
Policy in Action: Maximizing Physical Activity Opportunities in Tough Budget Times



Redding Library
California School Boards Association
California Project LEAN
February 23, 2010

Training Objectives

- Understand the importance of school-based physical activity on student health and academic achievement.
- Develop cost-effective strategies to improve the quantity and quality of student physical activity before, during and after school.
- Utilize tools, sample policies and case studies to develop comprehensive physical activity policies.

Project Support

Support for this project have been provided by grants from The California Endowment and Vitamin Cases Consumer Settlement fund



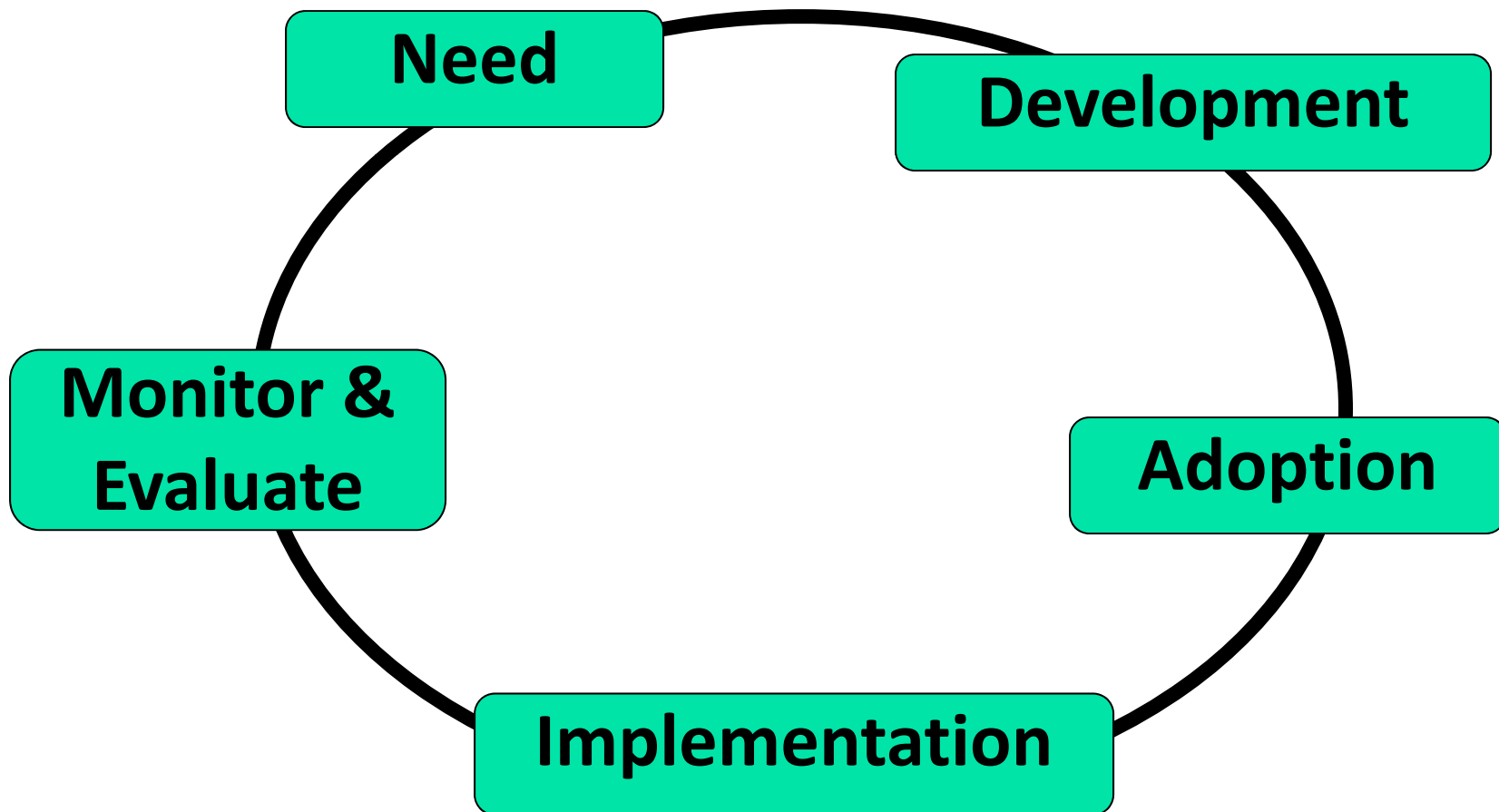
The Role of the School Board


To ensure that school districts are responsive to the values, beliefs and priorities of the community

The Board's Responsibilities

1. Set direction for the district
2. Establish a structure for action
3. Provide support for implementation
4. Hold the system accountable
5. Engage and lead the community

Policy Development Cycle



A photograph of two children running through a field of tall grass. The child on the left is wearing a light blue shirt and white pants, and the child on the right is wearing a yellow shirt and grey pants. The background is a bright, hazy sky.

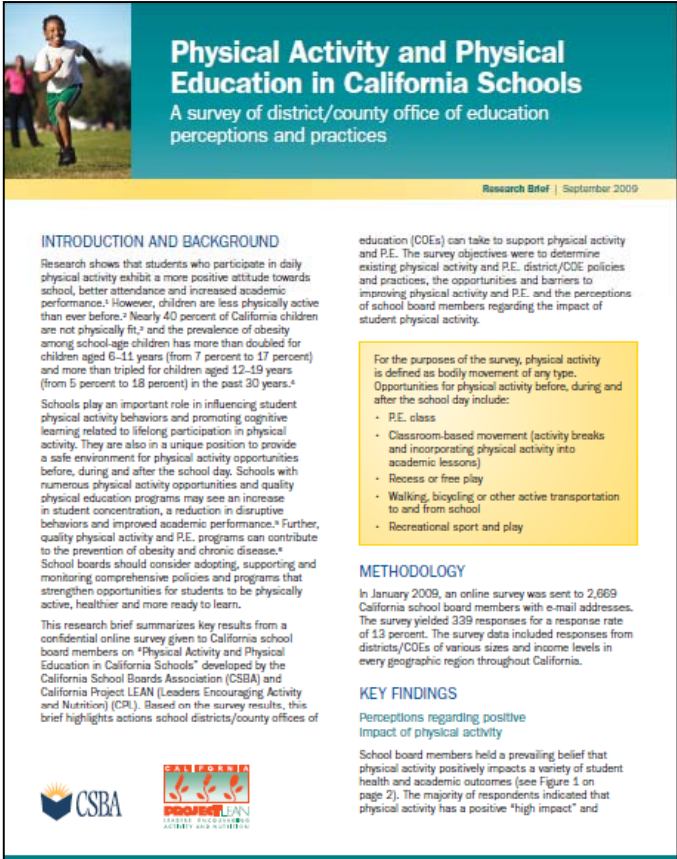
**What can
School Boards do to support
increased student physical activity?**

Setting Direction: Active Bodies, Active Minds

- Lindsey Cox, Physical Activity Specialist,
California Project LEAN
- Matt Diskin, Director of Physical Education,
Gateway USD

Strengthening Physical Activity and Physical Education in Schools:

- Identify and address **barriers** and **opportunities** for school districts/COEs to improve P.E. and physical activity
- Support school districts/COEs to improve physical activity through **policy resources** and **trainings**

The image shows the cover and first page of a research brief titled "Physical Activity and Physical Education in California Schools". The cover features a photograph of a young boy running on a track. The title is in white text on a teal background. Below the title, it says "A survey of district/county office of education perceptions and practices" and "Research Brief | September 2009". The main text on the page is in black on a white background. It includes an introduction and background section, a methodology section, and key findings. The CSBA and Project LEAN logos are at the bottom.

Physical Activity and Physical Education in California Schools
A survey of district/county office of education perceptions and practices

Research Brief | September 2009

INTRODUCTION AND BACKGROUND

Research shows that students who participate in daily physical activity exhibit a more positive attitude towards school, better attendance and increased academic performance.¹ However, children are less physically active than ever before.² Nearly 40 percent of California children are not physically fit,³ and the prevalence of obesity among school-age children has more than doubled for children aged 6–11 years (from 7 percent to 17 percent) and more than tripled for children aged 12–19 years (from 5 percent to 18 percent) in the past 30 years.⁴

Schools play an important role in influencing student physical activity behaviors and promoting cognitive learning related to lifelong participation in physical activity. They are also in a unique position to provide a safe environment for physical activity opportunities before, during and after the school day. Schools with numerous physical activity opportunities and quality physical education programs may see an increase in student concentration, a reduction in disruptive behaviors and improved academic performance.⁵ Further, quality physical activity and P.E. programs can contribute to the prevention of obesity and chronic disease.⁶

School boards should consider adopting, supporting and monitoring comprehensive policies and programs that strengthen opportunities for students to be physically active, healthier and more ready to learn.

This research brief summarizes key results from a confidential online survey given to California school board members on "Physical Activity and Physical Education in California Schools" developed by the California School Boards Association (CSBA) and California Project LEAN (Leaders Encouraging Activity and Nutrition) (CLAN). Based on the survey results, this brief highlights actions school districts/county offices of education (COEs) can take to support physical activity and P.E. The survey objectives were to determine existing physical activity and P.E. district/COE policies and practices, the opportunities and barriers to improving physical activity and P.E. and the perceptions of school board members regarding the impact of student physical activity.

For the purposes of the survey, physical activity is defined as bodily movement of any type. Opportunities for physical activity before, during and after the school day include:

- P.E. class
- Classroom-based movement (activity breaks and incorporating physical activity into academic lessons)
- Recess or free play
- Walking, bicycling or other active transportation to and from school
- Recreational sport and play

METHODOLOGY

In January 2009, an online survey was sent to 2,669 California school board members with e-mail addresses. The survey yielded 339 responses for a response rate of 13 percent. The survey data included responses from districts/COEs of various sizes and income levels in every geographic region throughout California.

