

District Model Policy: Establish District Support of Implementation of Comprehensive School Physical Activity Programs

An Act of the [*School District of _____*] Providing Support for Implementation of Comprehensive School Physical Activity Programs.

SECTION 1: Findings. The [*School District*] hereby finds and declares as follows:

- A. Whereas, regular physical activity and improved fitness are associated with a lower risk of heart disease, high blood pressure, diabetes and obesity;^{iii,iiii,iv}
- B. Whereas, regular physical activity can improve kids' attention and memory, which are the foundation for learning;^v
- C. Whereas, when kids are physically active on a regular basis, they do better in math, reading and writing;^{vi}
- D. Whereas, kids who are physically active are more likely to have lower rates of absenteeism;^{vii}
- E. Whereas, physical activity can decrease and prevent conditions like anxiety and depression among kids;
- F. Whereas, the Physical Activity Guidelines for Americans recommend that kids participate in 60 minutes or more of physical activity each day;^{viii}
- G. Whereas, less than one quarter of kids meet that recommendation;^{ix} and physical activity levels have continued to decrease with the COVID-19 pandemic;^x
- H. Whereas, Comprehensive School Physical Activity Programs can provide a variety of school-based physical activities enabling all students to participate in 60 minutes of moderate-to-vigorous physical activity each day;^{xi}

SECTION 2: Policy. Accordingly, the _____ [*School District*] finds and declares that the purposes of this ordinance are (1) to provide support to schools to implement Comprehensive School Physical Activity Programs within the district strategic plan; and (2) improve the health and wellness of students through increased physical activity.

SECTION 3: Definitions

- A. "Comprehensive School Physical Activity Program (CSPAP)" means a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence for students to be physically active for a lifetime. CSPAPs include physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement.

SECTION 4: Policy Requirements.

- A. The [*School District of _____*] shall incorporate support of Comprehensive School Physical Activity Program implementation into their strategic plan, leveraging

opportunities for integration with existing initiatives such as wellness committees and mental health programs.

- B. The plan will be administered by the district, in consultation with other agencies and organizations with expertise in physical education and physical activity.
- C. Requires program staffing for program implementation, integration into district strategic planning, technical assistance, professional development and monitoring.
- D. Program should provide professional development and support for physical educators to serve as a leader of the Comprehensive School Physical Activity Program, training for non-PE teachers to integrate movement throughout the day, promote overall student and staff health and wellbeing, connect the school to community resources, and develop strategic partnerships with community organizations to provide physical activity opportunities.
- E. The District must establish a process to provide financial support to schools for facilities improvement, equipment, professional development for physical education teachers and non-physical education teachers, and/or student instruction. Schools where at least 50% of children are eligible to receive free and reduced priced meals or the school participates in the Community Eligibility Provision or Universal Free Meals must be prioritized. High-need schools may also be defined by Title 1 status.
- F. For schools receiving dedicated funding, program staff must collect data and conduct an annual analysis that includes:
 - i. Resource allocation;
 - ii. Student reach of the program, including aggregate data on race, ethnicity, family income, and sex;
 - iii. CSPAP components implemented (see Appendix A), such as the CDC's [2020 School Health Profiles](#) CSPAP Performance Measures, and
 - iv. Integration with social-emotional learning objectives.

Appendix A

Recommended Set of Core Comprehensive School Physical Activity Program Performance Measures*

- A. Does the school have a written plan for implementing a Comprehensive School Physical Activity Program?
- B. Is the written plan incorporated into their district's strategic plan?
- C. Does the school require a physical education course taught in each grade (K-12)?
- D. Does the school provide physical education teachers with a written physical education curriculum that is followed and aligns with national or state standards for physical education?
- E. Does the school have students participate in classroom physical activity during the school day?
- F. Does the school provide students with recess?
- G. Does the school offer opportunities for students to participate in physical activity through organized physical activities, intramural or interscholastic sports?

*Recommended set based on CDC's [2020 School Health Profiles Report](#). For a full set of performance measures view the [2020 School Health Profiles Questionnaires](#).

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- ⁱ Pate, RR., et al. Promoting physical activity in children and youth a leadership role for schools: A scientific statement from the American Heart Association Council on Nutrition, Physical Activity, and Metabolism (Physical Activity Committee) in collaboration with the councils on Cardiovascular Disease in the Young and Cardiovascular Nursing.2006. *Circulation* 114.11: 1214 -1224.
- ⁱⁱ Andersen, LB, et al. Cycling to school and cardiovascular risk factors: a longitudinal study. 2011. *Journal of Physical Activity and Health* 8.8: 1025 -1033.
- ⁱⁱⁱ Ekelund, U, et al. Moderate to vigorous physical activity and sedentary time and cardiometabolic risk factors in children and adolescents.2012. *JAMA* 307.7): 704-712
- ^{iv} Institute of Medicine. *Educating the Student Body: Taking Physical Activity and Physical Education to School*. 2013. Available at: http://books.nap.edu/openbook.php?record_id=18314 Accessed on April 28, 2015.
- ^v Active Education: Growing Evidence on Physical Activity and Academic Performance. Active Living Research. 2015. http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf
- ^{vi} Active Education: Growing Evidence on Physical Activity and Academic Performance. Active Living Research. 2015. http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf
- ^{vii} Health and Academic Achievement. Centers for Disease Control and Prevention. 2014. https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf
- ^{viii} 2008 Physical Activity Guidelines for Americans. U.S. Department of Health and Human Services. <https://health.gov/paguidelines/guidelines/summary.aspx>
- ^{ix} The Child & Adolescent Health Measurement Initiative (CAHMI). 2016 National Survey of Children’s Health. Data Resource Center for Child and Adolescent Health;2016.
- ^x Grimes A, Lightner JS, Eighmy K, Steel C, Shook RP, Carlson J Decreased Physical Activity Among Youth Resulting From COVID-19 Pandemic–Related School Closures: Natural Experimental Study *JMIR Form Res* 2022;6(4):e35854
- ^{xi} Comprehensive School Physical Activity Programs: A Guide for Schools. 2013. https://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf