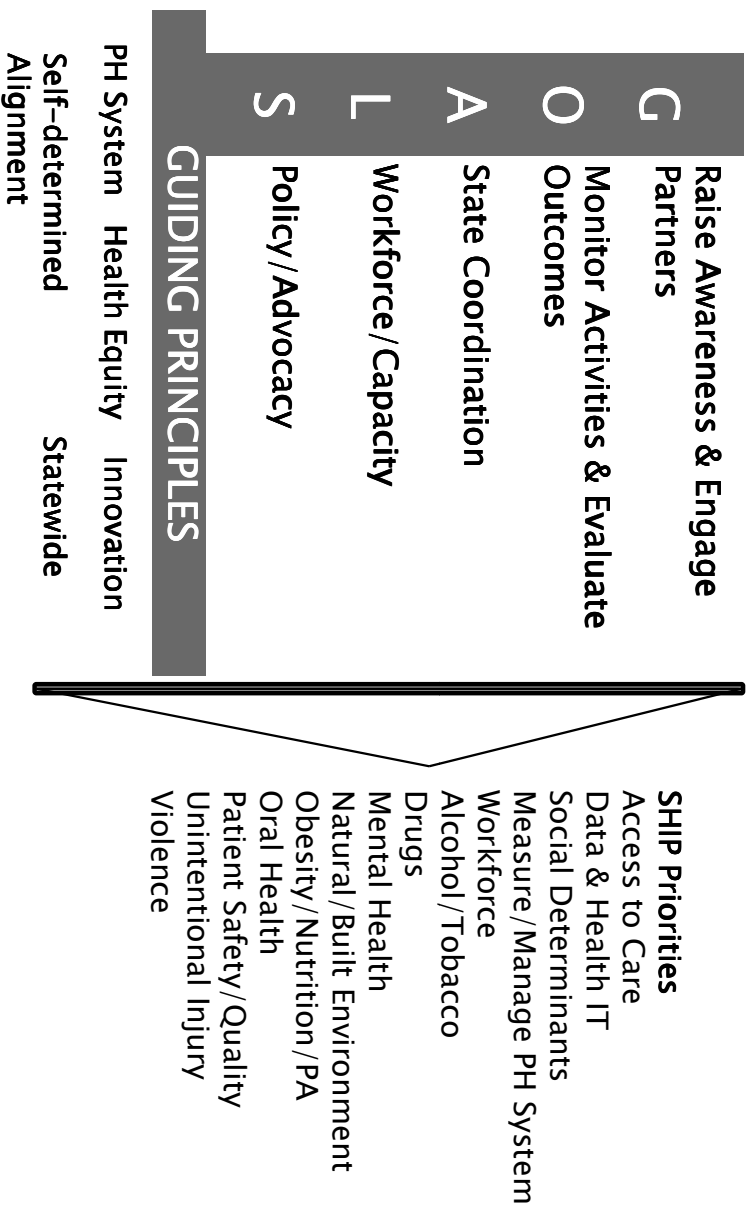
## SHIP ICC Charge per legislation:

Coordinate the efforts and engagement of the public, private and voluntary sector stakeholders and participants in the public health system to coordinate the implementation of the SHIP.

- |   |   |
|---|---|
| ▶ Serve as a forum for collaborative action   | ▶ Promote public awareness of the SHIP  |
| ▶ Coordinate existing and new initiatives   | ▶ Advocate for the implementation of the SHIP   |
| ▶ Develop detailed implementation steps with mechanism for action                   | ▶ Develop an annual report regarding the status of the implementation of SHIP                   |
| ▶ Implement specific projects   | ▶ No authority to direct any public or private entity to take specific action to implement SHIP |
| ▶ Identify public and private funding sources at the local, State and federal level |   |



# SHIP Implementation Framework



## Establish Goals, Timelines, and Committees



# Public Act 97-1102

## Purpose #1

- **“Promote and recommend 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. ”

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# Public Act 97-1102

## Purpose #2

- “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.”
  - Output: Report must be filed with GA and Governor by August 31, 2013

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# Public Comment

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## Notes: Promoting Enhanced PE

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# Notes: Revising Learning Standards

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