KEY FINDINGS

Perceptions regarding positive impact of physical activity

School board members held a prevailing belief that physical activity positively impacts a variety of student health and academic outcomes (see Figure 1 on page 2). The majority of respondents indicated that physical activity has a positive "high impact" and

CSBA PROJECT LEAN LEADERS ENCOURAGING ACTIVITY AND NUTRITION

Physical Activity Guidelines

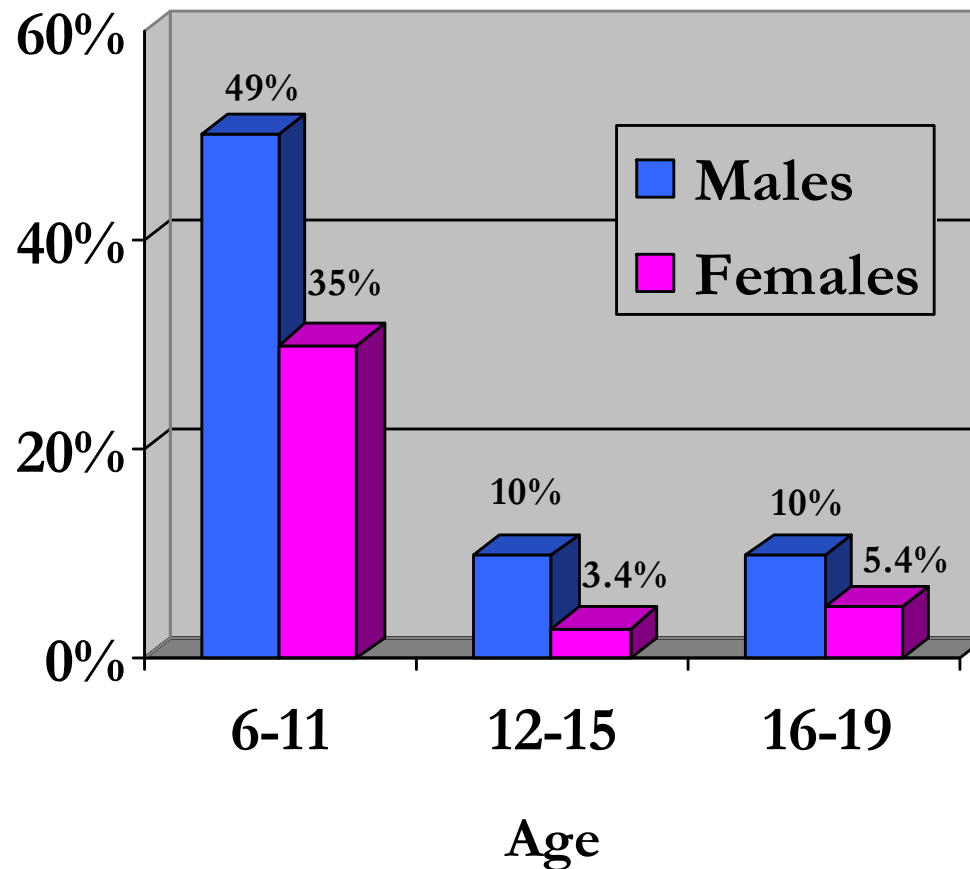
- U.S. Department of Health and Human Services, *Physical Activity Guidelines for Americans* 2008:
 - 60 minutes (1 hour) or more physical activity daily

- Institute of Medicine 2005:
 - Schools provide at least half of the recommended daily physical activity time for youth: 30 minutes per day, including at least 50% of P.E. time.

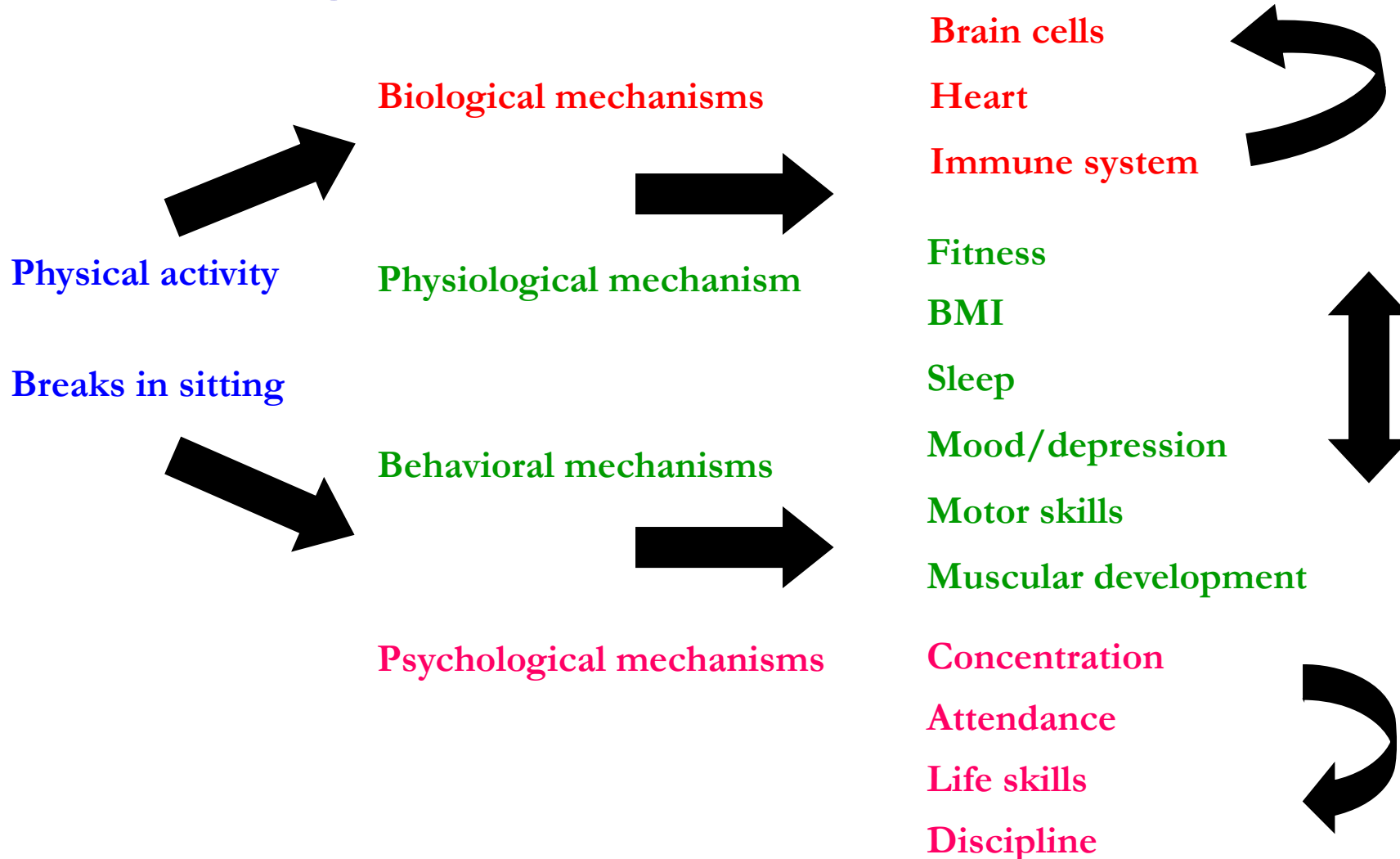
What % of children meet 60 minutes per day moderate-vigorous intensity physical activity?

Percentage meeting 60 min/day physical activity guidelines.

Based on accelerometers. NHANES 2003-4



Closing the Achievement Gap



Studies Linking Physical Activity and Academic Performance

“School-based physical activity is positively linked to improved grades and standardized test scores.”

Hanson & Austen, 2003; Robert Wood Johnson Foundation, 2007; Maher, et. al., 2006; NASPE, 200; Wang & Veugelers, 2008; Trudeau & Shephard, 2008; Coe, et. al., 2006; Castelli, et. al., 2007; Carlson, et. al., 2008

“There is **NO** evidence in the research literature that increased physical education negatively impacts student performance in the core academic subject areas.”

Physical Education Research for Kids, Literature Review, 2009

Studies Linking Physical Activity and Academic Performance

“Obesity is linked to poor academic performance, including increased absenteeism, lower GPA, and fewer years of schooling. All students benefit from increased physical activity, but low-performing schools have more to gain due to student exposure to more academic risk factors, including: violence, low expectations, and lack of exposure to caring relationships.”

Taras & Potts-Datema, 2005

Studies Linking Physical Activity and Academic Performance

“Physical activity increases concentration, mental cognition, and facilitates executive function.”

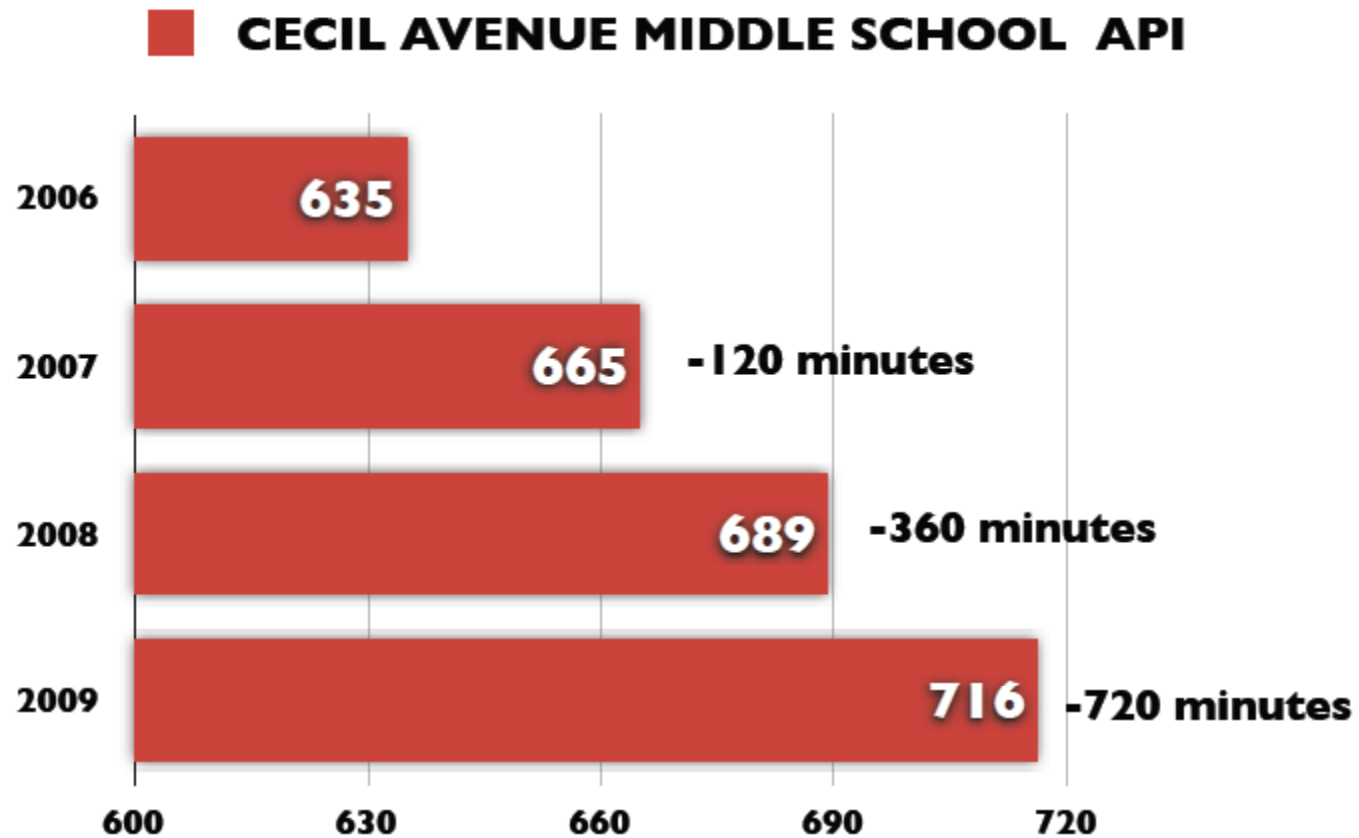
Hanson & Austen, 2003; Maher, 2006; Robert Wood Johnson Foundation, 2007; Caterino & Polak, 1999; Etnier, et. al., 1997; Trudeau & Shepard, 2008; Tomporowski, et. al., 2008

