



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING


RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

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MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on State Board of Education Model Policy on Quality Physical Education and Physical Activity in Schools

Schools contribute to the basic health status of students by facilitating learning through the support and promotion of good nutrition and physical activity, which includes a quality physical education program. Research continually shows that improved health optimizes student and staff performance potential, thereby improving academic achievement. Historically, the State Board of Education (SBE) has emphasized the impact of student well-being on academic achievement as evidenced by the adoption of 16 health-related policies over a 14-year period.

In 2003, the Michigan State Board of Education (SBE) adopted the Policy on Coordinated School Health (CSH) Programs to Support Academic Achievement and Healthy Schools. This policy recommends that school districts implement the Coordinated School Health framework and establish a school health team with an identified School Health Program Coordinator. In 2003, the SBE adopted the Policy on Quality Physical Education. The policy recommends that school districts implement national best practice strategies to teach and support students to be physically active throughout their life span. With improved health outcomes for students and staff, schools are better equipped to focus on academic achievement.

In 2005, the SBE adopted a Vision of Universal Education. The vision states that a Universal Education engages broad-based working partnerships in removing all barriers that interfere, impede, and/or prohibit access to the full range of learning opportunities. The vision further states that a Universal Education supports practices to prevent learning problems stemming from physical, environmental, social, and emotional factors. Physical education supports these principles.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

In September 2011, Governor Rick Snyder laid out his plan to create a healthier Michigan, including obesity prevention, on his Health and Wellness Dashboard. The Dashboard monitors Michigan's progress on multiple indicators, thus supporting what the SBE has been emphasizing with its related policies. Governor Snyder emphasized four key behaviors to improve health – one being engaging in regular physical activity. The 2010 Dietary Guidelines for Americans (www.dietaryguidelines.gov) as well as the National Association for Sport and Physical Education (NASPE) recommend 60 minutes of physical activity a day for children and adolescents.

The Michigan Department of Education (MDE) worked in cooperation with numerous partners in the development of this model policy. The model policy is intended to be used as a guide to assist school districts as they develop their own policies.

The draft model policy is attached for your consideration, along with resources available to schools to implement the policy. After input by the SBE, MDE will conduct a public comment period before returning to a regular meeting of the SBE for approval.

**MICHIGAN
STATE BOARD OF EDUCATION**

**DRAFT MODEL POLICY ON QUALITY PHYSICAL EDUCATION
AND PHYSICAL ACTIVITY IN SCHOOLS**

The State Board of Education recommends that all public schools offer physical education opportunities that include the components of a quality physical education program. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.

A quality physical education program addresses four critical issues: an opportunity to learn, curriculum, instruction, and assessment. It should include the following:

Opportunity to Learn

- Offers instructional periods totaling 150 minutes per week at the elementary level and 225 minutes per week at the secondary level (middle and high school), including students with disabling conditions and those in alternative education programs.
- Prohibits exemptions or substitutions:
 - K-8 students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means.
 - For grades 9-12, substitutions are allowed only after a student has shown proficiency in the standards per the Michigan Merit Curriculum Guidelines for graduation.
- Has a teacher to student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Has enough functional equipment for each student to actively participate.
- Builds student confidence and competence in physical abilities.
- Provides and properly maintains safe and adequate spaces, facilities, equipment, and supplies necessary to achieve the objectives of the physical education program.
 - It is further recommended that regular safety and hazard assessments of gymnasiums, playgrounds, athletic fields, and sports-related equipment shall be conducted. Identified hazards shall be repaired before further use by students, staff, or community members. Any hazard reports shall be kept on file for an amount of time as determined by the district.

Curriculum

- Has a curriculum aligned with the Michigan K-12 *Physical Education Content Standards and Benchmarks*.
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

Instruction

- Is taught by a certified and endorsed physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps students involved in purposeful activity for a majority of the class period.
- Builds student confidence and competence in physical abilities.
- Promotes physical activity outside of school.
- Meets the needs of all students, regardless of their physical or athletic ability.

Assessment

- Establishes program assessment and completes regularly to ensure it continues to meet the needs of the students.
- Assesses students regularly for attainment of physical education learning objectives.
- Includes course grades for physical education in calculations of grade point average, class rank, and academic recognition programs, such as honor roll, in the same manner as other subject areas.

The SBE recommends that all public schools offer daily opportunities for physical activity, both structured and unstructured, apart from the physical education program, for all students K-12 by way of a Comprehensive School Physical Activity Program (CSPAP). A CSPAP is the best way for schools to ensure that students get enough physical activity to positively affect their health and academic performance.

