



SUCCESSFUL STUDENTS
Through Healthy Food Policies

ACT NOW FOR ACADEMIC EXCELLENCE

Development of Physical Activity Policy

3. How will policies on physical activity contribute to improved student learning?

Policy topic components: The following are the basic components that a board should understand and/or address in policy on physical activity. Some components are directly related to student learning, and others reflect legal compliance issues that are also important to include in policies or regulations. Component statements are not intended to be policy language. Each component statement is a key concept related to the topic, but not the policy language itself. Each component is intended to frame an issue or identify concerns and interests that your board would want to address in a policy on this topic. Under each component statement are questions that may help guide the board’s discussion of the component.

1. The board recognizes that physical activity is necessary for maximizing the opportunity for a child to learn.

- What does research show about the relationship among physical activity, health and student learning?

- What are your community’s and board’s expectations with regard to the schools’ responsibility to provide and promote physical activity?

- Are different strategies for promoting physical activity needed based on students’ ages, gender, socioeconomic status or availability of community resources?

- How will the district measure the impact of the physical activity program on student learning?

2. The district’s curriculum includes physical education at all grade levels.

- What types of physical education are currently taught at each grade level? Do the students find it enjoyable? What does research show are the components of a successful physical education program?

- Is the district’s curriculum aligned to the state’s framework for physical education?

➤ How much time is spent on physical education at each grade level? Does this meet legal requirements? Is it sufficient? What percentage of time are students spending on physical activity?

➤ Are the physical activities age and culturally appropriate?

➤ Do marching band classes and similar activities satisfy physical education requirements of the district? Should substitutions for physical education be permitted?

➤ Are some students temporarily or permanently excluded from physical education? Who and why?

➤ Are appropriate alternative activities provided for students with a physical disability that may restrict excessive physical exertion?

➤ What are the qualifications of staff teaching physical education? What is the student/teacher ratio? Is this adequate?

➤ How is students' physical performance assessed and graded? How are these evaluations, plus the results of the annual physical performance testing designated by the State Board of Education, used in program planning and in assisting individual students?

➤ Is the physical education curriculum linked to the district's nutrition and/or health curriculum to provide a comprehensive, coordinated approach to physical fitness topics?

➤ Do playgrounds, sports fields and other facilities for physical activities meet or exceed recommended safety standards?

3. Interscholastic athletic programs, if any, are integrated with the educational program and promote physical fitness and good sportsmanship.

- What are the legal requirements and California Interscholastic Federation (CIF) principles and rules applicable to interscholastic athletic programs? Is the district’s program consistent with those laws, principles and rules?

- How is eligibility for participation in interscholastic athletic programs determined? Are requirements for academic eligibility the same as for other extracurricular/ cocurricular activities?

- Is the district’s program free from discrimination? Does it provide equivalent opportunities for both males and females? What does “gender equity” mean in terms of athletic programs?

- What are the qualifications of coaches in the district?

- What provisions are necessary to maximize the health and safety of student athletes? Is protective equipment available as necessary?

4. The district engages in a collaborative effort to promote students’ physical activity beyond the school day.

- To what extent is physical activity incorporated into any district-operated, after-school programs or child care programs?

- What opportunities are available for schools to promote parent and community involvement in reducing children’s sedentary behavior, such as reducing television viewing? How are parents involved in the physical education programs offered at the various school sites?

- Is the district currently involved in local partnerships working to provide opportunities for physical activity for children and youth in the community? What other local agencies, organizations, businesses or community leaders might be approached to initiate or expand collaboratives focused on children’s health and fitness?

➤ What types of state and/or federal resources are available? In which federal and/or state programs does the district currently participate?

PART II: ASSESSMENT OF EXISTING POLICY

Review your current board policies and administrative regulations related to physical activity based on the following questions. The assessment should determine whether your policies include all the components identified in Part I.

1. List your board policy or policies related to physical activity.

2. Does the policy include a focus on student learning? How?

3. Are the administrative regulations consistent with board policy?

4. Does district practice comply with policy/administrative regulations?

5. Does the policy reflect current legal requirements?

6. As a result of the board discussion in Part I and assessment of policy just completed in Part II, in what areas does your board need to develop new policy, or delete or revise current policy?

