

Physical Education and Activity

2.11 Has a state PE coordinator ● 4 Requires each district to have a PE ○ coordinator ○ Requires each school to have a PE ○ coordinator ○ to follow national or state PE standards or guidelines ● 2.3.1 Has PE standards or guidelines based on the ● 2.3.1 Has PE standards for <i>Physical Education</i> ● Addresses the following topics in goals and objectives: Addresses the following topics in goals and objectives: Addresses the following topics in goals and objectives: ● ● Addresses the following topics in goals and objectives: ● ● Competence in motor skills and movement patterns to perform variety of physical activities ● ● Regular participation in physical activity ● ● ● Dehavior that respects self and others in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction ● ● 2.4 Requires or recommends that schools give the following types of tests: ■ ● 2.4 Requires or recommends that districts or schools give the following types of tests: ■ ● 2.5 Requires or recommends that dis	1			2			
coordinator O Requires each school to have a PE O 2.2 Requires or encourages districts or schools to follow national or state PE standards or guidelines • 2.3.1, Has PE standards or guidelines based on the • 2.3.2, Mational Standards for Physical Education • Addresses the following topics in goals and objectives: Middle Addresses the following topics in goals and objectives: • Competence in motor skills and movement patterns to perform variety of physical activities • • Regular participation in physical activity • • • Responsible personal and social behavior that respects self and others in physical activity settings • • • Understanding of movement concepts, principles, strategies, and tactics • • • • 2.4 Requires or recommends that schools give the following types of tests: • • • • 2.5 Requires or recommends that districts or schools o ³ o ³ o ³ o ³ 2.6 Requires or recommends that districts or schools o ³ o ³ o ³	2.1 ¹	Has a state PE coordinator		\bullet^2			
Requires each school to have a PE O 2.2 Requires or encourages districts or schools to follow national or state PE standards or guidelines • 3 2.3.1, and 2.3.3 Has PE standards or puysical Education • Addresses the following topics in goals and objectives: • Addresses the following topics in goals and objectives: • Addresses the following topics in goals and objectives: • Addresses the following topics in goals and objectives: • Addresses the following topics in goals and objectives: • Addresses the following topics in goals and objectives: • Addresses the following topics in goals and objectives: • Addresses the following topics in goals and beckives: • Competence in motor skills and movement patterns to perform variety of physical activities • Regular participation in physical activity • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • 2.4 Requires or recommends that districts or schools use one particular curriculum for PE • • 2.5 Requires or recommends that districts or schools use one particular curriculum for PE		•	0				
2.2 Requires or encourages districts or schools to follow national or state PE standards or guidelines • 3 2.3.1, Has PE standards or guidelines based on the National Standards for Physical Education • • • • • • • • • • • • • • • • • • •		Requires each school to have a PE		0			
to follow national or state PE standards or guidelines • • • • • • • • • • • • • • • • • • •	22						
2.3.1, Addresses the following topics in goals and objectives: Addresses the following topics in goals and objectives: Achievement and maintenance of health-enhancing level of physical fitness Competence in motor skills and movement patterns to perform variety of physical activities Regular participation in physical activity Responsible personal and social behavior that respects self and others in physical activity settings Understanding of movement concepts, principles, strategies, and tactics Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction Requires or recommends that schools give the following types of tests: Elementary Schools Schools High Schools 2.4 Requires or recommends that schools give the following types of tests: 2.5 Requires or recommends that districts or schools use one particular curriculum for PE Gal or and activity or the following types of tests: Elementary Schools Schools use one particular curriculum for PE Gardie the following information or materials for PE during the past two years: Elementary Schools Schools active to assess or evaluate attivities Gardie the following information or materials for PE during the past two years: Elementary Schools Schools Schools Schools Schools<td>2.2</td><td>to follow national or state PE standards or</td><td></td><td>\bullet^3</td><td></td>	2.2	to follow national or state PE standards or		\bullet^3			
and Addresses the following topics in goals and objectives: Elementary Middle High Schools 2.3.3 Achievement and maintenance of health-enhancing level of physical fitness • • • Competence in motor skills and movement patterns to perform variety of physical activities • • • Regular participation in physical activity • • • • Dehavior that respects self and others in physical activity settings • • • • Understanding of movement concepts, principles, strategies, and tactics • • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • • 2.4 Requires or recommends that schools give the following types of tests: • • • • Elementary Schools Schools Schools Schools Schools Written tests of knowledge 3 0 ³ 0 ³ 3 3 Fitness level tests 0 ³ 0 ³ 0 ³ 3 3 Fitness level tests 0 ³ 0 ³ 0 ³ 3 5 </td <td>2.3.1,</td> <td></td> <td></td> <td>•</td> <td></td>	2.3.1,			•			
2.3.3 Elementary Schools Middle Schools High Schools Achievement and maintenance of health-enhancing level of physical fitness • • • Competence in motor skills and movement patterns to perform variety of physical activities • • • Regular participation in physical activity • • • • Regular participation in physical activity • • • • Understanding of movement concepts, principles, strategies, and tactics • • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • • 2.4 Requires or recommends that schools give the following types of tests: • • • 2.5 Requires or recommends that districts or schools use one particular curriculum for PE • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE • • • 2.7 Provided the following information or materials for PE during the past two years: • • • 2.6 Requires or learning activities • • • •				•			