“Physical activity in the classroom successfully increases student activity levels and reduces adiposity.”

Reed, et. al., 2008; Naylor, et. al., 2008; Taylor, et. al., 2009; Economos, et. al., 2007

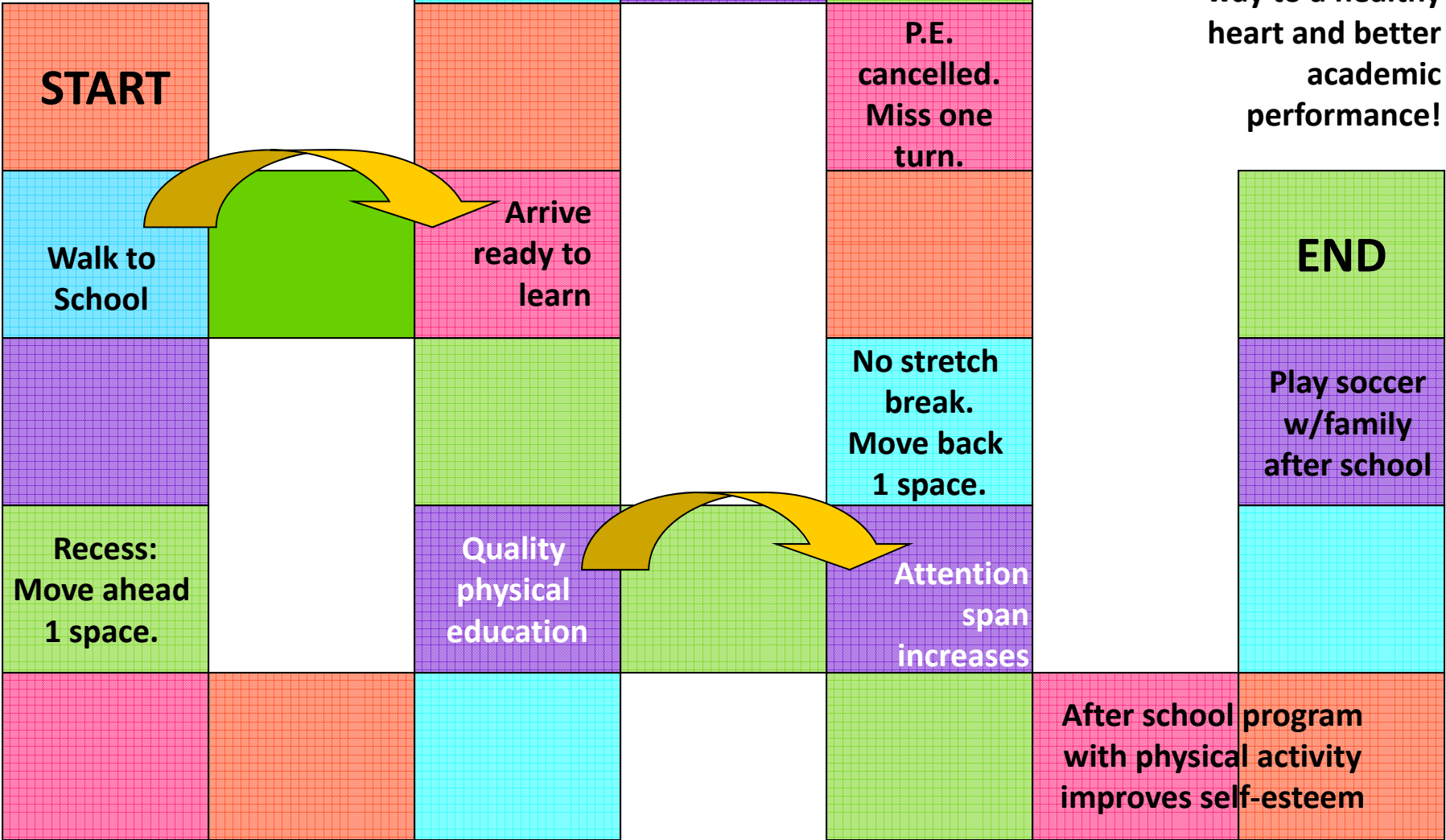
“Physical activity, when integrated into the curriculum, takes up little time, and improves on-task behavior.”

North Carolina Department of Education; ncpe4me.com - Energizers - 85% of districts use them; 28,000 teachers trained





Visualize an active school environment...



Congratulations!
 You've earned a good night's rest and are on your way to a healthy heart and better academic performance!



Overcoming the Physical Inactivity Epidemic

| <i>Activity</i> | <i>Min/day</i> |
|---------------------------------------|----------------|
| Classroom breaks (2/day x 5 min each) | 10 |
| Physical Education (20 min class) | 10 |
| Recess (one 20 min/day) | 20 |
| Total Physical Activity | 40 |
| Walking to school | 10 |
| After-School Program | 30 |
| Total Physical Activity | 80 |



Research

Funded by and prepared for:
The California Endowment



Physical Education Matters

ACTIVE LIVING RESEARCH | A national program of the Robert Wood Johnson Foundation



Active Education

Physical Education, Physical Activity and Academic Performance

FALL 2007 RESEARCH BRIEF

■ ACTIVITY MATTERS FOR CALIFORNIA KIDS® POLICY BRIEF January 2007

Physical Education Matters for California Kids

There is unprecedented need to reform physical education (PE) in California's schools. High levels of obesity and diabetes in California children, particularly in Latino, African American and Native American youth, indicate the need for our schools to make PE a priority. Action to improve the quantity and quality of PE should be guided by evidence. This brief identifies several areas in which

California PE is serving children poorly and summarizes research on effective strategies to improve PE. There are many opportunities for improving PE, but they require policy changes at the state, district and school levels. We hope this brief will be helpful to educators, health professionals, lawmakers, parents and other groups working to improve PE for the benefit of children's health and education.

Active Living Research
Building Evidence to Prevent Childhood Obesity
and Support Active Communities

RESEARCH BRIEF | May 2007

active.livingresearch.org

Walking and Biking to School, Physical Activity and Health Outcomes

Over the past few decades, a number of social and environmental changes have limited children's access to safe places where they can walk, bike and play. As a result, children and adolescents are less physically active than they were a generation ago.¹ For example, traffic dangers, neighborhoods that lack sidewalks and urban sprawl have contributed to a sharp decline in the number of students ages 5 to 18 who walk or bike to school, from 42 percent in 1969² to only 11 percent in 2001.³

This decrease in active transport to school coincided with an alarming increase in childhood obesity. During the past four decades the obesity rate for children ages 6 to 11 has more than quadrupled (from 4.2 to 17 percent), and the obesity rate for adolescents ages 12 to 19 has more than tripled (from 4.6 to 17.6 percent).^{4,5} Policies and practices that address environmental barriers to daily physical activity are critical to preventing obesity among children of all ages, and supporting active transport to school presents an excellent opportunity to increase daily physical activity among youth.

Safe Routes to School (SRTS) is a federal program that creates safe, convenient and fun opportunities for children to bicycle and walk to and from their schools, and aims to help children be more physically active. SRTS focuses on increasing the number of

Funded by and prepared for:
The California Endowment



Failing Fitness:

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION IN SCHOOLS

■ ACTIVITY MATTERS FOR CALIFORNIA KIDS® POLICY BRIEF January 2007

The California Endowment commissioned this report as part of its efforts to improve physical activity, reduce childhood obesity and reduce health disparities in California. Further reports on PE and physical activity for California youth are forthcoming to inform discussions about needed policy changes.

Increasing Physical Activity for Healthy Children

Escalating rates of childhood obesity and diabetes, and the precipitous decline in children's physical activity levels, constitute alarming national health trends. There are twice as many

physical activity and growth is contributing to increasing rates of obesity.⁴

Reversing this troubling trend means addressing this energy surplus in the

NOTES

EXERCISE :

Miracle Grow for the Brain

- Not only is exercise good for the heart and for weight control it is good for our brains as well.
- The exact reasons are not yet known for the beneficial effects of exercise on the brain, scientists say that an increase in brain growth factors and neurotransmitters during activity, especially aerobic exercise, may play a role.

BRAIN GROWTH FACTORS

- Brain-derived neurotrophic factor (BDNF)
- Glial-derived neurotrophic factor (GDNF)

BDNF

- BDNF brain-derived neurotrophic factor, the “granddaddy” of brain growth factors because it is most abundant in the brain and “one of the most crucial for brain health.” BDNF protects nerve cells in the brain and increases the number of nerve cells involved in memory and learning.