- Offer at least 30 minutes of moderate to vigorous physical activity during the school day, outside of the physical education class.
- Physical activity may not be denied or used for disciplinary reasons, or to make up lessons.
- All teachers should be trained in how to integrate physical activity into their classrooms.
- Offer at least 20 minutes of scheduled recess and/or daily periods of physical activity breaks incorporated throughout the day for all grades.
- Limit sedentary time to less than 2 hours at one time.
- Recess before lunch is strongly encouraged.
- Interscholastic or intramural programs:
 - A diverse selection of competitive and non-competitive, structured and unstructured, extracurricular physical activities shall be offered at no cost to students' families to the extent that staffing, facilities, transportation, and other resources permit.
 - Students shall be involved in the planning, organization, and administration of the extracurricular activities program.

- Encouraging Active Commuting to School - Students and staff members will be encouraged and supported to safely walk or bike to school as often as possible.
- Encouraging Out-of-School Time Activity – For every 3 hours a program operates, at least 20 minutes of moderate, vigorous physical activity must be provided.
- Encouraging Joint Use Agreements – Schools and districts are encouraged to establish joint use agreements with local government agencies to allow use of school facilities for physical activity and other community programs.

ATTACHMENT A

In 2003, the Michigan State Board of Education (SBE) adopted the Policy on Coordinated School Health (CSH) Programs to Support Academic Achievement and Healthy Schools. This policy recommends that school districts implement the Coordinated School Health framework and establish a school health team with an identified School Health Program Coordinator. The CSH framework consists of eight components, one of which relates to this policy specifically: physical education as well as physical activity. The CSH framework can be used to implement strategies that improve conditions for learning for all students and staff. With improved health outcomes for students and staff, schools are better equipped to focus on academic achievement.

Schools contribute to the basic health status of students by facilitating learning through the support and promotion of good nutrition and physical activity, which includes a quality physical education program. Improved health optimizes student and staff performance potential, thereby improving academic achievement. Since the passage of Public Act 25 in 1990, Michigan schools and districts have been required to develop three- to five-year school improvement plans. Schools and districts use these plans as a blueprint to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management, and assessment. To provide schools and districts with a comprehensive framework based on current research and best practice, the Michigan Department of Education (MDE), in conjunction with school improvement specialists and educators across the state, developed the Michigan School Improvement Framework. This framework can be individualized and used in multiple ways to develop, support, and enhance school improvement plans. The CSH framework correlates to the School Improvement Framework in that it also focuses on resource allocation, staff development and wellness, needs assessment and data, and is also a flexible framework schools can tailor to fit their needs. With this in mind, CSH can be incorporated into district school improvement processes, both with the ultimate goal of successful students.

In 2005, the SBE adopted a Vision of Universal Education. The vision states that a Universal Education engages broad-based working partnerships in removing all barriers that interfere, impede, and/or prohibit access to the full range of learning opportunities. The vision further states that a Universal Education supports practices to prevent learning problems stemming from physical, environmental, social, and emotional factors. Physical education supports these principles. Historically, the SBE has emphasized the impact of student well-being on academic achievement, as evidenced by the adoption of 16 health-related policies over a 14-year period.

In September 2011, Governor Rick Snyder laid out his plan to create a healthier Michigan, including obesity prevention, on his Health and Wellness Dashboard to monitor Michigan's progress on multiple indicators, thus supporting what the SBE has been emphasizing with its policies. Governor Snyder emphasized four key

behaviors to improve health – one being engaging in regular physical activity, the 2010 Dietary Guidelines for Americans (www.dietaryguidelines.gov) as well as the National Association for Sport and Physical Education (NASPE) recommendation for 60 minutes of physical activity a day for children and adolescents.

The 2011, Youth Risk Behavior Survey data indicates that a majority of our children are not getting the recommended 60 minutes of daily physical activity needed to maintain their health (www.michigan.gov/yrbs):

- Physical Activity Participation
 - Only 49% of Michigan high school students were physically active for a total of at least 60 minutes per day on five or more of the past seven days.
 - 15% of Michigan high school students were not physically active for a total of at least 60 minutes of the past seven days.
- Weekly and Daily Physical Education Attendance
 - Only 34% of Michigan high school students attend physical education classes on one or more days in an average week when they are in school.
 - Only 27% of Michigan high school students attend physical education classes daily in an average week when they are in school.
- TV Time
 - 30% of Michigan high school students watch three or more hours per day of TV on an average school day.
- Video Game Time
 - 27% of Michigan high school students play video games, computer games, or use a computer for something not schoolwork-related three or more hours on an average school day.