2.3.3 Elementary Schools Middle Schools High Schools Achievement and maintenance of health-enhancing level of physical fitness • • • Competence in motor skills and movement patterns to perform variety of physical activities • • • Regular participation in physical activity • • • • Regular participation in physical activity • • • • Understanding of movement concepts, principles, strategies, and tactics • • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • • 2.4 Requires or recommends that schools give the following types of tests: • • • 2.5 Requires or recommends that districts or schools use one particular curriculum for PE • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE • • • 2.7 Provided the following information or materials for PE during the past two years: • • • 2.6 Requires or learning activities • • • •	and	Addresses the following topics in goals and ob	iectives:				
Achievement and maintenance of health-enhancing level of physical fitness Schools Schools Ingh Schools Competence in motor skills and movement patterns to perform variety of physical activities • • • Regular participation in physical activity • • • • Responsible personal and social behavior that respects self and others in physical activity settings • • • • Understanding of movement concepts, principles, strategies, and tactics • • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • • 2.4 Requires that schools will teach PE • • • • • 2.5 Requires or recommends that schools give the following types of tests: • • • • 2.5 Requires or recommends that schools give the following types of schools Schools Schools Schools Schools 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 3 3 3 2.7 Provided the following information or materials for PE during the past two years: • • •	2.3.3			Middle			
Achievement and maintenance of health-enhancing level of physical fitness • • • Competence in motor skills and movement patterns to perform variety of physical activities • • • Regular participation in physical activity • • • • Regular participation in physical activity • • • • Regular participation in physical activity • • • • Understanding of movement concepts, principles, strategies, and tactics • • • • Value for physical activity of nealth, enjoyment, challenge, self-expression, and/or social interaction • • • • 2.4 Requires that schools will teach PE • • • • • 2.5 Requires or recommends that schools give the following types of tests: • • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 3 0 ³ /3 0 ³ /3 • 3 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 3 0 ³ /3 0 ³ /3 • 3 2.6 Requires or				Schools	High Schools		
fitness Competence in motor skills and movement patterns to perform variety of physical activities • • Regular participation in physical activity • • • Responsible personal and social behavior that respects self and others in physical activity settings • • Understanding of movement concepts, principles, strategies, and tactics • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • 2.4 Requires or recommends that schools give the following types of tests: • • • 2.5 Requires or recommends that schools give the following types of tests: • • • 2.5 Requires or recommends that districts or schools use one particular curriculum for PE • • • 2.6 Requires recommends that districts or schools use one particular curriculum for PE • • • 2.7 Provided the following information or materials for PE during the past two years: • • • Curriculum • • • • • List of recommended curricula • • • • • <		Achievement and maintenance of					
fitness Competence in motor skills and movement patterns to perform variety of physical activities • • Regular participation in physical activity • • • Responsible personal and social behavior that respects self and others in physical activity settings • • Understanding of movement concepts, principles, strategies, and tactics • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • 2.4 Requires or recommends that schools give the following types of tests: • • • 2.5 Requires or recommends that schools give the following types of tests: • • • 2.5 Requires or recommends that districts or schools use one particular curriculum for PE • • • 2.6 Requires recommends that districts or schools use one particular curriculum for PE • • • 2.7 Provided the following information or materials for PE during the past two years: • • • Curriculum • • • • • Lesson plans or learning activities • • • • •		health-enhancing level of physical	•	•	•		
movement patterns to perform variety of physical activities • • • Regular participation in physical activity • • • Responsible personal and social behavior that respects self and others in physical activity settings • • • Understanding of movement concepts, principles, strategies, and tactics • • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • • 2.4 Requires that schools will teach PE • • • • • 2.5 Requires or recommends that schools give the following types of tests: • • • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE • • • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE •		•					
movement patterns to perform variety of physical activities • • • Regular participation in physical activity • • • Responsible personal and social behavior that respects self and others in physical activity settings • • • Understanding of movement concepts, principles, strategies, and tactics • • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • • 2.4 Requires that schools will teach PE • • • • • 2.5 Requires or recommends that schools give the following types of tests: • • • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE • • • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE •		Competence in motor skills and					
physical activities Regular participation in physical activity • • Responsible personal and social behavior that respects self and others in physical activity settings • • Understanding of movement concepts, principles, strategies, and tactics • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • 2.4 Requires that schools will teach PE • • 2.5 Requires or recommends that schools give the following types of tests: • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE • • 2.7 Provided the following information or materials for PE during the past two years: • • 2.7 Provided the following information or materials for PE during the past two years: • • 2.7 Provided the following information or materials for PE during the past two years: • • 0 • • • • • 0 • • • • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE • • • 2.7		•	•	•	•		
