



PRIORITY 1 : Promote comprehensive, high quality physical and health education (K-12) for Alaska students.

Strategy : Advocate and build support among various stakeholders (e.g. families, teachers, administrators, etc.) and both elementary and secondary schools for mandatory PE and Health Education (K-12). Start locally and build support for statewide requirements.

Objective 1: Increase the percentage of Alaskan school districts which meet recommended Physical Education guidelines as noted in the State of Alaska Gold Standard Model Wellness Policy (see excerpt below)

Objective 2: Increase the percentage of Alaskan school districts whose high school graduation requirements include BOTH 1 credit PE and 1 credit Health (clarifying vague current State graduation requirements of 1 credit health/PE)

Objective 3: Increase the percentage of Alaskan school districts which adopt the National Health Education Standards

Objective 4: Update state Health Education Standards to align with National Standards

| Action Step What is the concrete task or action needed to carry us closer to the strategy? | Who Who (agency, organization, person) is responsible for carrying out the action? | When When will it happen? Is there a deadline? Immediate, mid-range, long term? | Progress How are we doing? Are we succeeding? |
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| Physical Education | | | |
| 1 Create SMART-oriented targeted objectives. | Wendy/Lauren clarify objectives and bring to workgroup for approval | January 2014 | Currently |
| 2 Reconvene Priority 1 workgroup to take action (create email list, have first meeting, develop schedule) | Wendy/Lauren | Early 2014—email before January for heads up | Completed – meeting monthly on 4 th Thursday |

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| 3 | Clarify what the model PE requirements are for elementary, middle and high schools. Update sample AASB wellness policy (and/or create model policy) to include model PE requirements: weekly minutes, qualified PE teachers, no waivers or exemptions, ongoing professional development for PE teachers | Lauren Kelsey via contractor ANTHC [includes experts from EED, DHSS and AASB] | Early 2014 | Workgroup shared draft language with AASB—new model policy expected to be released at March 22 AASB Spring Boardmanship Academy |
| 4 | Determine what compromises and “dealbreakers” would be acceptable (e.g. waivers, number of minutes per week, etc.) | Lauren Kelsey via contractor ANTHC [includes experts from EED, DHSS and AASB] | Early 2014 | AASB accepted draft language – some in AR. PE/PA section is noted as ‘optional policy language’ so districts can adjust per capacity. AASB in support of working with districts to not leave blanks re: time... |
| 5 | Review results of 2012 School Health Profiles to find out what we currently know about PE in Alaska’s secondary schools | Wendy | Early 2014 | |
| 6 | Conduct a survey and analysis of Alaska school district PE and Recess policies and produce report | Wendy Hamilton via contractor | Completed by March 30, 2014 | Survey currently being conducted |
| 7 | Review survey results of school district PE and Recess policies; prioritize outreach according to greatest need | Workgroup | April-May 2014 | |
| 8 | Research tools available for implementing comprehensive physical education, including national standards and recommendations | OPCP staff and workgroup members | Ongoing | New CSPAP Manual available January 2014 |
| 9 | Encourage each school district to adopt the state PE standards to increase quality of physical education. | Workgroup, other partners | | |

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| 10 | Promote the use of the CDC PECAT when district reviews PE curriculums. | OPCP staff, SHWI planning committee | Consider workshop at 2014 SHWI | |
| 11 | Assess political will of State Board of Education to make current PE Standards mandatory rather than voluntary and how best to approach members successfully | Workgroup | Longer term | |
| 12 | Develop clear talking points to advocate to targeted audiences – make ties between physical education and academic performance outcomes; anticipate pushback or negative reactions and counter-arguments | Collaborate with Ann Potempa via media contractor , Utilize “Core Messages” in development include Group 4 for input (?) | Early 2014 | |
| 13 | Identify target audiences to participate in workgroup and the types of messages that would resonate: district superintendents and school board members, PTA, PE teachers, community members, organizations like AkAHPERD, AASG, ASAA, UAA’s HPER department. “Join us!” “Give feedback!” | Workgroup | Intermediate—after we’re reorganized internally a bit | |
| 14 | Conduct outreach to key organizations and/or individuals for letters of support | Workgroup | Intermediate—after we’re reorganized internally a bit | |
| 15 | Identify important coalition members who could deliver the message to school board officials | Workgroup | Longer term | |
| 16 | Outreach about the need to make policy change at key venues, such as: - AASB annual conference - School administrators annual conference - Invite leaders to town hall teleconference | Workgroup | 2014 (once model wellness policy developed) Longer term for statewide regs | |
| 17 | Research and promote solid online programs or resources, as alternative to waivers to satisfy requirements, e.g. “Virtual High School” | Workgroup | Lower priority (cut?) | |

