

# Linking Health & Learning Newsletter

The newsletter for Vermont's Health and Physical Educators and supporters

February 2020

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## Vermont Physical Education Assessment (VTPEA): 2020 Update

The VTPEA Teacher Leader Trainings took place in November and December of 2019. Trained teacher leaders are conducting local trainings in their supervisory union, school district, or independent school (SU/SD/IS) for all VTPEA test administrators. The 2020 test window will be April 1 – May 29, 2020.

All VTPEA test administrators must complete an **annual** certification process which includes attending their local SU/SD/IS training as well as passing the certification test with an 80% or higher, before administering the VTPEA. Failure to meet the VTPEA certification requirements can be a liability to the SU/SD/IS.

The Agency of Education (AOE) is working closely with Human Kinetics to develop a new set of training modules and a new VTPEA certification test. Training modules review pertinent VTPEA information and help educators prepare for the certification test. You will be able to access training modules and the certification test in the [Vermont Comprehensive Assessment Portal](#) in the near future.

## 2019 Vermont Youth Risk Behavior Survey: High School Results

The [2019 Vermont Youth Risk Behavior Survey High School report](#) was released on January 15, 2020 by the Vermont Health Department. According to [Vermontbiz](#), new youth and adult reports show Vermonters in generally good health. A total of 18,613 students in grades 9 – 12 from 66 schools completed the survey, representing 73% of all high school students in Vermont. [Key findings](#) from the 2019 report indicate many risk behaviors and health-related factors have made significant improvements over the past decade and since 2017. Other risk behaviors or health-related factors worsened statistically during these time frames (e.g., suicide, tobacco and marijuana use, LGBTQ self-harm). The full 2019 report, including middle school results, should be available online March 2020. County, supervisory union/district reports, and data reports will be available later this year.

## Equity Literacy - Part II

The first skill an equity literate educator needs to develop is the ability to recognize bias and inequities – in themselves and in their teaching practices. *Equity Literacy – Part I* appeared in the [August 2019 Linking Health and Learning](#). This article

focused on guiding educators in becoming familiar with equity literacy definitions and abilities, self-examining personal bias, and learning about [equity literacy resources](#) that are available to support the development of equity in classrooms. Equity Literacy-Part II focuses on educators using an equity lens when selecting classroom materials.

Equity literate educators learn how to evaluate instructional materials for bias. To support Vermont educators, the AOE has identified the [Washington Models for the Evaluation of Bias Content in Instructional Materials](#) as a resource for evaluating instructional materials. This model shows teachers how to evaluate textbooks, books, articles, computer software, videos, and music for bias. According to the model, “bias in general may be identified by determining whose interest is being portrayed and whose interest is being excluded. Evaluating for bias requires educators to learn about others and to respect and appreciate differences and similarities.” To guide educators, the model includes three useful resources: “Ten Quick Ways to Analyze Children’s Books for Racism and Sexism,” “Stereotype Examples and Alternatives,” and the “General Criteria for Examining Instructional Materials,” an evaluation form that can be used to screen instructional materials.

Equity Literacy – Part III will continue the discussion on the skill of recognizing bias and inequities, this time considering classroom protocols and practices. Look for this article in the April 2020 *Linking Health and Learning*.

### **Update from the Tobacco and Substance Use Prevention Coordinator**

The [2019 YRBS high school report](#) has been released. 30-day EVP (electronic vapor product /Juul) rates have more than doubled since 2017. For the first time, alcohol looks poised to lose its place as the substance with the highest rates of 30-day and lifetime use, with cannabis and EVP use rising significantly.

Are you hoping to implement or improve substance prevention education at your school but are unsure of where to start? This [short guide](#) can help you select an evidence-based curriculum that can be implemented within your health education program to support primary prevention.

The following two documents from National Institute on Drug Abuse (NIDA) are also excellent resources to consult for prevention planning both for early childhood as well as children and adolescents.