The healthy development of children and adolescents is influenced by many societal institutions. After the family, schools play an important role in the health of our children. The physical, mental, and social benefits of regular physical activity for youth are numerous and well-documented. In reviewing the science on physical activity and health, the Physical Activity Guidelines Advisory Committee for the United States Department of Health and Human Services found that:

Physical activity can positively affect:

- Blood flow and oxygen to the brain, thereby improving mental clarity.
- The part of the brain responsible for learning and memory.
- Connections between the nerves in the brain, thereby improving attention and information processing skills.

Physical activity also:

- Builds strong bones and muscles.
- Decreases the likelihood of developing obesity and risk factors for diseases such as type 2 diabetes and cardiovascular disease.
- Promotes positive mental health and can reduce anxiety and depression.

- Positively affects classroom behavior and can help youth improve their concentration and memory¹.

This revision will align with national recommendations for physical education, as the original policy did, but will expand to address national recommendations for physical activity. Research has proven that increasing or maintaining time dedicated to physical education can help – and does not adversely affect academic performance. Research has further shown that students who are physically active are better able to pay attention in class and, therefore, more likely to achieve academically². Comprehensive School Physical Activity Programs (CSPAP) merge physical education and physical activity into programs designed to help schools address the critical role they play in developing healthy habits in our children and youth.

The SBE strongly encourages schools to adopt a CSPAP policy, which includes:

- Quality physical education
- Physical activity integrated into classroom learning
- Physical activity breaks
- Recess (specifically recess before lunch)
- Before and after school programs
- Intramural sports
- Interscholastic sports
- Walk and bike to school programs

A child's intellectual growth cannot take place without having his or her basic physical needs met. Every child's preschool through high school experience should include the opportunity to participate in quality physical education along with other health-enhancing physical activity. Equal opportunity for students of all abilities should permeate all aspects of program design and implementation.

¹U.S. Department of Health and Human Services. Physical Activity Guidelines Advisory Committee report. Washington, DC: U.S. Department of Health and Human Services, 2008.

²Centers for Disease Control and Prevention. The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services, 2010.

Resources to Implement a Quality Comprehensive Physical Activity Policy with Physical Education as the Cornerstone

Data Sources

- Youth Risk Behavior Survey (YRBS): www.michigan.gov/yrbs
The **Michigan Youth Risk Behavior Survey** (YRBS) is part of a nationwide surveying effort led by the Centers for Disease Control and Prevention (CDC) to monitor students' health risks and behaviors in six categories identified as most likely to result in adverse outcomes. These categories include unintentional injury and violence, tobacco use, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy or disease, dietary behaviors, and physical inactivity. High response rates allow results of the Michigan YRBS to be generalized to all Michigan students in grades 9-12.

- Michigan Profile for Healthy Youth (MiPHY): www.michigan.gov/miphy
The **Michigan Profile for Healthy Youth** (MiPHY) is an online student health survey offered by the Michigan Departments of Education and Community Health to support local and regional needs assessment. The MiPHY provides student results on health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health in grades 7, 9, and 11. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence. MiPHY results, along with other school-reported data, will help schools make data-driven decisions to improve programming.

Coordinated School Health Resources

- Promoting Healthy Youth, Schools and Communities: A Guide to Community School Health Councils:
<http://www.schoolwellnesspolicies.org/resources/AGuideToCommunitySchoolHealthCouncils.pdf>

This guide will assist school districts in developing new school health councils, strengthening existing school health councils, and maintaining them as effective entities that can support and guide school health practices, programs and policies. It is tailored to the planning needs of school district staff responsible for school health. The guide can also be useful to parents and other community partners interested in promoting the development of a school health council.

- MI-Map online resource: <http://www.michigan.gov/mde/0,4615,7-140-28753-100628--,00.html>

The Michigan Department of Education has developed a dynamic new toolkit to assist schools in their school improvement efforts. The MI-Map Tool Kit provides schools with over 300 practical strategies and materials to shape, support and sustain school improvement.