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| 18 | Develop recognition program (gold, silver, bronze) for adopting model PE requirements based on several criteria. | | | |
| Health Education (when new standards are complete) | | | | |
| 19 | Update and develop Alaska specific Health Education Standards | Patty Owen at EED | Longer term | Currently on hold until FY15—considering workgroup to review Nat'l Standards and make recommendations in preparation |
| 20 | Conduct an analysis of Alaska school district health education policies (and possibly curriculums) and produce report; prioritize outreach according to greatest need. | DH&SS or DEED to contract out? | Longer term | |
| 21 | Clarify what the model of health education requirements is for elementary, middle and high school levels. Determine what compromises and "dealbreakers" would be acceptable (e.g. waivers, number of minutes per week, etc.) | Workgroup | Longer term | |
| 22 | Research tools available for implementing comprehensive health education, including national standards and recommendations | OPCP staff and workgroup members | Longer term | |
| 23 | Encourage each school district to adopt the NEW state Health Education standards to increase quality of health education. | Workgroup, other partners | Longer term | |
| 24 | Promote the use of the CDC HECAT when district reviews Health Education curriculums. | OPCP staff, workgroup, SHWI planning committee | Consider workshop at 2014 SHWI | |
| 25 | Develop messaging – similar to #12-16 under Physical Education | Workgroup | Longer term | |

Other Notes, Approach & Background

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| Overall Approach | <p>Gather credible evidence and develop models defining comprehensive physical (and health) education at variety of levels (elementary, middle, high). Stakeholder engagement and outreach for more coalition participation Develop recognition program (gold, silver, bronze, not progressing)?? Use the Policy Systems Change Model:</p> <ul style="list-style-type: none"> - Stakeholder engagement - Assessment of political will - Community outreach education - Policy development, passage, enforcement <p>Current (known) requirements in AK for graduation:</p> <ul style="list-style-type: none"> - High school requirements: 1 credit PE/Health (can be 0.5 credit of each, or 1 health credit or 1 PE credit) waiver allowed, Health waiver(?) - Anchorage SD requires 1.5 credits PE, 0 credits health. - Petersburg SD requires 1 credit PE, 0.5 credits health |
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Voting Results from the Summit

| STRATEGY | # VOTES | # POINTS | NOTES |
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| <p>(#1) Advocate and build support among various stakeholders (e.g. families, teachers, administrators, etc.) and both elementary and secondary schools for mandatory PE and Health Education (K-12). Start locally and build support for statewide requirements.</p> | 15 | 33 | <p>Added "K-12" to indicate all grades Look at graduation requirements for students, including high school.</p> |
| <p>(#2) Encourage each school district to adopt the state PE standards (and eventually state health ed. standards, when complete) to increase quality of physical and health education.</p> | 11 | 26 | |
| <p>(#3)</p> | | | |
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| <p>Updated 10/2013</p> | | | |
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Excerpt from State of Alaska Gold Standard Wellness Policy:

C. Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students.

All elementary students will be provided at least 150 minutes of physical education per week, for the entire school year.

Middle and high school students shall be provided at least 225 minutes of physical education per week, for the entire school year. All middle-school students will be required to participate in physical education for all years of enrollment in middle school.

All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school.

At least 50% of physical education class time should be spent in moderate to vigorous physical activity.

Each school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

Student achievement shall be assessed based on physical education standards, and a written physical education grade shall be reported for students according to the grading schedule of the District. A fitness assessment shall be performed using a valid and reliable tool and used to track student progress.

Physical education classes shall have a pupil-teacher ratio comparable to that in the core classes.

Waivers, exemptions, substitutions, and/or pass-fail options for physical education are prohibited. Accommodations will be made for those with medical, cultural, or religious considerations.

To the extent practicable, physical education shall be taught by a certified/endorsed physical education teacher.

Physical education teachers shall receive annual professional development specific to physical education content.

Physical education equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be able to participate. Equipment shall be inspected regularly for safety and replaced when needed.