- [Preventing Drug Use Among Children and Adolescents](#)
- [Principles of Substance Abuse Prevention for Early Childhood](#)

Please feel free to contact Beth Keister at any time to ask questions or share information regarding comprehensive substance use prevention within your school. [Beth.keister@vermont.gov](mailto:Beth.keister@vermont.gov) or (802) 498-5126

### **Professional Learning Needs Assessment**

Questions? Comments? Suggestions? Please take a moment to fill out a [questionnaire](#) about your professional learning needs.

### **Health and Physical Education Resource**

- [Health.Moves.Minds](#). This is a SHAPE America service-learning program that is designed to inspire healthy habits, fuel active minds, and teach kids to thrive physically and emotionally. Schools can use a service-learning model to teach students and fund raise to support the school and the community. The program has free social emotional learning [educational resources](#) that support experiential learning.

### **Health Education Resources**

- [New AOE Memo](#): Implementing a Comprehensive Health Education: Law and Regulation. The purpose of this memo is to reiterate the requirements for implementing a “comprehensive health education” as defined in 16 V.S.A. §§ 131-136.
- [Scholastic Choices](#). A magazine and resources, including classroom activities that are aligned with National Health Education Standards and CASEL social-emotional learning competencies, that can be easily integrated into the secondary health classes.
- [The Marijuana Report](#). *The Marijuana Report* is a weekly e-newsletter published by [National Families in Action](#) in partnership with [SAM \(Smart Approaches to Marijuana\)](#). The information found in this science-based report can be used to support secondary health education.
- [The Health Education Assessment Tool \(HEAT\)](#). This is a new benefit for SHAPE America members. Access an assessment bank of over 800 reviewed test items to use in your classroom immediately! These assessments have been reviewed and revised from the original Health Education Assessment Project (HEAP) which began in 1993 with the goal of developing effective health education resources to improve students’ health literacy.
- [This is Quitting](#). This is Quitting is a free text program designed by the Truth Initiative for ages 13 – 24. Youth can text in “VtVapeFree” to 88709 to enroll. For more information - or additional prevention resources - contact the Tobacco Control Program at [tobaccovt@vermont.gov](mailto:tobaccovt@vermont.gov).

- [HealthSmart](#). This is a free K-12 health curriculum aligned with National Health Standards as well as the National Sexuality Standards, HECAT, and others. Resources are provided along with instructional guidelines.
- [Toolkit Now Available to Address Youth Vaping Epidemic](#). An Electronic Vapor Education Toolkit for Schools to support administrators, nurses, SAPs and school professionals in their efforts to prevent youth vaping use, promote cessation, establish policies and follow through on policy enforcement.

### Physical Education Resources:

- [Vermont Comprehensive Assessment Portal](#). This portal houses the VTPEA information and resources.
- [Unified Physical Education](#) (UPE). This is a model for bringing students with and without disabilities together, as equals, in a physical education setting where all students earn physical education credit, thus putting all students on equal footing. The model includes strategies and resources for educators to create a UPE course or infuse the Unified concept into an existing course. UPE may also complement inclusive activities already taking place in the school, or it may serve as a pathway for increased inclusion and eventual participation in the broader Unified Champion Schools program.
- [OPENPhysEd](#). A free resource that includes tools for K-12 Physical Education curriculum, early childhood movement exploration, and after-school physical activity programs.
- [BOKS](#), a free research-based physical activity program that empowers school communities to improve their children physically, mentally, and socially through the power of movement.

### Announcements and Professional Learning Opportunities:

- [2020 SHAPE America Conference and Exhibition](#). April 21 – 25, 2020. Salt Lake City, Utah.
- [Vermont Higher Education Collaborative](#) spring 2020 workshops and courses.
- [SHAPE America Professional Development](#) for PK-12 educators, college/university faculty, coaching educators and researchers.

To subscribe or unsubscribe to the Linking Health & Learning e-bulletin, write to [susan.yesalonia@vermont.gov](mailto:susan.yesalonia@vermont.gov) or call (802) 828-6553.

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