

Windham Central Supervisory Union Model Policy on Fitness

Background

WCSU's Model Policy on Fitness was developed by the School Health Advisory Council using guidelines from the Vermont Department of Education. The School Health Advisory Council is composed of parents, representatives of the school food service program, school administrators, community agencies, students, and representatives of the public.

Fitness Policy

Statement of Purpose

WCSU recognizes its responsibility to create a healthy school environment by promoting best practices for physical fitness that influence the rates of childhood diabetes, obesity and other chronic disease, and enhance academic performance.

I. Physical Education Program

A. Instructional Program/Curriculum

The Physical education program is sequential, developmentally appropriate and based on a K-12 curriculum aligned to standard 3.6 of the VT Framework of Standards and Learning Opportunities that states: Students demonstrate competency in many and proficiency in a few of the skills and concepts needed for a lifetime of physical activity.

1. The curriculum offers students multiple opportunities to prepare for a variety of lifetime physical activities and equips students with the knowledge, skills and attitudes necessary for lifelong physical activity.
2. The curriculum builds students' competencies and encourages awareness of their own physical abilities and thus improves their self confidence.
3. The curriculum engages students in moderate to vigorous physical activity the majority of class time.
4. The program shall, at a minimum, meet Vermont School Quality Standards by offering periods of physical education two times per week in grades K-8 and requiring 2.0 credits for high school graduation.
5. Classes are taught by licensed physical education teachers.

6. The physical education program is closely coordinated with the overall school health program.
7. The physical education program includes all students, unless otherwise contra-indicated medically; includes suitable adaptive physical education as part of Individual Education Plan (IEPs) for students with special needs that preclude participation in regular physical education.

B. Facilities

1. The school provides a safe environment to implement the program and functional and protective equipment for all students to participate actively and safely.
2. The school minimizes interruptions to scheduled physical education classes. This includes interruptions due to scheduling non-physical education activities in physical education facilities.

II. Physical Activity

A. Recess

1. Supervised unstructured active play, commonly referred to as recess is offered daily for all students K-6 and encouraged at grades 7-8. Recess is in addition to a student's physical education class and not substituted for physical education class.
2. Taking away recess is discouraged as a form of discipline unless doing so is directly related to a student's behavior during recess.
3. Proper equipment and safe areas are designated for recess.
4. Opportunities are provided for students in grade 9-12 to be physically active during the school day, in a safe environment, beyond the physical education class. Activities may include open time in the gymnasium, walking programs or aerobic activities.

B. Interscholastic Sports (Athletics)

1. Instruction/coaching is designed to develop sport specific skills based on appropriate teaching/learning progressions.
2. Instruction/coaching provides a learning environment that is appropriate to the characteristics of the athletes and goals of the program.
3. Instruction/coaching utilizes a variety of teaching strategies to improve athletic performance and development.
4. Instruction/coaching uses appropriate forms of motivation and provides constructive feedback to athletes.

C. Before and After-School Programs

1. The school works with the community to provide an avenue for reaching all students before and after school and to encourage their success through organized physical activities (e.g., intramurals, interscholastic sports, community-based programs, and other activities).
2. Use of the school facilities by community members for physical activities is encouraged. .

III. Policy Implementation

There is a plan for measuring the implementation of the policy, including designation of one or more persons charged with operational responsibility for ensuring that the policy is enforced.

IV. Reporting to the Community

In reporting nutrition and fitness data (e.g., Physical Best or President's Challenge on Physical Fitness, Fitnessgram, Youth Risk Behavior Survey, program data, etc.) in a format easily understood by the public, the school will be in compliance with state and federal confidentiality laws.

V. Report Mechanism

A report on the health status of students is included in the report the District develops to comply with 16VSA Section 165(a) (2) (B).