

Physical Education and Activity

Has a district PE coordinator	<input type="radio"/>		
Requires each school to have a PE coordinator	<input type="radio"/>		
Requires or encourages schools to follow national or state PE standards or guidelines	<input checked="" type="radio"/> ²		
Has PE standards or guidelines based on the <i>National Standards for Physical Education</i>	?		
Addresses the following topics in goals and objectives:			
	Elementary Schools	Middle Schools	High Schools
Achievement and maintenance of health-enhancing level of physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competence in motor skills and movement patterns to perform variety of physical activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular participation in physical activity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible personal and social behavior that respects self and others in physical activity settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of movement concepts, principles, strategies, and tactics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires that schools will teach PE	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Students can be exempted from physical education for the following reasons:			
	Elementary Schools	Middle Schools	High Schools
Religious reasons	?	<input type="radio"/>	<input type="radio"/>
Long-term physical or medical disability	?	<input type="radio"/>	<input type="radio"/>
Cognitive disability	?	<input type="radio"/>	<input type="radio"/>
High physical competency test score	?	<input type="radio"/>	<input type="radio"/>
Participation in school activities other than sports, such as band or chorus	?	<input type="radio"/>	<input type="radio"/>
Participation in community sports activities	?	<input type="radio"/>	<input type="radio"/>
Participation in community service activities	?	<input type="radio"/>	<input type="radio"/>
Requires or recommends that schools give the following types of tests:			
	Elementary Schools	Middle Schools	High Schools
Written tests of knowledge	<input type="radio"/> ²	<input type="radio"/> ²	<input type="radio"/> ²

Skill performance tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness level tests	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires or recommends that districts or schools use one particular curriculum for PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires or recommends that schools use the following specific fitness tests:			
	Elementary Schools	Middle Schools	High Schools
Fitnessgram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Physical Fitness Test from the President's Challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Health Fitness Test, from the President's Challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Youth Fitness Test, from the YMCA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any other fitness test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided the following information or materials for PE during the past two years:			
	Elementary Schools	Middle Schools	High Schools
Chart describing scope and sequence of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson plans or learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
List of recommended curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans for how to assess or evaluate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifies a maximum student-to-teacher ratio for PE classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has specified time requirements for PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires newly hired PE teachers to have undergraduate or graduate training in PE or a related field	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Requires newly hired PE teachers to be certified, licensed, or endorsed by the state	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Provided funding for staff development or offered staff development to PE teachers during the past two years on the following topics:			
Administering or using fitness tests		<input checked="" type="radio"/>	
Assessing or evaluating student performance		<input checked="" type="radio"/>	
Developing and using student portfolios		<input checked="" type="radio"/>	
Developing individualized physical activity plans		<input checked="" type="radio"/>	
Encouraging family involvement in physical activity		<input type="radio"/>	
Injury prevention and first aid		<input checked="" type="radio"/>	
Methods for inclusion and participation of overweight children		<input type="radio"/>	
Methods to increase amount of class time students are active		<input type="radio"/>	

Methods to promote gender equity	<input checked="" type="radio"/>
Recognizing and responding to chronic health conditions	<input checked="" type="radio"/>
Teaching individual or paired activities or sports	<input checked="" type="radio"/>
Teaching movement skills and concepts	<input checked="" type="radio"/>
Teaching students with long-term disabilities	<input checked="" type="radio"/>
Teaching team or group activities or sports	<input checked="" type="radio"/>
Using physical activity monitoring devices	<input checked="" type="radio"/>
Using technology for PE	<input checked="" type="radio"/>
During the past 12 months, did the following to promote physical education:	
Provided families with information on school physical education	<input checked="" type="radio"/>
Offered physical education for families	<input type="radio"/>
Provided district or school personnel with information on school physical education	<input checked="" type="radio"/>
Sought positive media attention for school physical education	<input type="radio"/>
During the past two years, evaluated the following aspects of physical education:	
Physical education policies	<input type="radio"/>
Physical education curricula	<input type="radio"/>
Physical education staff development or in-service programs	<input type="radio"/>
Requires or recommends that elementary schools provide regularly scheduled recess	<input checked="" type="radio"/> ²
Prohibits or actively discourages schools from the following:	
Using physical activity as punishment for bad behavior in PE	<input type="radio"/> ³
Using physical activity as punishment for poor performance or bad behavior in sports	<input type="radio"/> ³
Excluding students from PE as punishment for bad behavior in another class	<input type="radio"/> ³
Excluding students from recess as punishment for bad behavior	<input type="radio"/> ³
Requires student use of protective gear during the following activities:	
Physical education	<input checked="" type="radio"/>
Intramural activities or physical activity clubs	<input checked="" type="radio"/>
Interscholastic sports	<input checked="" type="radio"/>

Provided funding for staff development or offered staff development to interscholastic sports coaches during the past two years	?
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This publication was prepared by the Centers for Disease Control and Prevention (CDC). It summarizes district-level data collected during the School Health Policies and Programs Study (SHPPS) 2006 from each of the 22 local education agencies funded by the Division of Adolescent and School Health. SHPPS is conducted periodically to monitor the extent to which school health policies and practices are addressing the leading causes of death, illness, and social problems among young people and adults.

For additional information on SHPPS or to order SHPPS publications, contact the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, 4770 Buford Highway, NE, Mailstop K-33, Atlanta, GA 30341-3717; 800-CDC-INFO; www.cdc.gov/shpps.

Footnotes

¹ Unless otherwise indicated,

● Yes

○ No

NA Not Applicable

? Incomplete Data

² ● Requires

◐ Recommends or Encourages

○ Neither Requires, Recommends, nor Encourages

? Incomplete Data

³ ● Prohibits

◐ Discourages

○ Neither Prohibits nor Discourages

? Incomplete Data

⁴ SCHIP is the State Children's Health Insurance Program.

⁵ WIC is the Special Supplemental Food Program for Women, Infants, and Children.

- 6
- Associate's Degree in Nursing
 - Undergraduate Degree in Nursing
 - Graduate Degree in Nursing
 - Associate's Degree in Any Field
 - Undergraduate Degree in Any Field
 - Graduate Degree in Any Field
 - NA Not Applicable
 - ? Incomplete Data
- 7
- Undergraduate Degree in Specific Field
 - Master's Degree in Specific Field
 - Doctoral Degree in Specific Field
 - Undergraduate Degree in Any Field
 - Master's Degree in Any Field
 - Doctoral Degree in Any Field
 - Other Degree
 - NA Not Applicable
 - ? Incomplete Data
- 8
- High school diploma or GED
 - Associate's degree in nutrition or a related field
 - Undergraduate degree in nutrition or a related field
 - Graduate degree in nutrition or a related field
 - NA Not Applicable
 - ? Incomplete Data
- 9
- Yes (For Breakfast, All Schools)
 - Yes (For Breakfast, Some Categories of Schools)
 - No
 - ? Incomplete Data
- 10
- Junk foods are defined as foods or beverages that have low nutrient density, that is, they provide calories primarily through fats or added sugars and have minimal amounts of vitamins and minerals.

- 11
- Both on School Property and at Off-Campus, School-Sponsored Events
 - On School Property Only
 - Neither on School Property nor at Off-Campus, School-Sponsored Events
 - Incomplete Data
- 12
- Required of All Faculty and Staff
 - Required of Some Faculty and Staff
 - Not Required on Any Faculty or Staff
 - Incomplete Data