Responsible personal and social behavior that respects self and others in physical activity settings • • Understanding of movement concepts, principles, strategies, and tactics • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • 2.4 Requires that schools will teach PE • • 2.5 Requires or recommends that schools give the following types of tests: • 2.5 Requires or recommends that schools give the following types of tests: • Written tests of knowledge 3 3 Schools Schools Schools Skill performance tests 3 3 Fitness level tests 3 3 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 3 3 2.7 Provided the following information or materials for PE during the past two years: • • Chart describing scope and sequence of instruction • • • • Curriculum • • • • • Lesson plans or learning activities • • • • Le							
Responsible personal and social behavior that respects self and others in physical activity settings • • Understanding of movement concepts, principles, strategies, and tactics • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • 2.4 Requires that schools will teach PE • • 2.5 Requires or recommends that schools give the following types of tests: • 2.5 Requires or recommends that schools give the following types of tests: • Written tests of knowledge 3 3 Schools Schools Schools Skill performance tests 3 3 Fitness level tests 3 3 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 3 3 2.7 Provided the following information or materials for PE during the past two years: • • Chart describing scope and sequence of instruction • • • • Curriculum • • • • • Lesson plans or learning activities • • • • Le		Regular participation in physical activity	•	•	•		
behavior that respects self and others in physical activity settings • • Understanding of movement concepts, principles, strategies, and tactics • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • 2.4 Requires that schools will teach PE • • 2.5 Requires or recommends that schools give the following types of tests: • Written tests of knowledge 0 ³ 0 ³ 0 ³ Schools Skill performance tests 0 ³ 0 ³ 0 ³ Fitness level tests 0 ³ 0 ³ 0 ³ 0 ³ 2.7 Provided the following information or materials for PE 0 • • 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 0 ³ 0 ³ 0 ³ 2.7 Provided the following information or materials for PE during the past two years: • • • 2.7 Provided the following scope and sequence of instruction • • • • Chart describing scope and sequence of instruction • • • • • Lesson plans							
physical activity settings			•	•	•		
Understanding of movement concepts, principles, strategies, and tactics • • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • • 2.4 Requires that schools will teach PE • • • • 2.5 Requires or recommends that schools give the following types of tests: • • • 2.5 Requires or recommends that schools give the following types of tests: • • • 2.6 Requires or recommends that schools give the following types of tests: • • • Skill performance tests 0 ³ 0 ³ 0 ³ 0 ³ 7 Fitness level tests 0 ³ 0 ³ 0 ³ 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 0 ³ 0 ³ 0 ³ 2.7 Provided the following information or materials for PE during the past two years: • • • Chart describing scope and sequence of instruction • • • • • Lesson plans or learning activities • • • • • •							
principles, strategies, and tactics • • Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • 2.4 Requires that schools will teach PE • • 2.5 Requires or recommends that schools give the following types of tests: • 2.5 Requires or recommends that schools give the following types of tests: • Written tests of knowledge 0 ³ 0 ³ Skill performance tests 0 ³ 0 ³ Fitness level tests 0 ³ 0 ³ 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 0 ³ 0 ³ 2.7 Provided the following information or materials for PE during the past two years: Elementary Schools Middle Schools High Schools 2.7 Provided the following activities 0 0 0 Chart describing scope and sequence of instruction • • 0 Lesson plans or learning activities 0 0 • 0 Lesson plans or learning activities 0 0 • 0 Plans for how to assess or evaluate students 0 0							
Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction • • 2.4 Requires that schools will teach PE • • 2.5 Requires or recommends that schools give the following types of tests: • 2.5 Requires or recommends that schools give the following types of tests: • Written tests of knowledge 0 ³ 0 ³ Skill performance tests 0 ³ 0 ³ Fitness level tests 0 ³ 0 ³ 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 0 ³ 0 ³ 2.7 Provided the following information or materials for PE during the past two years: Elementary Schools Middle Schools High Schools 2.7 Provided the following information or materials for PE during the past two years: • • Chart describing scope and sequence of instruction • • • Curriculum • • • • List of recommended curricula • • • • Plans for how to assess or evaluate students • • • •			•	•	•		
enjoyment, challenge, self-expression, and/or social interaction • • • 2.4 Requires that schools will teach PE • • • 2.5 Requires or recommends that schools give the following types of tests: • • 2.5 Requires or recommends that schools give the following types of tests: • • Written tests of knowledge 0 ³ 0 ³ 0 ³ Skill performance tests 0 ³ 0 ³ 0 ³ Fitness level tests 0 ³ 0 ³ 0 ³ 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 0 ³ 0 ³ 0 ³ 2.7 Provided the following information or materials for PE during the past two years: • • • 2.7 Provided the following scope and sequence of instruction • • • • Chart describing scope and sequence of instruction • • • • • Lesson plans or learning activities • • • • • • List of recommended curricula • • • • • • • <td></td> <td></td> <td></td> <td></td> <td></td>							
and/or social interaction			•	•	•		
2.4 Requires that schools will teach PE • • 2.5 Requires or recommends that schools give the following types of tests: Elementary Middle High 2.5 Written tests of knowledge 0 ³ 0 ³ 0 ³ 3 2.6 Written tests of knowledge 0 ³ 0 ³ 0 ³ 0 ³ 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 0 ³ 0 ³ 0 ³ 2.7 Provided the following information or materials for PE during the past two years: Elementary Middle High 2.7 Chart describing scope and sequence of instruction • • • • 2.7 Elementary Middle High Schools Schools Schools Chart describing scope and sequence of instruction • • • • • Lesson plans or learning activities • • • • • • List of recommended curricula • • • • • • • Plans for how to assess or evaluate students • • • <t< td=""><td></td><td></td><td></td><td></td><td></td></t<>							
