

**PROPOSED PHYSICAL
EDUCATION
POLICY**

BACKGROUND AND OVERVIEW



Policy Background

- » Illinois School Code requires daily PE for all students grades K-12
- » Chicago Public Schools has received a Physical Education Waiver for 11th and 12th graders since 1997
- » The current Waiver expires in June 2014
- » In November 2011, the Board of Education decided not to pursue an additional Waiver in 2013



Moving Forward

- » All students will receive daily PE in elementary and high school with limited exceptions
- » All schools will submit a three-year Physical Education Action Plan identifying annual progress by July 1, 2014
- » Grades K-8 will receive physical education 30 min/day or 150 min/week
- » Grades 9-12 will be scheduled into daily physical education
- » Health education can satisfy up to 60 min/week of requirement for grades 5 and beyond



PROPOSED PHYSICAL EDUCATION POLICY

- » Sets standards for high-quality PE instruction
- » Sets minute requirements for PE instruction
- » Inclusive of all diverse learners, abilities, fitness levels, ethnicities, and genders
- » Provides supports for PE teachers and designated space, equipment, and instructional tools for PE classes
- » Identifies the individual student waivers authorized by the school code
- » Outlines oversight and accountability for policy implementation

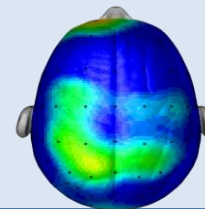
Quality physical education:

- » Is an academic subject
- » Follows a standards-based curriculum
- » Maximizes moderate-to-vigorous physical activity
- » Provides meaningful and challenging content
- » Includes student and program assessment
- » Enhances learning of core content

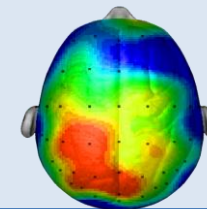
Cognitive Effects of Exercise On Preadolescent Children

Average composite of students' brains taking the same test after 20 minutes of:

Sitting Quietly



Walking





IDENTIFIED CHALLENGES

- » Extensive research and data review has identified four primary challenges:
 - (1) Staffing
 - (2) Space
 - (3) Scheduling
 - (4) Equipment
- » Schools have been classified based upon identified challenges.
- » Principals must prioritize physical education in decision-making.
- » Tax incremental financing (TIF) surplus directed towards schools for the Arts & PE.
 - » TIF Funds will offset the position costs for 84 PE teachers over the next two years.
 - » Ameliorates staffing impacts at the high schools with greatest challenge.





IDENTIFIED SOLUTIONS

Identified challenge:	Identified potential solutions include...
Staffing	<ul style="list-style-type: none">• Talent Office recruitment efforts & residency requirements• Leverage other courses toward physical education• Offer opportunity to teach additional classes
Space	<ul style="list-style-type: none">• Use of non-traditional spaces (multi-purpose rooms, classrooms & auditoriums)• Modify physical education activities for smaller spaces• Maximize use of classroom-based courses that count toward physical education
Scheduling	<p>Elementary school:</p> <ul style="list-style-type: none">• Preserve preps by integrating health education into science and literacy• Offer dance class once/week that counts as art and physical education• Begin by prioritizing certain grade levels to offer more frequent physical education and incrementally increase for remaining grades <p>High School:</p> <ul style="list-style-type: none">• Extend school day to preserve the number of available electives• Offer honors level physical education and health courses
Equipment	<ul style="list-style-type: none">• Highlight the clause in the student-based budgeting process that provides \$0.66/student for physical education equipment/supplies• Share list of appropriate equipment through preferred vendor with schools• Maximize opportunities for equipment sharing



SUPPORTS AND ACTION PLANS

Universal Supports

- Policy manual
- Help desk
- Tailored trainings
- Professional development
- Individual action planning assistance
- Scheduling guidance
- Staffing analysis
- Space assessment

	SY14-15	SY15-16	SY16-17
Elementary Schools	90 minutes PE/week	120 minutes PE/week	150 minutes PE/week
High Schools	<p>ALL high school students are either:</p> <ul style="list-style-type: none"> • Enrolled in daily PE • Met allowable individual student waiver requirements 	<p>High schools have:</p> <ul style="list-style-type: none"> • Increase in student participation in PE • Increase in PE course offerings • Decrease in individual student waivers 	<p>High schools have:</p> <ul style="list-style-type: none"> • Optimal student participation in PE • Varietal PE course offerings • Minimal individual student waivers
Accountability	<ul style="list-style-type: none"> • All schools submit three-year action plan • Assess percent of schools on-track for Y1 action plan targets • Identify and address barriers to implementation 	<ul style="list-style-type: none"> • Provide tailored support to schools behind in Y1 targets • Evaluate schools in full compliance with policy • Assess percent of schools on-track for Y2 action plan targets 	<ul style="list-style-type: none"> • Provide targeted support to schools behind in Y2 targets • Assess percent of schools on-track for Y3 action plan targets • Identify any ongoing implementation needs



POLICY IMPLEMENTATION

SY2013 – 2014

Communications and Outreach

- Communicate to all Stakeholders
- Develop and disseminate PE Manual
- Coordinate site visits and action planning
- Collect and communicate best strategies learned from pilots

SY2014 – 2015

Implementation & Professional Development

- All students grade 9-12 enrolled in PE
- Targeted professional development
- Ongoing site visits to schools
- Evaluate year one progress

SY2015 – 2016

Technical Assistance

- Targeted supports & site visits
- Share successful strategies learned from pilots
- Report on year one progress
- Evaluate year two progress

SY2016 – 2017

Oversight & Accountability

- Report on year two progress
- Evaluate year three policy implementation & number of schools in full compliance
- Identify need for ongoing supports

Physical Education Policy Implementation





EXTERNAL SUPPORT

I fully support the proposed physical education policy and am confident that the three year implementation plan will offer schools the flexibility to implement the necessary changes with fidelity. The proposal is consonant with the extant research indicating that physical activity during the school day leads to healthier individuals who obtain greater academic achievement. Given the number of children served by Chicago Public Schools, such a policy, in time, stands to make a major impact on the health and wellness of the people of Chicago.

- Chuck Hillman, University of Illinois

Having reviewed hundreds of school wellness policies from school districts around the country, I believe that this policy will position Chicago Public Schools as a national leader and model for other districts.

- Marlene Schwartz, Yale Rudd Center

Supporting Organizations:

- Action for Healthy Kids
- Active Transportation Alliance
- Advocate Children's Hospital
- American Heart Association
- American Stroke Association
- Alderman Dowell, 3rd Ward
- Brighton Park Neighborhood Council
- Bronzeville Alliance
- Bronzeville Community Action Council
- Centers for New Horizons
- Chicago Run
- Consortium to Lower Obesity in Chicago Children
- Department of Health Physical Education Recreation and Athletics at NEIU
- Downsize for Life
- Girls on the Run - Chicago
- Healthy Fare for Kids
- Healthy Schools Campaign
- Humboldt Park New Communities Program
- Illinois Association for Health, Physical Education, Recreation, and Dance
- Mikva Challenge
- JumpBunch Chicago West
- Presence Health
- Sauganash School PTA
- SPARK
- The Junior League of Chicago
- UIC Pediatrics Residency
- United Way of Illinois
- UIC, Chicago Partnership for Health Promotion
- Urban Initiatives

