

Physical Education and Activity

2.1 ¹	Has a state PE coordinator	<input checked="" type="radio"/> ²		
	Requires each district to have a PE coordinator	<input type="radio"/>		
	Requires each school to have a PE coordinator	<input type="radio"/>		
2.2	Requires or encourages districts or schools to follow national or state PE standards or guidelines	<input checked="" type="radio"/> ³		
2.3.1, 2.3.2, and 2.3.3	Has PE standards or guidelines based on the <i>National Standards for Physical Education</i>	<input type="radio"/>		
	Addresses the following topics in goals and objectives:			
		Elementary Schools	Middle Schools	High Schools
	Achievement and maintenance of health-enhancing level of physical fitness	NA	NA	NA
	Competence in motor skills and movement patterns to perform variety of physical activities	NA	NA	NA
	Regular participation in physical activity	NA	NA	NA
	Responsible personal and social behavior that respects self and others in physical activity settings	NA	NA	NA
	Understanding of movement concepts, principles, strategies, and tactics	NA	NA	NA
Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	NA	NA	NA	
2.4	Requires that schools will teach PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5	Requires or recommends that schools give the following types of tests:			
		Elementary Schools	Middle Schools	High Schools
	Written tests of knowledge	<input type="radio"/> ³	<input type="radio"/> ³	<input type="radio"/> ³
	Skill performance tests	<input type="radio"/> ³	<input type="radio"/> ³	<input type="radio"/> ³
	Fitness level tests	<input type="radio"/> ³	<input type="radio"/> ³	<input type="radio"/> ³
2.6	Requires or recommends that districts or schools use one particular curriculum for PE	<input type="radio"/> ³	<input type="radio"/> ³	<input type="radio"/> ³
2.7	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"/>
2.8	Specifies a maximum student-to-teacher ratio for PE classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Elementary Schools	Middle Schools	High Schools
2.9	Has specified time requirements for PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.10	Requires newly hired PE teachers to have undergraduate or graduate training in PE or a related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.11	Requires newly hired PE teachers to be certified, licensed, or endorsed by the state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.12	Offers the following types of certification, licensure, or endorsement for PE teachers:			
	Combined PE and HED for grades K-12		<input type="radio"/>	
	Combined PE and HED for elementary school		<input type="radio"/>	
	Combined PE and HED for middle school		<input type="radio"/>	
	Combined PE and HED for high school		<input type="radio"/>	
	PE for grades K-12		<input checked="" type="radio"/>	
	PE for elementary school		<input type="radio"/>	
	PE for middle school		<input type="radio"/>	
2.13	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 type="radio"/>	
	Assessing or evaluating student performance		<input type="radio"/>	
	Developing and using student portfolios		<input type="radio"/>	
	Developing individualized physical activity plans		<input type="radio"/>	
	Encouraging family involvement in physical activity		<input type="radio"/>	
	Injury prevention and first aid		<input 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 type="radio"/>	
	Recognizing and responding to chronic health conditions		<input type="radio"/>	
	Teaching individual or paired activities or sports		<input type="radio"/>	
	Teaching movement skills and concepts		<input type="radio"/>	
	Teaching students with long-term disabilities		<input type="radio"/>	
	Teaching team or group activities or sports		<input type="radio"/>	
Using physical activity monitoring devices		<input type="radio"/>		
Using technology for PE		<input type="radio"/>		
2.14	Requires or recommends that elementary schools provide regularly scheduled recess		<input type="radio"/>	³

2.15	Prohibits or actively discourages schools from the following:	
	Using physical activity as punishment for bad behavior in PE	<input type="radio"/> ⁴
	Using physical activity as punishment for poor performance or bad behavior in sports	<input type="radio"/> ⁴
	Excluding students from PE as punishment for bad behavior in another class	<input type="radio"/> ⁴
2.16	Excluding students from recess as punishment for bad behavior	
	Requires student use of protective gear during the following activities:	
	Physical education	<input type="radio"/>
	Intramural activities or physical activity clubs	<input type="radio"/>
2.17	Interscholastic sports	
	Provided funding for staff development or offered staff development to interscholastic sports coaches during the past two years through the following sources:	
	State education agency	<input type="radio"/>
	Any other state-level organization or agency	<input type="radio"/>

Footnotes

¹ Numbers refer to tables in *State-Level School Health Policies and Practices: A State-by-State Summary from the School Health Policies and Programs Study 2006*, which includes information from all 50 states and the District of Columbia. This document can be downloaded at www.cdc.gov/HealthyYouth/SHPPS/2006/summaries/index.htm.

² Unless otherwise indicated,

Yes

No

? Incomplete Data

NA Not Applicable

³ Requires

Recommends or Encourages

Neither Requires, Recommends, nor Encourages

? Incomplete Data

⁴ Prohibits

Discourages

Neither Prohibits nor Discourages

? Incomplete Data

⁵ SCHIP is the State Children's Health Insurance Program.

⁶ WIC is the Special Supplemental Food Program for Women, Infants, and Children.

⁷ Associate's Degree in Nursing

Undergraduate Degree in Nursing

Associate's Degree in Any Field

Undergraduate Degree in Any Field

NA Not Applicable

? Incomplete Data

- 8
- 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
 - Other Degree
 - 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

- 12
- Required of All Faculty and Staff
 - Required of Some Faculty and Staff
 - Not Required on Any Faculty or Staff
 - ? Incomplete Data

- 13
- State Offers Coverage
 - State Requires Districts to Offer Coverage
 - State Neither Offers Coverage nor Requires Districts to Offer Coverage
 - ? Incomplete Data

This publication was prepared by the Centers for Disease Control and Prevention (CDC). It summarizes state-level data collected from each of the 50 states and the District of Columbia during the School Health Policies and Programs Study (SHPPS) 2006. 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.