2.5 Requires or recommends that schools give the following types of tests: Image: Schools Elementary Written tests of knowledge 3 Skill performance tests 3 Fitness level tests 3 Requires or recommends that districts or schools use one particular curriculum for PE 3 Provided the following information or materials for PE during the past two years: Elementary Middle Chart describing scope and sequence of instruction • Curriculum • • Curriculum • • List of recommended curricula • • Plans for how to assess or evaluate students • • Specifies a maximum student-to-teacher • •	2.4	Requires that schools will teach PE	•	•	•		
Elementary Schools Middle Schools High Schools Written tests of knowledge 3 3 3 Skill performance tests 3 3 3 Fitness level tests 3 3 3 Fitness level tests 3 3 3 Requires or recommends that districts or schools use one particular curriculum for PE 3 3 3 Provided the following information or materials for PE during the past two years: Elementary Schools Middle High Schools High Schools Chart describing scope and sequence of instruction • • • • Curriculum • • • • • Lesson plans or learning activities • • • • Plans for how to assess or evaluate students • • • •	2.5		following types	of tests:			
Written tests of knowledge 3 3 3 Written tests of knowledge 3 3 3 3 Skill performance tests 3 3 3 3 Fitness level tests 3 3 3 3 Requires or recommends that districts or schools use one particular curriculum for PE 3 3 3 Provided the following information or materials for PE during the past two years: Middle High Schools Chart describing scope and sequence of instruction • • • Curriculum • • • • Lesson plans or learning activities • • • • List of recommended curricula • • • • Plans for how to assess or evaluate students • • • • 2.8 Specifies a maximum student-to-teacher • • • •					High		
Written tests of knowledge 3 3 3 Skill performance tests 3 3 3 Fitness level tests 3 3 3 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 3 3 3 2.7 Provided the following information or materials for PE during the past two years: Image: Chart describing scope and sequence of instruction Middle High Schools Chart describing scope and sequence of instruction Image: Chart describing activities Image: Chart describing activities Image: Chart describing activities Image: Chart describing activities Lesson plans or learning activities Image: Chart describing activities Image: Chart describing activities Image: Chart describing activities Image: Chart describing activities Lesson plans or learning activities Image: Chart describing activities Image: Chart describing activities Image: Chart describing activities Image: Chart describing activities List of recommended curricula Image: Chart describing activities Image: Chart describing activities Image: Chart describing activities 2.8 Specifies a maximum student-to-teacher Image: Chart describing activities Image: Chart describing activities Image: Chart describing activ							
Skill performance tests 3 3 3 Fitness level tests 3 3 3 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 3 3 3 2.7 Provided the following information or materials for PE during the past two years: Elementary Schools Middle High Schools 2.7 Chart describing scope and sequence of instruction • • • • Chart describing scope and sequence of instruction • • • • • Lesson plans or learning activities • • • • • • Plans for how to assess or evaluate students • • • • • • 2.8 Specifies a maximum student-to-teacher • • • • •		Written tests of knowledge					
Fitness level tests 03 3 3 2.6 Requires or recommends that districts or schools use one particular curriculum for PE 03 03 03 2.7 Provided the following information or materials for PE during the past two years: Elementary Middle High 2.7 Provided the following information or materials for PE during the past two years: Elementary Middle High 2.7 Chart describing scope and sequence of instruction • • • • Curriculum • • • • • • Lesson plans or learning activities • • • • • Plans for how to assess or evaluate students • • • • • 2.8 Specifies a maximum student-to-teacher • • • • •							
2.6 Requires or recommends that districts or schools use one particular curriculum for PE 03 03 03 2.7 Provided the following information or materials for PE during the past two years: Elementary Middle High Schools 2.7 Chart describing scope and sequence of instruction 0 0 0 Curriculum 0 0 0 0 Lesson plans or learning activities 0 0 0 0 Plans for how to assess or evaluate students 0 0 0 0 2.8 Specifies a maximum student-to-teacher 0 0 0 0				<u> </u>			
schools use one particular curriculum for PE O O O 2.7 Provided the following information or materials for PE during the past two years: Elementary Middle High Schools Chart describing scope and sequence of instruction ● ● ○ ○ Curriculum ○ ● ○ ○ ○ ○ Lesson plans or learning activities ○ ○ ○ ○ ○ ○ Plans for how to assess or evaluate students ○ ○ ● ○ ○ ● ○ ○ ● ○ <td></td> <td></td> <td>0'</td> <td>03</td> <td>05</td>			0'	03	05		
Provided the following information or materials for PE during the past two years: Elementary Middle High Schools Schools Schools Chart describing scope and sequence of instruction • • • Curriculum • • • • Lesson plans or learning activities • • • • Plans for how to assess or evaluate students • • • • 2.8 Specifies a maximum student-to-teacher • • • •	2.6		\bigcirc^3	\bigcirc^3	\bigcirc^3		
Schools Schools Schools Chart describing scope and sequence of instruction •	2.7						
Schools Schools Schools Chart describing scope and sequence of instruction •							
instruction • • • Curriculum O • O Lesson plans or learning activities O • • List of recommended curricula • • • Plans for how to assess or evaluate students • • • 2.8 Specifies a maximum student-to-teacher • • •			Schools	Schools	Schools		
Instruction Instruction Curriculum Image: Observation of the second		Chart describing scope and sequence of			\cap		
Lesson plans or learning activities O ● List of recommended curricula ● ● O Plans for how to assess or evaluate students O ● ● 2.8 Specifies a maximum student-to-teacher O O ●		instruction			0		
List of recommended curricula • • • • • Plans for how to assess or evaluate students • <td></td> <td></td> <td>0</td> <td>•</td> <td>0</td>			0	•	0		
Plans for how to assess or evaluate students O O 2.8 Specifies a maximum student-to-teacher O O		Lesson plans or learning activities	0	0			
Plans for how to assess or evaluate students O O 2.8 Specifies a maximum student-to-teacher O O			•		0		
2.8 Specifies a maximum student-to-teacher		Plans for how to assess or evaluate	0	0	•		
	0.0						
ratio tor PE classes	2.8		0	0	0		
		ratio for PE classes					



