

Guide for Physical Education Policy

| Policy Component | Recommended Policy Language | Accountability Measure | Rationale for Policy Component |
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| 1. State <u>does not</u> permit school districts or schools to allow students to substitute other activities for their required physical education credit. | Waivers, exemptions, substitutions, and/or pass-fail options for physical education class time or credit are prohibited. Accommodations will be made for those with medical, cultural, or religious considerations. | State requires evidence of participation rates in physical education for each school, by grade level, to be reported in the school profile or report card. | <ul style="list-style-type: none"> • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone; Strategy 1: Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education. All students should take all required physical education courses and no substitutions, waivers, or exemptions should be permitted (385). Schools and school districts should not allow students to be exempted from required physical education for the following reasons: enrollment in other courses, participation in school sports, participation in other school activities, participation in community sport activities, high physical fitness competency test scores, participation in vocational training, or participation in community service activities. Exemptions and waivers deprive students of instruction time that is critical for developing motor, movement, and behavioral skills that are essential for the lifelong maintenance of a physically active lifestyle; furthermore, exemptions and waivers might send the message to students that physical education is not as important as other academic content areas and activities (385). • <u>NASPE Opportunity to Learn Guidelines for High School Physical Education</u> - 7.4: Students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means. |

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| <p>2. State <u>does not</u> grant exemptions/waivers for school districts regarding physical education time or credit requirements.</p> | <p>Waivers, exemptions, substitutions, and/or pass-fail options for physical education class time or credit are prohibited. Accommodations will be made for those with medical, cultural, or religious considerations.</p> | <p>State requires evidence of participation rates in physical education for each school, by grade level, to be reported in the school profile or report card.</p> | <ul style="list-style-type: none"> • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone; Strategy 1: Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education. All students should take all required physical education courses and no substitutions, waivers, or exemptions should be permitted (385). Schools and school districts should not allow students to be exempted from required physical education for the following reasons: enrollment in other courses, participation in school sports, participation in other school activities, participation in community sport activities, high physical fitness competency test scores, participation in vocational training, or participation in community service activities. Exemptions and waivers deprive students of instruction time that is critical for developing motor, movement, and behavioral skills that are essential for the lifelong maintenance of a physically active lifestyle; furthermore, exemptions and waivers might send the message to students that physical education is not as important as other academic content areas and activities (385). • <u>NASPE Opportunity to Learn Guidelines for High School Physical Education</u> - 7.4: Students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means. |
| <p>3. State has its own standards for physical education.</p> | <p>Physical education academic standards set by the state are required to be adopted by</p> | <p>State requires a systematic physical education standards</p> | <ul style="list-style-type: none"> • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as |

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| | all school districts and charter schools. Physical education academic standards revision will follow a formally established periodic review cycle. | review cycle. | <p>the Cornerstone; Strategy 1: Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education.</p> <ul style="list-style-type: none"> • <u>National Physical Activity Plan</u> - Strategy 2: Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs. Tactics: Advocate for binding requirements for PreK-12 standards-based physical education that addresses state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE). Advocate for local, state and national standards that emphasize provision of high levels of physical activity in physical education (e.g. 50% of class time in moderate-to-vigorous activity). |
| 4. State requires all who teach <u>elementary school</u> physical education to be certified/licensed. | Elementary school physical education is required to be taught by a certified/licensed teacher who is endorsed to teach physical education. Physical education teachers are required to receive annual professional development specific to physical education/physical activity content. | State requires elementary physical education teacher certification status to be reported in the school profile or report card. | <ul style="list-style-type: none"> • <u>NASPE Opportunity to Learn Guidelines for Elementary School Physical Education</u> - 1.1: Physical education is taught by a highly qualified teacher with a degree in physical education (elementary) and a current license to teach physical education from his/her respective state. • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 9: Employ Qualified Persons, and Provide Professional Development Opportunities for Physical Education, Health Education, Nutrition Services, and Health, Mental Health, and Social Services Staff Members, as well as Staff Members Who Supervise Recess, Cafeteria Time, and Out-Of-School-Time Programs. School staff members who |