Note: Items 7 and 8 are intended to identify issues related to, but not directly part of the policy topic under consideration. In addition, items 7 and 8 may identify issues that require further attention to ensure the alignment of policy, other key work of boards and other district documents.

7. Has your board's policy discussion and/or policy assessment raised any policy issues for future review or action?

8. Based on your discussion and assessment, what other district documents require future review or revisions?

- o Administrative regulations
- o District budget
- o Collective bargaining agreements
- o Strategic plan
- o School improvement plans
- o Staff development plan
- o Student handbook
- o Other _____

PART III: POLICY DEVELOPMENT PROCESS

As part of the policy development process, your governance team should determine the data needed to effectively address this policy topic. This includes determining where the data may be available, the appropriate allocation of resources for data collection and analysis, and the assignment of responsibility for data collection, analysis and recommendations. The process also should include opportunities for input from affected parties in the district and the community.

1. What data do you need in order to develop policy related to physical activity?

a. Internal data sources:

b. External data sources:

2. Who beyond the governance team should be involved in the policy development process (e.g., physical education and health teachers, health department, public health and health care professionals, parents, students, county/city parks and recreation representatives, other interested community members)?

3. What are the recommendations from the stakeholders listed above?

4. What are the recommendations of staff, based on an analysis of the data?

PART IV: BOARD POLICY CONTENT DIRECTIONS

Content directions: Your board should identify the content components of new or revised policy based on the discussion, assessment, analysis and input in Parts I through III and a review of the following questions.

1. Which of the policy components listed in Part I and those recommended by key stakeholders (identified in Part III) does the board want included in a new or revised policy?

2. Does the assessment of existing policy completed in Part II identify any additional content components the board wants in new or revised policy?

3. Has the board identified any content in existing policy that should not be included in new or revised policy?

4. Do the data and input developed in Part III reveal any additional (or new) content components the board wants in new or revised policy?

Review of draft policy: After the board has completed the process described above, the superintendent, policy committee and/or other appropriate designees should prepare a draft policy, arrange for legal review of the policy, and bring it to the board for consideration at a public board meeting. The following questions should be used to guide the board's review of draft policy. If any significant revisions are required, some or all of the questions in Parts I through IV may need to be revisited before the policy is formally adopted.

5. Does the draft policy accurately reflect the board's intent? In what ways, if any, should the policy be revised to better communicate the board's direction?

6. Does public or staff input add any new issues that need to be addressed?

7. What criteria will the governance team use to determine whether this policy achieves the desired results?

8. What provisions does the draft policy include for periodic review and evaluation?

Note: Following adoption of the policy by the board, the superintendent should develop a plan for communicating the policy to interested parties as well as a plan to implement the policy. The plan could include agreement on the goals; community outreach; key messages to be communicated; the individuals, groups and media organizations to receive the communication; and, when appropriate, strategies that tailor the messages to each of these groups so people receive the information of most use to them.

Once a policy has been adopted, it's the board's responsibility to support it by providing the necessary funding when a budget is adopted, considering the policy implications of collective bargaining decisions, and modeling the behavior called for in the policy.

PHYSICAL ACTIVITY POLICY WORKPLAN AND TIMELINE

Activity	Person responsible	Deadline
Part I: Introduction to topic and initial board discussion of broad issues	_____	_____
Part II: Assessment of existing policy	_____	_____
Part III: Data collection and analysis	_____	_____
Professional staff analysis and recommendation	_____	_____
District and community input	_____	_____
Part IV: Board content directions	_____	_____
Drafting of recommended policy	_____	_____
Legal review	_____	_____
First reading: board initial consideration of draft policy, opportunity for public input	_____	_____
Drafting of revised policy, if necessary	_____	_____
Legal review of revised policy	_____	_____
Second reading and adoption	_____	_____
Communication of new policy	_____	_____
Specifically: (list action steps)	_____	_____
_____	_____	_____
_____	_____	_____
Implementation by superintendent and staff	_____	_____
Review and evaluation	_____	_____
Modify policy based on review and evaluation	_____	_____