		Elementary Schools	Middle Schools	High Schools			
2.9	Has specified time requirements for PE	•	•	•			
2.10	Requires newly hired PE teachers to have						
	undergraduate or graduate training in PE or	•	•	•			
	a related field						
2.11	Requires newly hired PE teachers to be	•	•	•			
	certified, licensed, or endorsed by the state	-	-				
2.12	Offers the following types of certification, licensure, or endorsement for PE teachers:						
	Combined PE and HED for grades K-12		•				
	Combined PE and HED for elementary		•				
	school		-				
	Combined PE and HED for middle school		0				
	Combined PE and HED for high school		•				
	PE for grades K-12		0				
	PE for elementary school		•				
	PE for middle school		•				
	PE for high school		•				
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		0				
	Assessing or evaluating student		•				
	performance		-				
	Developing and using student portfolios		0				
	Developing individualized physical		0				
	activity plans						
	Encouraging family involvement in		0				
	physical activity		-				
	Injury prevention and first aid		•				
	Methods for inclusion and participation of		0				
	overweight children						
	Methods to increase amount of class		0				
	time students are active						
	Methods to promote gender equity		•				
	Recognizing and responding to chronic		0				
	health conditions						
	Teaching individual or paired activities or		0				
	sports						
	Teaching movement skills and concepts		0				
	Teaching students with long-term		0				
	disabilities						
	Teaching team or group activities or		•				
	sports						
	Using physical activity monitoring		•				
	devices						
<u> </u>	Using technology for PE		0				
2.14	Requires or recommends that elementary		\bigcirc^3				
	schools provide regularly scheduled recess						



