

education. In addition, we believe it is important to provide information and guidance to states, districts, and other grantees that describes all of the new opportunities the new law provides to advance physical education in schools through a “well-rounded education.”

In Title I, these opportunities include embedding physical education into the Local Educational Agency (LEA) Plans, Schoolwide Programs, and Targeted Assistance Programs. In addition, the term “well-rounded education” is included in the definition of professional development and stakeholders should understand that they can use Title II funds to provide professional development to physical education teachers. States and districts may also advance physical education through the 21st Century Community Learning Centers Program in Title IV of the statute.

The Student Support and Academic Enrichment Grants in Title IV Part A of the statute, not only provide support for physical education through a “well-rounded education” and the safe and healthy students category, but also provide support for technology, which can be a critical tool for distance learning with regard to physical education. We respectfully request that the Department include in their guidance not only information on how states and districts can advance physical education opportunities through funding for well-rounded and safe and healthy students activities and programs, but also how technology funds can be used for this purpose.

In addition, while the new law provides multiple opportunities for states and districts to advance physical education in school, it is also important that the Department provide guidance on how and why to implement effective physical education programs. According to the “Shape of the Nation” report, while states and districts have been implementing physical education programs and activities, there is still work to be done in expanding and improving these programs. We strongly believe the Department should consider the following:

- The Department should provide the following guidance for key data that could be collected, including:
 - o How many students are taking physical education;
 - o How many days per year students are taking physical education;
 - o How many total minutes of physical activity per week;
 - o How many class periods per week of physical education;
 - o Whether the school and/or district has adopted metrics for assessing their physical education program;
 - o Whether there are requirements for fitness, cognitive, and affective assessment in physical education that are based on student improvement and knowledge gain;
 - o Implementation of the Presidential Youth Fitness Program that includes FitnessGram, a recognition program and professional development opportunities for teachers and
 - o How many of the district's physical education teachers are licensed, e .7(a)2.8(l)2.11()-6(i)7.6

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inactivity. The key method for achieving this goal is physical education supplemented by additional physical activity opportunities throughout the day.

- The Department should encourage s

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viii