- Michigan Nutrition Standards Toolkit: Team Effort:
http://www.michigan.gov/documents/mdch/Team_Effort_368752_7.pdf

Curriculum and Instruction Resources

- Grade Level Content Expectations (GLCEs) for Physical Education and companion materials: http://www.michigan.gov/mde/0,4615,7-140-28753_38684_29234-162275--,00.html
- Michigan Merit Credit (MMC) guidelines for Physical Education: http://www.michigan.gov/mde/0,4615,7-140-28753_38684_29234-156836-,00.html
- Michigan Department of Education (MDE) physical education page: www.michigan.gov/physed
- Exemplary Physical Education Curriculum (EPEC): <http://www.epec4kids.com/>
- Physical Education Curriculum Analysis Tool (PECAT): <http://www.cdc.gov/healthyyouth/pecat/index.htm>

The Physical Education Curriculum Analysis Tool (PECAT) is a self-assessment and planning guide developed by CDC. It is designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula based upon national physical education standards.

Specifically, the PECAT:

- Assesses how closely physical education curricula align with national standards for high quality physical education programs.
- Analyzes content and student assessment components of a curriculum that corresponds to national standards for physical education for four grade levels: K-2, 3-5, 6-8, and 9-12.
- Helps school districts or individual schools identify changes needed in locally developed curricula.

The results of the PECAT can be used by school districts to enhance existing physical education curricula, develop curricula, or select published curricula that will deliver high quality physical education to students.

- Facts On Educator Certification in Michigan: http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf
- Physical Activity Idea Book for Elementary Classroom Teachers: <http://www.emc.cmich.edu/BrainBreaks/default.htm>

Student Assessment Resources

- *FITNESSGRAM*®: <http://www.fitnessgram.net/overview/>
FITNESSGRAM® was developed by The Cooper Institute in an effort to provide physical educators with a tool that would facilitate communicating

fitness testing results to students and to parents. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and function: aerobic capacity; body composition; muscular strength, endurance, and flexibility; and President's Challenge: <http://www.presidentschallenge.org/>

The President's Challenge is the premier program of the President's Council on Fitness, Sports, and Nutrition administered through a co-sponsorship agreement with the Amateur Athletic Union. The President's Challenge helps people of all ages and abilities increase their physical activity and improve their fitness through research-based information, easy-to-use tools, and friendly motivation.

Physical Education Program Assessment

- National Association for Sport and Physical Education (NASPE): <http://www.aahperd.org/naspe/>
The National Association for Sport and Physical Education (NASPE) is the non-profit professional membership association that sets the standard for best practices in quality physical education and sport. NASPE is the largest of the five national associations that make up the [American Alliance for Health, Physical Education, Recreation and Dance \(AAHPERD\)](#).
- Fit Bits: <http://www.michiganfitness.org/fitbits/>
Fit Bits are 10- to 15-minute activities designed for use by classroom teachers to get students up and moving in the classroom.

Physical Activity Resources

- Michigan Department of Education Physical Activity (MDE PA) page: http://www.michigan.gov/mde/0,4615,7-140-28753_38684_29823_50347--,00.html
- Peaceful Playgrounds: <http://www.peacefulplaygrounds.com/>
The purpose of the Peaceful Playground Program is to introduce children and school staff to the many choices of activities available on playgrounds and field areas. Each playground blueprint is designed to assist with measurements, layout, spacing and game placement, as well as provide an overall picture of the final design outcome of a Peaceful Playground.
- Recess Before Lunch: A Guide for Success: http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=552&level3_id=0&level4_id=0&level5_id=0&topic_id=2732&&placement_default=0
- Montana Team Nutrition – Recess Before Lunch Resource Book: <http://www.opi.mt.gov/pdf/SchoolFood/RBL/RBLCover.pdf>

Recess Before Lunch (RBL) is simply a change in the traditional scheduling order of lunchtime and recess. As the name implies, RBL allows students to

go to recess first, and then eat lunch. This booklet assists schools with the detailed planning needed to make this change.

- Alternatives to Classroom Parties: Michigan Nutrition Standards Toolkit: Team Up Around School: http://www.michigan.gov/documents/mdch/Team_Up_Around_the_School_368778_7.pdf
- Active Fundraisers: Michigan Nutrition Standards Toolkit: Team Up With Families and Communities: http://www.michigan.gov/documents/mdch/Team_Up_with_Families_Communities_369140_7.pdf
- Alliance for a Healthier Generation: <http://www.healthiergeneration.org/>

The goal of the Alliance is to reduce the prevalence of childhood obesity by 2015, and to empower kids nationwide to make healthy lifestyle choices. Founded in 2005 by the American Heart Association and William J. Clinton Foundation, the Alliance works to positively affect the places that can make a difference in a child's health: homes, schools, doctor's offices, and communities.