GDNF

- GDNF glial-derived neurotrophic factor helps preserve nerve health and protect against stroke, seizures and brain disorders caused by free radical damage.

THE BENEFIT

- Studies show that exercise increases the concentration of both BDNF and GDNF and reduces the rate at which nerve cells die.

AEROBIC EXERCISE

- Aerobic exercise increases the levels of such neurotransmitters as dopamine, serotonin, norepinephrine, and acetylcholine in the brain. These neurotransmitters are involved in the regulation of pain, pleasure, anxiety and panic, among other things.

HOW IT HAPPENS

- Increased blood flow to the brain during physical activity causes the brain to release an increase of neurotransmitters, increasing attention span and focusing power.

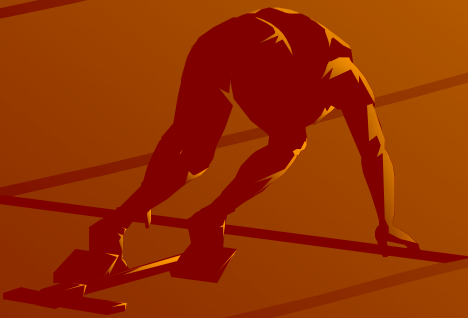


IN THE SCHOOL

- Studies show that physical activity boosts the growth of new nerve cells in the brain and helps improve learning and memory. Exercising for at least 20 minutes a day can lead to increased mental abilities among schoolchildren.

“ We may have the first generation in which the parents outlive their children”

- Dr. Kenneth Cooper





Successful Strategies: Integrating PA Throughout the School Day

■ Panelists:

- Matt Diskin, Director of Physical Education, Gateway USD (mdiskin@gwusd.org)
- George DeFillipo, Superintendent, Bella Vista ESD (gdefillipo@shastalink.k12.ca.us)

■ Moderator:

- Betsy McNeil, Student Wellness Consultant , CSBA

Morning Stretch



Matt Diskin, Gateway USD

Tai Chi (Grade K)



Matt Diskin, Gateway USD

Obstacle Course



Matt Diskin, Gateway USD

Kids in Action



Matt Diskin, Gateway USD



Matt Diskin, Gateway USD

Climbing Wall



Matt Diskin, Gateway USD

High Dive



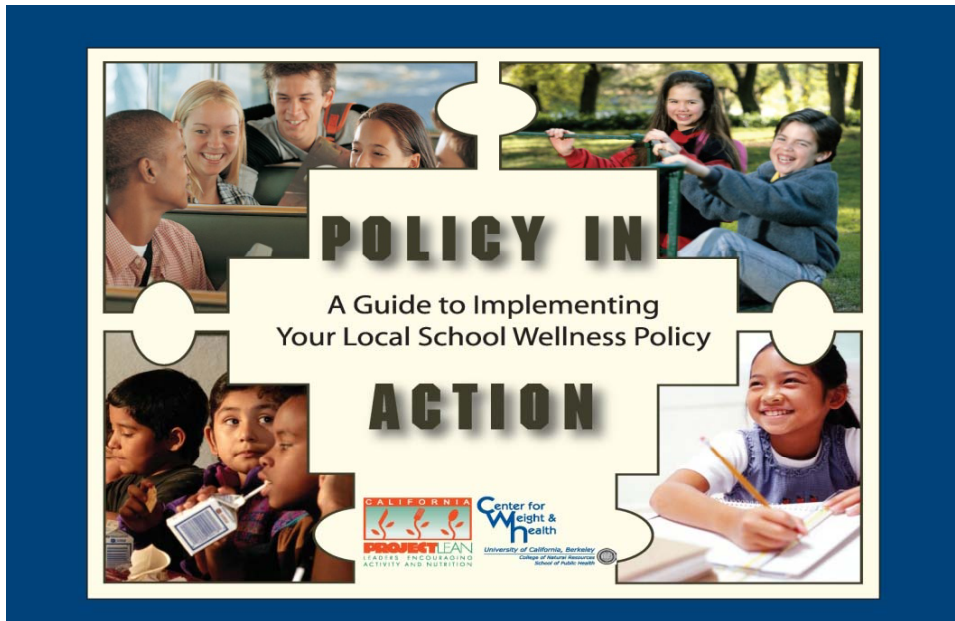
Matt Diskin, Gateway USD

Policy in Action: Group Activity

- Jessica St. John, Physical Education/Physical Activity Consultant, CSBA

Policy Implementation

(www.CaliforniaProjectLEAN.org)



| POLICY COMPONENT | PRIORITY (HIGH/MEDIUM/LOW) | | | DATE DUE |
|---|----------------------------|--------------------------|--------------------------|----------|
| | H | M | L | |
| 1. Physical Activity Policy Elements | | | | |
| <input type="checkbox"/> PE | | | | |
| <input type="checkbox"/> Minutes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Staff training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Fitness testing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Recess | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> During school (classroom activity) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Before or after school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Nutrition Education Policy Elements | | | | |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Staff training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Group Activity Instructions

- Get into groups of 4-6 people.
- Each group represents a district/COE leadership team.
- Prioritize the Physical Activity board policy elements.
- Identify one key policy element and develop implementation, monitoring and evaluation strategies.

Recess Before Lunch

- Courtney Sjoerdsma, Elite Trainer, The SPARK program
 - Email: Courtney.Sjoerdsma@schoolspecialty.com
 - Web: www.sparkpe.org





Lunch

Collaboration in Action: Safe Routes to School Programs

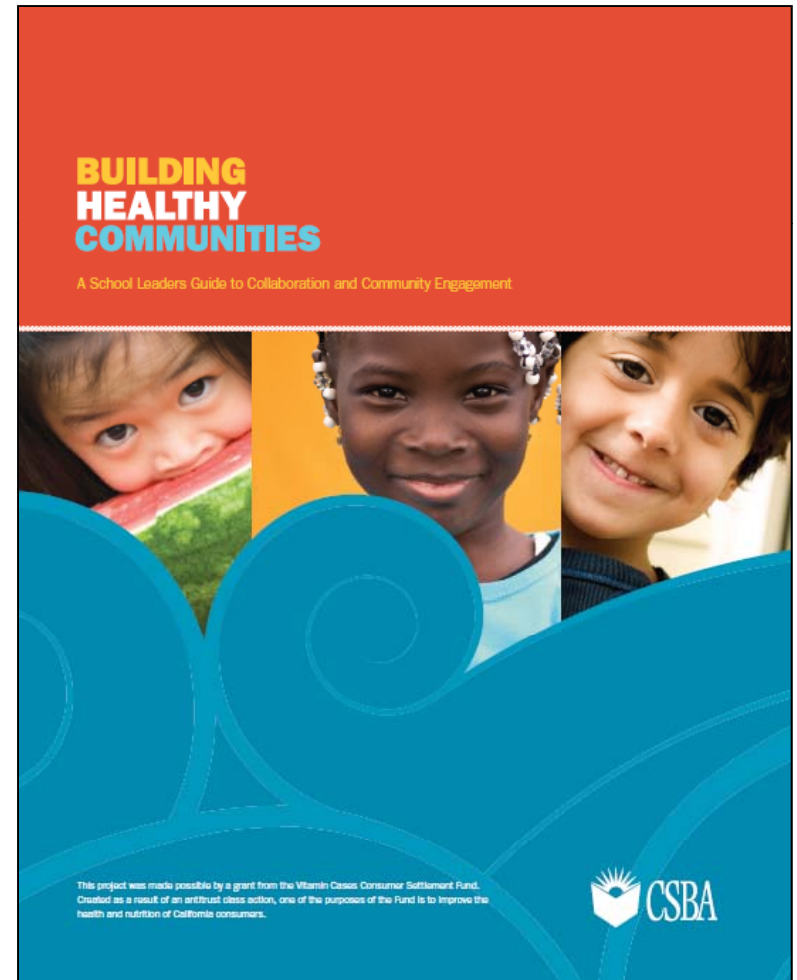
- Connie Busse, Executive Director, Cities Counties Schools Partnership (cbusse@counties.org)
- Betsy McNeil, Student Wellness Consultant, CSBA (bmcneil@csba.org)
- Sara Sundquist, Safe Routes to Schools Coordinator, Shasta County Public Health (ssundquist@co.shasta.ca.us)

Healthy Communities, Healthy Students project

- To equip school board members with the resources, tools and training needed to engage other locally elected officials on the issues and impact of childhood obesity.
- CSBA and Cities Counties Schools Partnership

Engage and Lead the Community

- Building Healthy Communities:
A School Leader's Guide to Collaboration and Community Engagement



Barriers

- Competing priorities
- Limited resources – funding, facilities and staffing
- Lack the ability to initiate and engage with community partners and stakeholders

Opportunities

- Raise awareness of the needs of students
- Convene community partners
- Develop and/or participate in a collaborative community-wide wellness plan
- Promote land use policies that provide pedestrian access and safety
- Arrange joint use of facilities
- Link with businesses for provision of healthy food and nutrition education
- Work with cities/counties to locate schools
- Model healthy eating and active living

Why Collaborate?

- Creates a win-win situation
- Maximizes financial resources
- Avoids duplication of public facilities
- Enhances programs and allows expansion
- Presents a united community image

Keys to Collaboration

- Leadership matters
- Planning and implementation involve those who will be affected by the project
- Results of the effort are measured in achievements, not process

Steps in Creating a Collaborative

1. Setting the stage and creating the vision
2. Designing the essential building blocks
3. Implementing the strategies
4. Sustaining and continuing the collaboration

1. Setting the stage and creating the vision

- Initiating the Process
- Creating a Vision, Guiding Principles and Common Values
- Determining Priorities and Outcomes

2. Designing the essential building blocks

- Implementation plan:
 - Clearly stated vision and prioritized goals
 - Specific strategies for achieving each goal
 - Specific measure to assess progress toward each goal
 - Action steps for achieving identified outcomes
 - Clearly identified responsibilities
 - Timeline for each goal and for the entire effort

3. Implementing the strategies

- Transitioning from planning to implementation

4. Sustaining and continuing the collaboration

- Ongoing development

Attitudes for Success

- Trust
- Flexibility
- Willingness to compromise when necessary
- Ability to disagree with respect
- Accessibility and responsiveness
- Absence of labeling and blaming
- Stance of rewarding success
- Mutual respect for skills and knowledge
- Understanding of organizational cultures/mandates/restitutions
- Honoring resources and contributions each partner brings
- Mutual sharing of both success and failure



Shasta SafeRoutes to
SCHOOL
www.healthyshasta.org

Shasta County Safe Routes to School

Sara Sundquist
Program Coordinator



What is SRTS?

