

Physical Education and Activity

Has a district PE coordinator	●		
Requires each school to have a PE coordinator	●		
Requires or encourages schools to follow national or state PE standards or guidelines	● 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	●	●	●
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 that schools will teach PE	●	●	●
Students can be exempted from physical education for the following reasons:			
	Elementary Schools	Middle Schools	High Schools
Religious reasons	○	○	○
Long-term physical or medical disability	○	○	○
Cognitive disability	○	○	○
High physical competency test score	○	○	○
Participation in school activities other than sports, such as band or chorus	○	○	○
Participation in community sports activities	○	○	○
Participation in community service activities	○	○	○
Requires or recommends that schools give the following types of tests:			
	Elementary Schools	Middle Schools	High Schools
Written tests of knowledge	○ ²	● ²	● ²

Skill performance tests	<input checked="" type="radio"/> ²	<input checked="" type="radio"/> ²	<input checked="" type="radio"/> ²
Fitness level tests	<input type="radio"/> ²	<input type="radio"/> ²	<input type="radio"/> ²
Requires or recommends that districts or schools use one particular curriculum for PE	<input checked="" type="radio"/> ²	<input type="radio"/> ²	<input checked="" type="radio"/> ²
Requires or recommends that schools use the following specific fitness tests:			
	Elementary Schools	Middle Schools	High Schools
Fitnessgram	<input type="radio"/> ²	<input type="radio"/> ²	<input type="radio"/> ²
The Physical Fitness Test from the President's Challenge	<input type="radio"/> ²	<input type="radio"/> ²	<input type="radio"/> ²
The Health Fitness Test, from the President's Challenge	<input type="radio"/> ²	<input type="radio"/> ²	<input type="radio"/> ²
The Youth Fitness Test, from the YMCA	<input type="radio"/> ²	<input type="radio"/> ²	<input type="radio"/> ²
Any other fitness test	<input type="radio"/> ²	<input type="radio"/> ²	<input type="radio"/> ²
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 checked="" type="radio"/>	<input checked="" type="radio"/>
Curriculum	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Lesson plans or learning activities	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
List of recommended curricula	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Plans for how to assess or evaluate students	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Requires newly hired PE teachers to have undergraduate or graduate training in PE or a related field	<input checked="" type="radio"/>	<input checked="" 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 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 type="radio"/>	
Assessing or evaluating student performance		<input checked="" type="radio"/>	
Developing and using student portfolios		<input 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 checked="" type="radio"/>	
Methods to increase amount of class time students are active		<input checked="" 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"/>
Did the following to promote physical education during the past 12 months:	
Provided families with information on school physical education	<input type="radio"/>
Offered physical education for families	<input checked="" 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 checked="" type="radio"/>
Evaluated the following aspects of physical education during the past two years:	
Physical education policies	<input checked="" type="radio"/>
Physical education curricula	<input type="radio"/>
Physical education staff development or in-service programs	<input checked="" 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	? 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 checked="" type="radio"/> ³
Requires student use of protective gear during the following activities:	
Physical education	<input type="radio"/>
Intramural activities or physical activity clubs	<input 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	?
---	---

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