2.15	Prohibits or actively discourages schools from the following:				
	Using physical activity as punishment	9 ⁴			
	for bad behavior in PE	•			
	Using physical activity as punishment				
	for poor performance or bad behavior	$\mathbf{\Theta}^4$			
	in sports				
	Excluding students from PE as				
	punishment for bad behavior in another	$\mathbf{\Theta}^4$			
	class				
	Excluding students from recess as	- ⁴			
	punishment for bad behavior	$\mathbf{\hat{e}}^4$			
2.16	Requires student use of protective gear during the following activities:				
	Physical education	•			
	Intramural activities or physical activity				
	clubs	•			
	Interscholastic sports	•			
2.17	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	0			
	Any other state-level organization or				
	agency	•			

Footnotes

- 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

1

3

4

7

- O No
- ? Incomplete Data
- NA Not Applicable
- Requires
 - ➡ Recommends or Encourages
 - O Neither Requires, Recommends, nor Encourages
 - ? Incomplete Data
 - Prohibits
 - Discourages
 - O 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.
 - Associate's Degree in Nursing
 - •• Undergraduate Degree in Nursing
 - O Associate's Degree in Any Field
 - OO Undergraduate Degree in Any Field
 - NA Not Applicable
 - ? Incomplete Data

- Undergraduate Degree in Specific Field
- •• Master's Degree in Specific Field
- ●●● Doctoral Degree in Specific Field
- O Undergraduate Degree in Any Field
- OO Master's Degree in Any Field
- Other Degree
- NA Not Applicable
- ? Incomplete Data
- Yes (For Breakfast, All Schools)
 - Yes (For Breakfast, Some Categories of Schools)
 - O No

8

9

13

- ? 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
 - O Neither on School Property nor at Off-Campus, School-Sponsored Events
- ¹² Required of All Faculty and Staff
 - Required of Some Faculty and Staff
 - O Not Required on Any Faculty or Staff
 - ? Incomplete Data
 - State Offers Coverage
 - State Requires Districts to Offer Coverage
 - O 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.