- Multi-faceted program to encourage children to walk/bike to school
- 5 E's
 - Education
 - Encouragement
 - Engineering
 - Enforcement
 - Evaluation

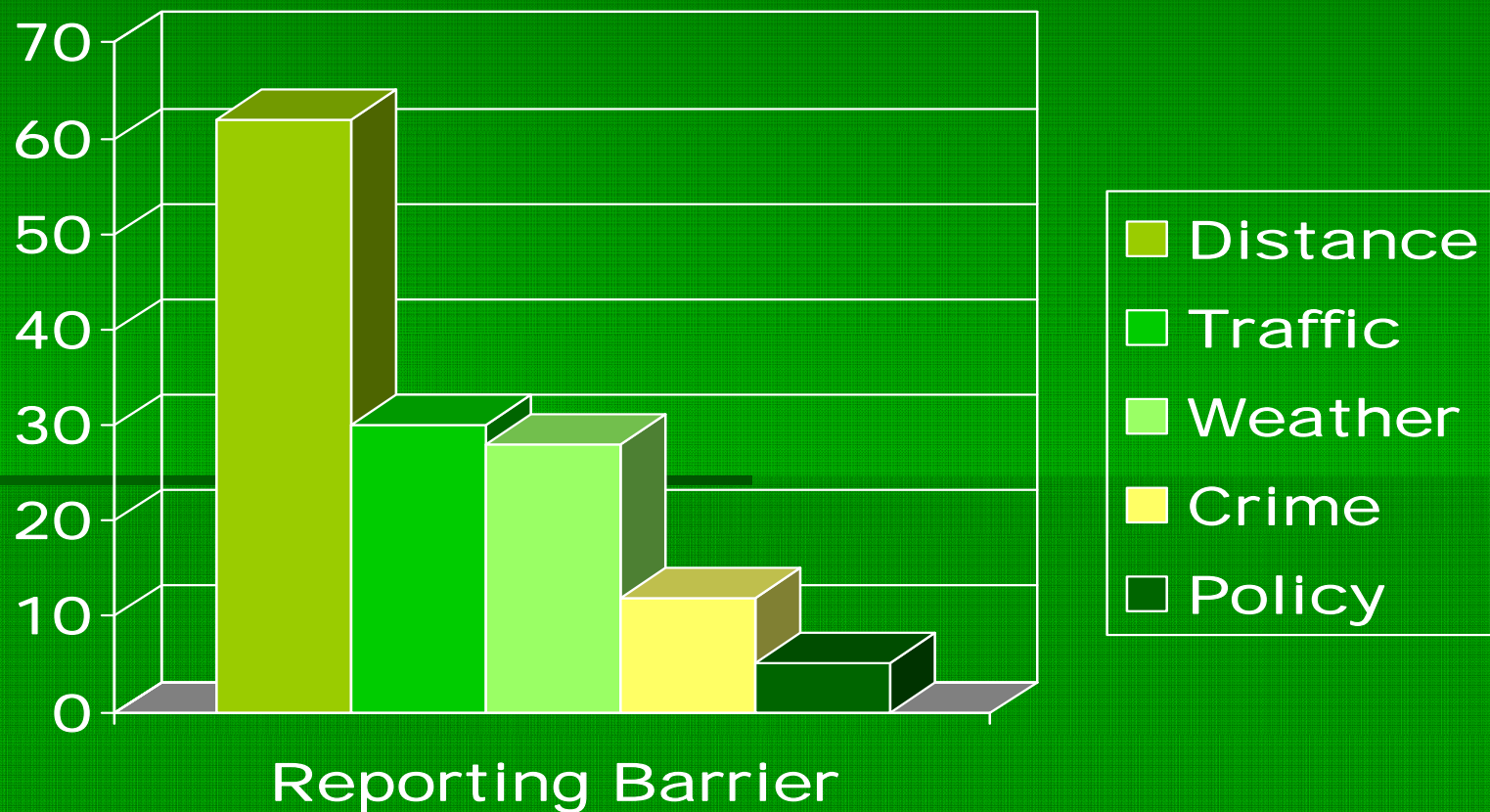


Number of Children Walking to School

- In 1969, 50% of children living within one to two miles walked or bicycled.
- In 2001, 12% of those living within one to two miles walked or bicycled to school.
- Safe Routes to School programs can increase walking and bicycling by 20 - 200%.

Barriers to Walking to School

- parent reported; MMWR Sept. 30, 2005, US CDC



Increased PA...walking to school is associated with

- Better academic performance
- Better concentration
- Better classroom behavior



Education

- Teaching students and adults about the range of transportation choices
- Instructing students on ped/bike/personal safety skills
- Launching driver safety campaigns



Encouragement

- International Walk to School Day – Oct 6, 2010
- Frequent Walker programs
- Walking School Buses
- Bike Trains
- Newsletter, website, flyers, phone calls to parents

All Students Can Walk/Roll

- Ideal for kids that live 1 mile or less from school
- Bike trains
- Walking to Bus Stop
- Remote Drop-off Locations
- Walk the track



Int'l Walk to School Day

- First Wednesday in October: 10/6/2010
- PTA's/Parent Clubs apply
- \$500 to implement program



Enforcement

- Crossing guard programs
- Student safety patrols
- Partnering with law enforcement
- Ensure students wear helmets



Engineering

- Walkability/bikeability Audit
- Bike racks (placement?)
- Consider walkability when building new school sites



Evaluation

- Standardized parent attitude survey
- Classroom tally survey
- Identify problems and solutions
- How data can be used
 - # of students that walk/bike
 - Why kids do/don't walk
 - Maps

STUDENT MODE OF TRAVEL TO SCHOOL



What's Happening in SC?

4 Target Schools

- Shasta Lake School
- Anderson Middle School
- Burney Elementary
- Mistletoe School

What's Happening in SC?

- AMS – Designing Route Map
- SLS & Burney – Frequent Walker Program
- SLS & Burney – Photo voice in Spring
- RSD – surveys, working on traffic issues at Turtle Bay
- Mistletoe – Safety Patrol
- Bike rodeos in Spring

Funding



- SR2S – State Funding (infrastructure)
 - School Dist. work with City/County PW
- SRTS – Federal Funding (5 E's)
 - School Dist/Non-profits/PH/Tribes work with RTPA to serve as responsible agency
 - Funding currently on-hold
- Variety of other Funding Sources

Be Part of a Network

- Learn what other schools are doing
- Build partnerships for grants/funding
- Training opportunities
- Support for events/activities



Sara Sundquist
Safe Routes to School
Coordinator

ssundquist@co.shasta.ca.us

(530) 245-6457

Physical Activity Break

- Walk to School Assessment
 - Eighth-grade students from Anderson Middle School Safe Routes to School class

City-School Collaborative: The Anderson Middle School Experience

- **Barbara Jackson**, Board Member, Happy Valley ESD & Senior Project Coordinator, Anderson Partnership for Healthy Children
(barblj@ap4hc.org)
- **Christine Haggard**, SRTS Project Facilitator-Anderson Middle School, Shasta County Public Health, Community Organizer
(chaggard@co.shasta.ca.us)
- **Jeff Kiser**, Director of Public Works, City of Anderson (jkiser@ci.anderson.ca.us)

Safe Streets



Before



After

FRANKLIN AND MILL STREET INTERSECTION



Many students enter and exit the school grounds at the intersection of Franklin Street and Mill Street. This project will provide a sidewalk connection to this location.

FRANKLIN AND MILL STREET INTERSECTION



Students walking down Franklin Street move for an on-coming bus. This Project will create a curb and sidewalk to separate pedestrians and vehicles.

FRANKLIN AND MILL STREET INTERSECTION



A Mother and Daughter walking to school approach a blind corner at the intersection of Franklin Street and Mill Street. This project creates a sidewalk to remove this condition.

FRANKLIN STREET



Barriers such as the fence and cut slope force students to share the road with vehicles. This Project will remove these barriers and create a sidewalk.

FRANKLIN STREET



Students face many obstacles during their walk to school. This Project will define a location for students to walk unobstructed.

FRANKLIN STREET



A car approaching the intersection is facing directly into the morning sunlight. The student is unaware that an approaching driver may not even see her. This project adds a sidewalk which will remove students from these potentially dangerous situations.

MILL STREET



This student chooses the path of least resistance. The project will create an unobstructed sidewalk on Mill Street for students to use.

MILL STREET



Whether walking, biking, or skating, students use the only facility available which is the traveled way.

MILL STREET



A student with his back turned to a blind corner doesn't realize that a car approaching from behind will be looking directly into the sun. This project will create curb and sidewalk to provide separation of



Mill Street after SRTS project.



Franklin Street after SRTS project.



Mill Street after SRTS project.