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| | | | <p>teach physical education or health education, lead nutrition services programs, and implement health, mental health, and social services require certification or specialized training or both (640–642). Providing certified and qualified staff members with regular professional development opportunities enables them to improve current skills and acquire new ones (402,641,643–646).</p> <ul style="list-style-type: none"> • <u>National Physical Activity Plan</u> - Strategy 2: Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs. Tactics: Advocate for binding requirements for PreK-12 standards-based physical education that addresses state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE). Advocate for local, state and national standards that emphasize provision of high levels of physical activity in physical education (e.g. 50% of class time in moderate-to-vigorous activity). |
| <p>5. State requires all who teach <u>middle/junior high school</u> physical education to be certified/licensed.</p> | <p>Middle/junior high school physical education is required to be taught by a certified/licensed teacher who is endorsed to teach physical education. Physical education teachers are required to receive annual professional development specific to physical</p> | <p>State requires middle school physical education teacher certification status to be reported in the school profile or report card.</p> | <ul style="list-style-type: none"> • <u>NASPE Opportunity to Learn Guidelines for Middle School Physical Education</u> - 1.1: Physical education is taught by a qualified teacher with a degree in physical education (middle school) and a current license to teach physical education from his/her respective state. • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 9: Employ Qualified Persons, and Provide Professional Development Opportunities for Physical Education, Health Education, Nutrition Services, and Health, Mental Health, and Social Services Staff Members, as well as |

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| | education/physical activity content. | | <p>Staff Members Who Supervise Recess, Cafeteria Time, and Out-Of-School-Time Programs. School staff members who teach physical education or health education, lead nutrition services programs, and implement health, mental health, and social services require certification or specialized training or both (640–642). Providing certified and qualified staff members with regular professional development opportunities enables them to improve current skills and acquire new ones (402,641,643–646).</p> <ul style="list-style-type: none"> • <u>National Physical Activity Plan</u> - Strategy 2: Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs. Tactics: Advocate for binding requirements for PreK-12 standards-based physical education that addresses state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE). Advocate for local, state and national standards that emphasize provision of high levels of physical activity in physical education (e.g. 50% of class time in moderate-to-vigorous activity). |
| 6. State requires all who teach <u>high school</u> physical education to be certified/licensed. | High school physical education is required to be taught by a certified/licensed teacher who is endorsed to teach physical education. Physical education teachers are required to receive annual professional | State requires high school physical education teacher certification status to be reported in the school profile or report card. | <ul style="list-style-type: none"> • <u>NASPE Opportunity to Learn Guidelines for High School Physical Education</u> - 1.1: Physical education is taught by a highly qualified teacher with a degree in physical education (secondary) and a current license to teach physical education from his/her respective state. • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 9: Employ Qualified Persons, and Provide Professional Development Opportunities for Physical |

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| | development specific to physical education/physical activity content. | | <p>Education, Health Education, Nutrition Services, and Health, Mental Health, and Social Services Staff Members, as well as Staff Members Who Supervise Recess, Cafeteria Time, and Out-Of-School-Time Programs. School staff members who teach physical education or health education, lead nutrition services programs, and implement health, mental health, and social services require certification or specialized training or both (640–642). Providing certified and qualified staff members with regular professional development opportunities enables them to improve current skills and acquire new ones (402,641,643–646).</p> <ul style="list-style-type: none"> • <u>National Physical Activity Plan</u> - Strategy 2: Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs. Tactics: Advocate for binding requirements for PreK-12 standards-based physical education that addresses state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE). Advocate for local, state and national standards that emphasize provision of high levels of physical activity in physical education (e.g. 50% of class time in moderate-to-vigorous activity). |
| 7. State mandates <u>elementary school</u> physical education. | State designates physical education as a core academic subject. All elementary school students are required to participate in daily physical education, or | State requires the quantity of physical education required in each elementary school to be reported in the school profile or | <ul style="list-style-type: none"> • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone; Strategy 1: Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are |

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| | <p>the equivalent of at least 150 minutes per week, for the entire school year. At least 50% of physical education class time must be spent in moderate to vigorous physical activity (MVPA).</p> | <p>report card.</p> | <p>consistent with national or state standards for physical education.</p> <ul style="list-style-type: none"> • <u>Healthy People 2020</u> - PA-4: Increase the proportion of the Nation’s public and private schools that require daily physical education for all students. PA-4.1: Increase the proportion of the Nation’s public and private elementary schools that require daily physical education for all students. PA-5: Increase the proportion of adolescents that participate in daily school physical education. • <u>National Physical Activity Plan</u> - Strategy 2: Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs. Tactics: Advocate for binding requirements for PreK-12 standards-based physical education that addresses state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE). Advocate for local, state and national standards that emphasize provision of high levels of physical activity in physical education (e.g. 50% of class time in moderate-to-vigorous activity). • <u>Recommended community strategies and measurements to prevent obesity in the United States</u> - Schools should provide PE classes of 30-60 minutes duration on a daily basis. While attending these classes, children and youth should be engaged in moderate to vigorous physical activity for at least 50 percent of class time. Schools should examine innovative approaches that include an array of diverse and fun activities to appeal to the broad range of student interests. |