Contact Information

- **Barbara Jackson**, Board Member, Happy Valley ESD & Senior Project Coordinator, Anderson Partnership for Healthy Children
 - barblj@ap4hc.org
 - (530) 378-6060
- **Christine Haggard**, SRTS Project Facilitator-Anderson Middle School, Shasta County Public Health, Community Organizer
 - chaggard@co.shasta.ca.us
 - (530) 225-3763
- **Jeff Kiser**, Director of Public Works, City of Anderson
 - jkiser@ci.anderson.ca.us
 - (530) 378-6640

Policy in Action: Group Activity

- Connie Busse, Executive Director, Cities Counties Schools Partnership
- Betsy McNeil, Student Wellness Consultant, CSBA

Activity: Building Collaboration

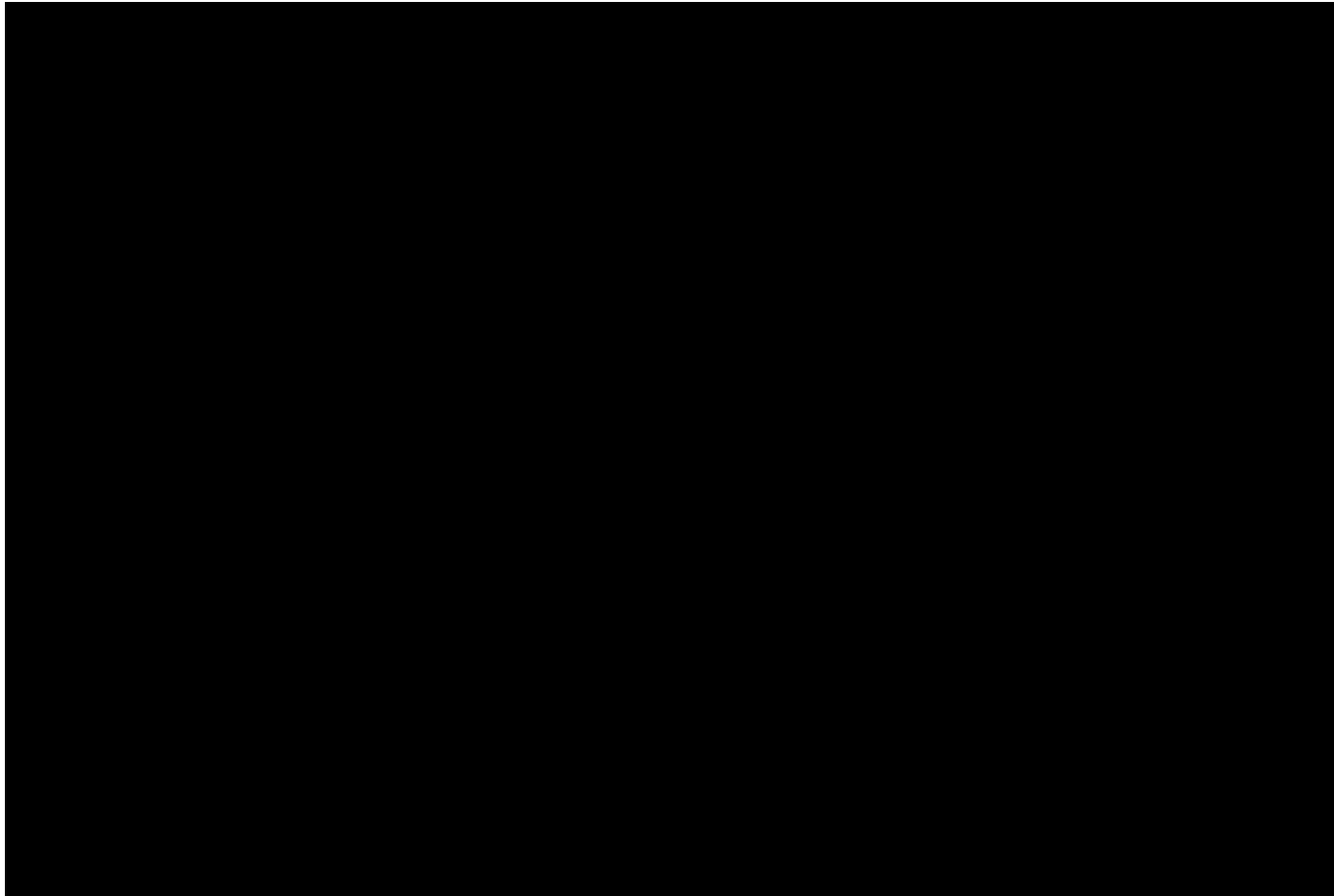
1. Reaching out to other partners

Who do you involve and how do you connect with them?

2. Developing an action plan

What is the goal and how do you get there?

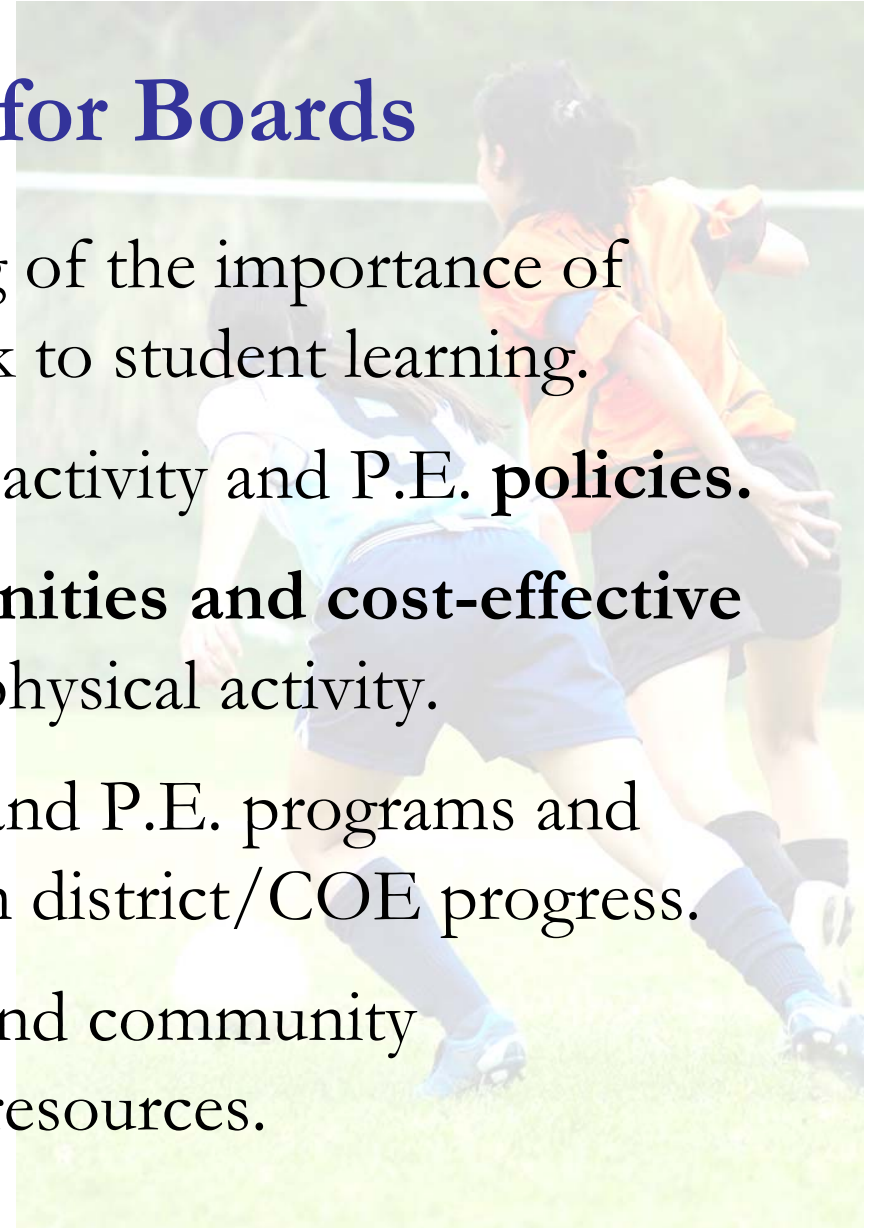
Get Ready for some “Instant Recess”



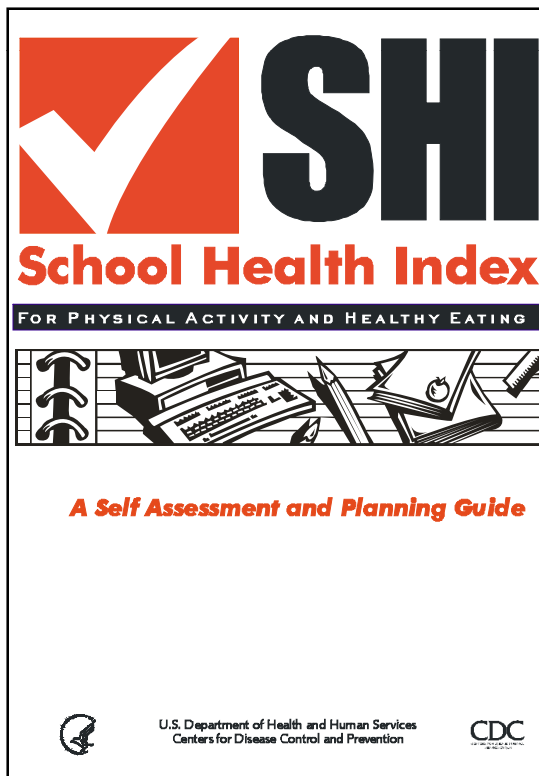
www.networkforahealthycalifornia.net/pa/InstantRecess.html

Action Steps for Boards

- **Develop** an understanding of the importance of physical activity and its link to student learning.
- **Adopt and align** physical activity and P.E. policies.
- Explore **funding opportunities and cost-effective strategies** for improving physical activity.
- **Monitor** physical activity and P.E. programs and schedule regular reports on district/COE progress.
- **Collaborate** with school and community stakeholders to maximize resources.



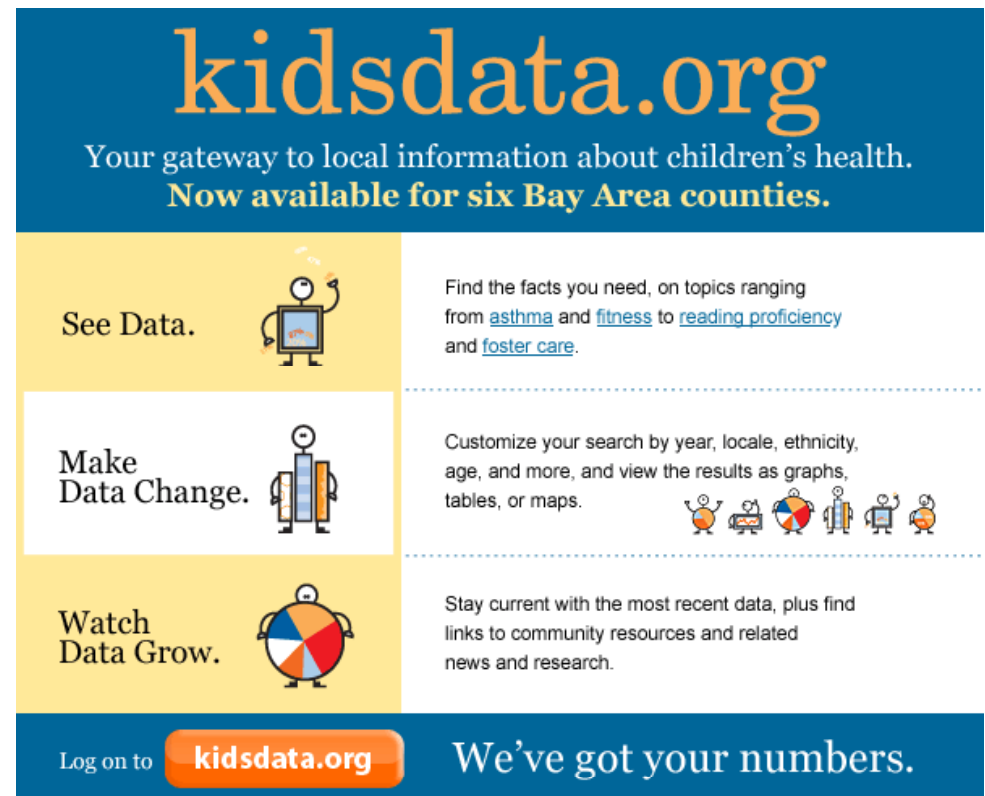
School Health Index: A Self-Assessment and Planning Guide




- ◆ Identify your own school's strengths and weaknesses
- ◆ Prioritize issues
- ◆ Develop an action plan
- ◆ Involve teachers, students, parents, and community
- ◆ Download free at www.cdc.gov/nccdphp/dash/SHI/index.htm



Assessing your District


- Kidsdata.org



kidsdata.org
Your gateway to local information about children's health.
Now available for six Bay Area counties.

See Data.  Find the facts you need, on topics ranging from [asthma](#) and [fitness](#) to [reading proficiency](#) and [foster care](#).

Make Data Change.  Customize your search by year, locale, ethnicity, age, and more, and view the results as graphs, tables, or maps. 

Watch Data Grow.  Stay current with the most recent data, plus find links to community resources and related news and research.

Log on to [kidsdata.org](#) We've got your numbers.

Policy Resources

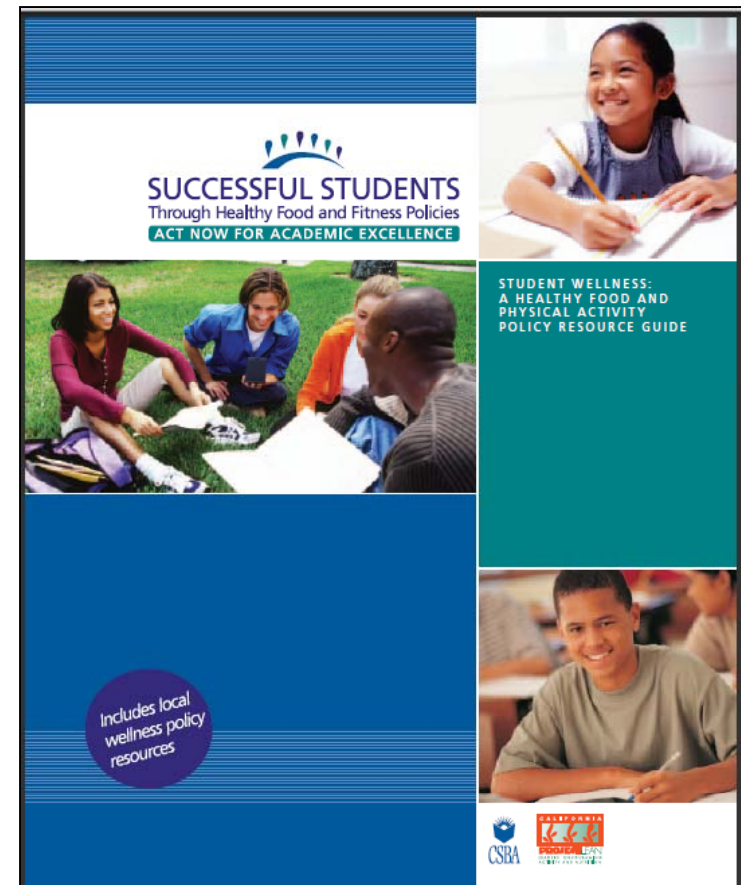
(www.csba.org/PhysicalActivity.aspx)

- Policy development
- Policy implementation
- Policy monitoring
- Community collaboration



Policy Development

- Student Wellness:
A Healthy Food and Physical Activity Policy Resource Guide
- Sample board policies and administrative regulations



Policy Development

■ Policy Briefs




California School Boards Association October, 2007

Physical Education and California Schools



Maximizing Opportunities for Physical Activity through Joint Use of Facilities

Policy Brief | September 2009

igorous activity.⁵The California Endowment supports the idea that the *level of activity* in P.E., not total P.E. time, is linked to student fitness.⁶ However, its study of 77 California schools found that most time during P.E. classes is spent being sedentary. On average, only four minutes of every half hour involves vigorous activity. The situation was reported to be particularly severe in elementary schools and schools in disadvantaged communities.

Recently, evidence of the connection between physical activity and academic achievement led the American Academy of Pediatrics to issue a policy statement regarding the need for the "expansion of school physical education, dissuading children from pursuing sedentary activities, providing suitable role models for physical activity and making activity-promoting changes in the environment."⁷

California physical education requirements instructional minutes

Education Code 51230 states that each school district maintaining an elementary school composed of any of grades 1-6 must provide students at least 200 minutes of P.E. instruction for every 10 school days, not including recesses and the lunch period. Pursuant to Education Code 51223, elementary school districts maintaining grades 1-8 must provide instruction in P.E. for students in grades 7-8 that matches the requirement for other elementary schools if not less than 200 minutes each 10 school days.

For students in grades 7-12, Education Code 51222 requires 400 minutes of P.E. every 10 school days. In addition, unless they receive an exemption as described below, all students are required to complete two years of physical education courses between grades 9-12 in order to graduate from high school (Education Code 51225.3).

Content standards and curriculum

In 2004, Superintendent of Public Instruction Jack O'Connell appointed a committee of P.E. teachers and experts to create model P.E. content standards for students



Safe Routes to School Program and policy strategies

Policy Brief | August 2009

Increased physical activity is associated with better academic performance, concentration and classroom behavior.¹ Research shows that school-age children who have opportunities to engage in physical activity are more likely to focus on academic subjects in the classroom.² Thus, students who travel to school by walking, bicycling or using other physically active forms of transportation (including skates, skateboards and non-motorized scooters) may come to school more ready to learn. Supporting active and safe transportation to and from school through local school board policy provides an opportunity to increase daily physical activity and reinforce positive health and academic outcomes among youth (see CSBA's sample board policy and administrative regulation BP/AR 5142.2 – Safe Routes to School Program).

Over the past few decades, the number of students who walk and bicycle to and from school has been declining. A study conducted by the U.S. Department of Transportation's Federal Highway Administration found that the number of students ages 5 to 18 who walk and/or bicycle to and from school decreased almost 70 percent in 30 years, from 42 percent in 1969 to only 13 percent in 2001.³ A number of recent studies have associated the decline in active transportation to and from school with larger public health and safety concerns, such as physical inactivity, obesity, poor air quality, traffic congestion and collisions.⁴

The Safe Routes to School federal grant program (SRTS)

HOW TO GET STARTED

School districts/COEs can begin developing Safe Routes to School programs by establishing a multidisciplinary team with parent organizations, students, school administrators and staff, local law enforcement, city planners, health officials and other stakeholders. The group can assist with realizing a community vision, developing project proposals and implementing those projects if selected for funding.

There are a variety of resources, as well as examples of successful programs, available to assist districts/COEs and communities in designing and implementing Safe Routes to School programs.

The Federal Highway Administration, the federal agency that oversees the SRTS program, recommends that program implementation address the "5 E's"—education, encouragement, enforcement, engineering and evaluation as outlined below. Some of these strategies could be implemented by districts/COEs on their own, while others would more likely be implemented by city/county agencies or other program partners.

Education

Education projects may include teaching students and adults about the range of transportation choices; increasing awareness of the benefits of active transportation, including health and environmental

Common examples of joint use include:

- 1) The district/COE opens existing school outdoor recreational facilities for unsupervised public use during non-school hours. For example, Clovis Unified School District in Fresno County has a policy to make school facilities available to the community when such use does not conflict with educational or school co-curricular activities. (To see the policy, visit http://www.clovis-schools.org/news/K-1650_facility_usage.pdf.)
- 2) The district/COE partners with an agency or organization for supervised physical activity programs by either opening up existing or constructing new indoor/outdoor school recreational facilities for use before, during or after school. For example, Sweetwater Union High School District in San Diego County has a partnership with a local soccer league, allowing the soccer league to use a school field after school hours if the league maintains it.
- 3) The district/COE partners with an agency or organization to utilize existing or construct new community recreational facilities for use before, during or after school. For example, the New Millennium Institute of Education has an agreement with the Fresno County Boys & Girls Club for use of its gym. (To see a video on this project, visit <http://www.jointuse.org/resources/success-spotlight/7item-2>.)
- 4) The district/COE and agency or organization have reciprocal use of each other's indoor/outdoor recreational facilities for use before, during or after school. For example, the San Carlos Elementary School District and the City of San Carlos in San Mateo County have an agreement to make school facilities open to city residents outside of school hours and to make city facilities available to district recreation programs. (For a copy of the Joint Use Agreement, visit <http://preventioninstitute.org/sa/policies/pdf/text/SCarlosJointUse.pdf>.)

Policy Development

■ Fact sheets




Active Bodies, Active Minds
Physical Activity and Academic Achievement

Fact Sheet | February 2013



Maximizing Opportunities for Physical Activity during the School Day

Fact Sheet | November 2009



Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes

Fact Sheet | November 2009

Schools play a central role in providing opportunities for students to engage in physical activity. Physical education (P.E.) is the one time during the day when all students can be active.¹ School boards can consider policy and curriculum strategies to support increased physical activity in P.E.