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| <p>8. State mandates <u>middle/junior high school</u> physical education.</p> | <p>State designates physical education as a core academic subject. All middle/junior high school students are required to participate in physical education for all years of enrollment in middle school. Physical education shall be provided daily, or the equivalent of 225 minutes per week, for the entire school year. At least 50% of physical education class time must be spent in moderate to vigorous physical activity (MVPA).</p> | <p>State requires the quantity of middle school physical education required to be reported in the school profile or report card.</p> | <ul style="list-style-type: none"> • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone; Strategy 1: Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education. • <u>Healthy People 2020</u> - PA-4: Increase the proportion of the Nation’s public and private schools that require daily physical education for all students. PA-4.2: Increase the proportion of the Nation’s public and private middle and junior high schools that require daily physical education for all students. PA-5: Increase the proportion of adolescents that participate in daily school physical education. • <u>National Physical Activity Plan</u> - Strategy 2: Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs. Tactics: Advocate for binding requirements for PreK-12 standards-based physical education that addresses state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE). Advocate for local, state and national standards that emphasize provision of high levels of physical activity in physical education (e.g. 50% of class time in moderate-to-vigorous activity). • <u>Recommended community strategies and measurements to prevent obesity in the United States</u> - Schools should provide |

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| | | | <p>PE classes of 30-60 minutes duration on a daily basis. While attending these classes, children and youth should be engaged in moderate to vigorous physical activity for at least 50 percent of class time. Schools should examine innovative approaches that include an array of diverse and fun activities to appeal to the broad range of student interests.</p> |
| <p>9. State mandates <u>high school</u> physical education.</p> | <p>State designates physical education as a core academic subject. All high school students are required to participate in physical education for all years of enrollment in high school. Physical education shall be provided daily, or the equivalent of 225 minutes per week, for the entire school year. At least 50% of physical education class time must be spent in moderate to vigorous physical activity (MVPA).</p> | <p>State requires the quantity of high school physical education required to be reported in the school profile or report card.</p> | <ul style="list-style-type: none"> • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone; Strategy 1: Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education. • <u>Healthy People 2020</u> - PA-4: Increase the proportion of the Nation’s public and private schools that require daily physical education for all students. PA-4.3: Increase the proportion of the Nation’s public and private senior high schools that require daily physical education for all students. • <u>National Physical Activity Plan</u> - Strategy 2: Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs. Tactics: Advocate for binding requirements for PreK-12 standards-based physical education that addresses state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE). Advocate for local, state and national standards that emphasize provision of high levels of physical activity in |

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| | | | <p>physical education (e.g. 50% of class time in moderate-to-vigorous activity).</p> <ul style="list-style-type: none"> • <u>Recommended community strategies and measurements to prevent obesity in the United States</u> - Schools should provide PE classes of 30-60 minutes duration on a daily basis. While attending these classes, children and youth should be engaged in moderate to vigorous physical activity for at least 50 percent of class time. Schools should examine innovative approaches that include an array of diverse and fun activities to appeal to the broad range of student interests. |
| <p>10. State requires professional development/continuing education to maintain/renew physical education teacher certification/licensure.</p> | <p>Physical education teachers are required to receive annual professional development specific to physical education/physical activity content. Professional development/continuing education in physical education/physical activity content areas shall be required to maintain/renew physical education teacher certification/licensure.</p> | <p>State requires professional development records for continued physical education certification for state teaching license.</p> | <ul style="list-style-type: none"> • <u>School Health Guidelines to Promote Healthy Eating and Physical Activity</u> - Guideline 9: Employ Qualified Persons, and Provide Professional Development Opportunities for Physical Education, Health Education, Nutrition Services, and Health, Mental Health, and Social Services Staff Members, as well as Staff Members Who Supervise Recess, Cafeteria Time, and Out-Of-School-Time Programs. School staff members who teach physical education or health education, lead nutrition services programs, and implement health, mental health, and social services require certification or specialized training or both (640–642). Providing certified and qualified staff members with regular professional development opportunities enables them to improve current skills and acquire new ones (402,641,643–646). • <u>NASPE Opportunity to Learn Guidelines for Elementary School Physical Education</u> - 1.3: The school or district provides and supports annual professional-development opportunities for physical education teachers equal to those of teachers in |

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| | | | <p>other disciplines, so that physical education teachers can base their instruction on current research and best practices in the field. 1.4: The school or district provides and supports annual professional-development opportunities for physical education teachers equal to that of teachers in other disciplines, so that physical education teachers can demonstrate knowledge that is current and teaching that embodies the best current practices. Physical education teachers are encouraged and permitted to pursue a variety of professional-development opportunities (e.g., conferences, workshops and in-service trainings with guest physical education experts).</p> <ul style="list-style-type: none"> • <u>Strategies to Improve the Quality of Physical Education - Strategy 2: Provide teachers with appropriate training and supervision.</u> |

Sources:

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