BENEFITS OF MODERATE TO VIGOROUS PHYSICAL ACTIVITY IN P.E.

Engaging students in moderate to vigorous physical activity (MVPA) in P.E. prepares them to lead physically active lives and can improve health and academic outcomes.² Physical activity does not have to compete with educational goals; in fact, it can help students learn content by enhancing concentration skills and on-task behavior.³

- Activity-focused P.E. can contribute to academic performance, improved attendance and positive classroom behavior.⁴
- Increasing MVPA in P.E. has the greatest potential for increasing health benefits for most students⁵ as it generates more energy expenditure; contributes to obesity prevention and muscular and bone development; reduces anxiety and stress; improves self-esteem, mood and concentration; and reduces the risk of chronic disease.⁶
- Increasing MVPA in P.E. provides more opportunities to meet other P.E. goals such as motor development, increased fitness, skill enhancement and positive social interactions.⁷

WHAT IS MVPA AND HOW MUCH DO STUDENTS NEED?

Moderate physical activity refers to activities equivalent in intensity to brisk walking or bicycling. Vigorous physical activity produces large increases in breathing or heart rate, such as jogging, aerobic dance or bicycling uphill.

The Physical Activity Guidelines for Americans recommend that children and adolescents participate in at least 60 minutes of MVPA most days of the week, preferably daily. In order to attain health benefits,⁸ to help reach this goal, Healthy People 2010, an initiative of the Centers for Disease Control and Prevention and the President's Council on Fitness, recommends that students be engaged in MVPA for at least 50 percent of P.E. class time.⁹

THE CURRENT STATUS OF P.E.: NOT ENOUGH MVPA

Many P.E. classes do not provide students with adequate opportunities to engage in MVPA. A recent study of California schools found that students are sedentary most of the time during P.E., with only four minutes of every half hour spent in vigorous physical activity. Moreover, active P.E. time decreases with larger class sizes. Students in classes with more than 45 students are half as active as students in smaller class sizes.¹⁰

Percentage of P.E. time in MVPA, by class size for secondary school level

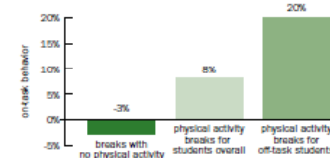


CLASSROOM-BASED PHYSICAL ACTIVITY

Incorporating physical activity into the classroom does not have to compete with educational goals. In fact, integrating physical activity into the classroom may reinvigorate, engage and energize students to focus on the classroom material.¹¹ Ideas to support physical activity in the classroom include:

- **Integrating physical activity into the curriculum.** Teachers can guide learning with activities that get students moving while learning the content in a variety of subjects (e.g., science, math and reading).¹²
- **Structuring the classroom to facilitate physical activity.** Classroom teachers may enhance learning by incorporating physical activity equipment (e.g., stability balls) into the classroom during regular instruction.¹³ To minimize costs of physical activity equipment, districts/COEs can explore contributions from local businesses.
- **Providing physical activity breaks.** Students may get restless or off-task after long periods of sedentary activity (e.g., periods of 20 minutes or more) in the classroom. By taking a short stretching or physical activity break, students may exhibit more on-task classroom behavior.¹⁴

Elementary students' on-task classroom behavior improves with physical activity breaks



Source: Active Education: Physical Education, Physical Activity and Academic Performance¹⁵

- In a California study, higher achievement was associated with higher levels of fitness for students in grades 5, 7 and 9, and achievement was greater in mathematics than in reading, particularly at higher fitness levels.¹⁶
- Higher levels of physical fitness are linked with better school attendance and lower disciplinary problems.¹⁷

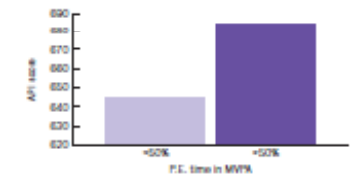
Studies show an increase in academic achievement when additional time is provided for physical activity, even when time is removed from academic instruction.

- In one study, a reduction of 240 minutes per week in class time for academics to enable increased physical activity led to higher mathematics scores.¹⁸
- Research indicates that decreasing the time allotted for P.E. in favor of traditional academic subjects does not lead to improved academic performance and may harm health.¹⁹

The type of activity matters—students who engage in moderate to vigorous physical activity (MVPA) experience the greatest academic achievement gains.

- One review of multiple studies found that MVPA, defined as activity that increases the heart rate, has the greatest positive effect on student performance and academic achievement.²⁰

School Academic Performance Index (API) scores by minutes of MVPA in P.E.



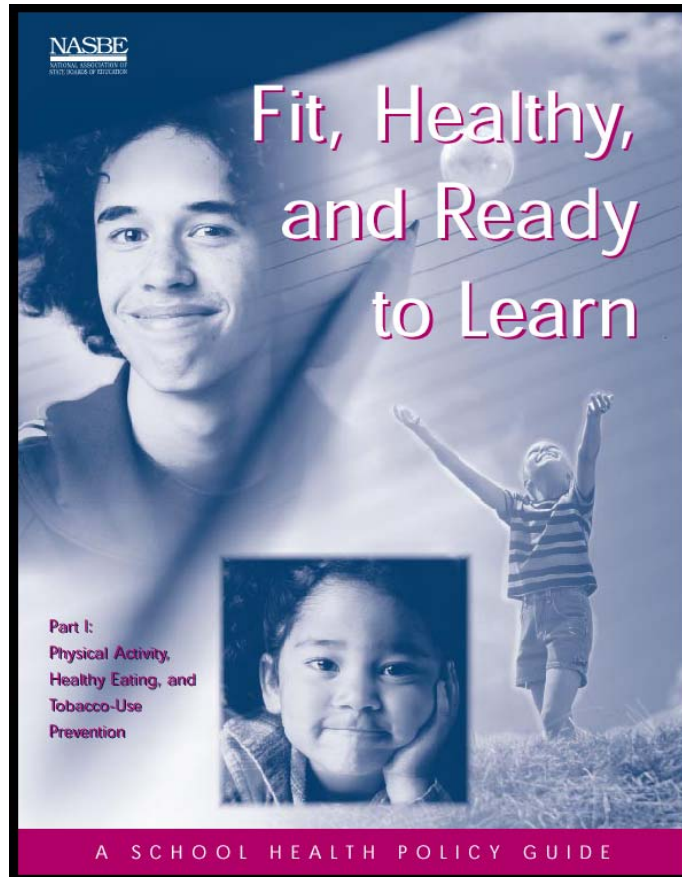
Source: Failing Fitness: Physical Activity and Physical Education in Schools

Policy Adoption: Board policy



1. BP 5030 Student Wellness
2. BP/AR 6142.7 Physical Education and Activity (March, 2010)
3. BP/AR 5142.2 Safe Routes to School Program
4. BP 1330.1 Joint Use Agreements (March, 2010)

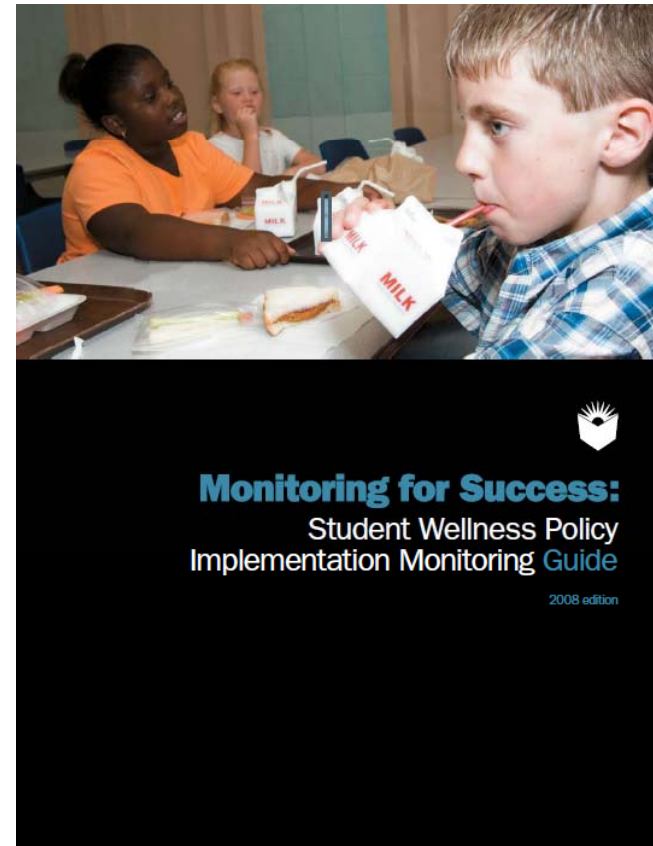
Fit, Healthy, and Ready to Learn: A School Health Policy Guide



- Guide to policymaking
- Sample policies—download at www.nasbe.org/healthy-schools/fithealthy.mgi
- Research findings
- Resource lists

Policy Monitoring

- Monitoring for Success:
*Student Wellness Policy
Implementation Monitoring
Report Guide*



Funding Resources

- Physical Education and Activity
 - Carol M. White Physical Education Program (PEP) grant (www2.ed.gov/programs/whitephysed/index.html)
- Before/After School
 - 21 Century Community Learning Centers
 - After School Education and Safety (ASES)
 - American Recovery and Reinvestment Act (www.afterschoolalliance.org/policyEconRecovery.cfm)

Funding Resources

- PA/PE Grant Web Sites:
 - SPARK Grant-finder
(www.sparkpe.org/grants/grantfunding-resources/)
 - Peaceful Playgrounds
(www.peacefulplaygrounds.com)

- School Grant Web site:
 - SchoolGrants
(www.k12grants.org/grant_opps.htm)

Comprehensive Physical Activity Program

- Quality Physical Education
- Active transportation to/from school
- Classroom-based physical activity
- Recess (elementary school)
- School activity breaks
- After school use of facilities
- Before and after school programs
- School and community wide initiatives



Wrap-up

- What are some key lessons you can bring back to your school district/COE?



Adjourn

- Jessica St. John, Physical Education/Physical Activity Consultant, CSBA

Thank you for coming!

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