

MUSD Wellness Committee Meeting

Department of Athletics & Physical Education
11/10/2021

AGENDA

Item #4: Physical Education &
Physical Activity

Item #6: Health Education

- Real Time Air Advisory Network & Real Time Outdoor Activity Risk Guidelines
- California Physical Fitness Test
- Physical Education & CASEL
- California Health Framework & Family Life (grades 8 & 10)

Air Quality and Outdoor Activity

Item #4: Physical Education & Physical Activity

Inclement Weather Resources

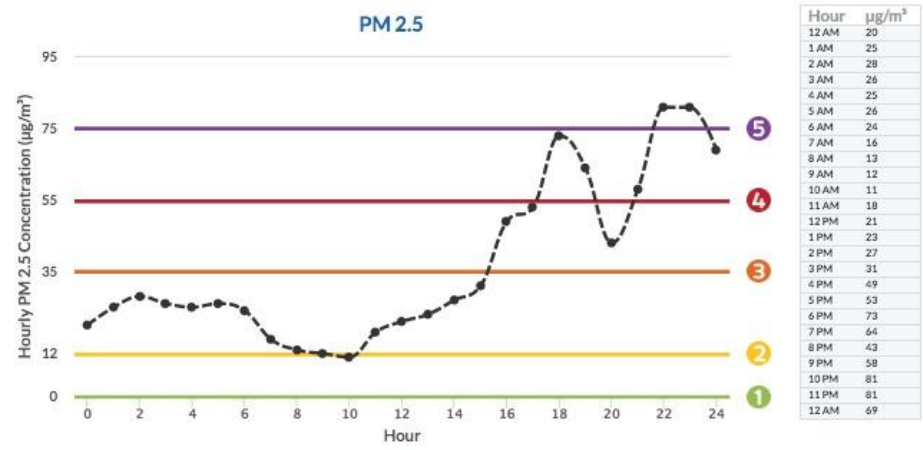
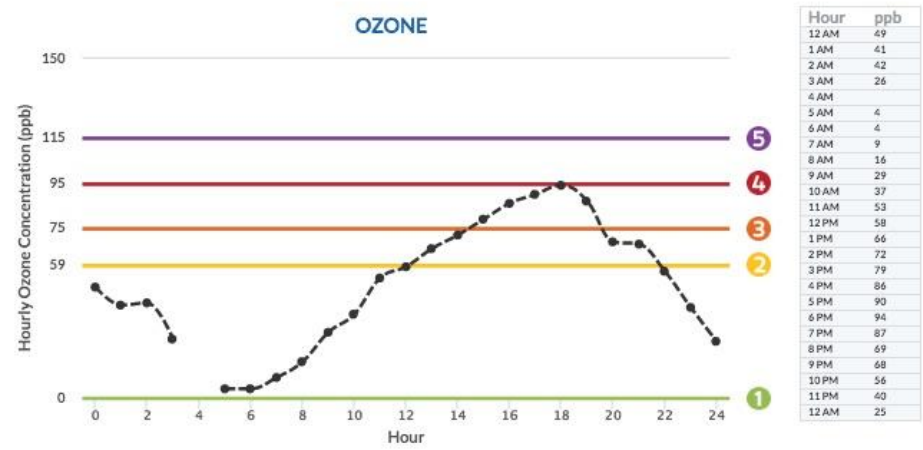
MUSD Inclement Weather Webpage: <https://www.madera.k12.ca.us/Page/7234>

- Includes a link to the Valley Air Informational Page for MUSD
- Hot Weather Procedures
- Real-time Outdoor Activity Guidelines
- Heat Index Chart
- Humidity Chart

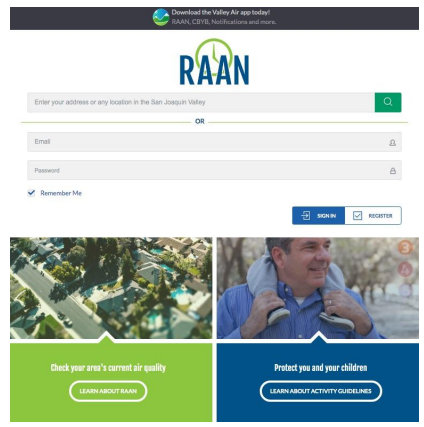
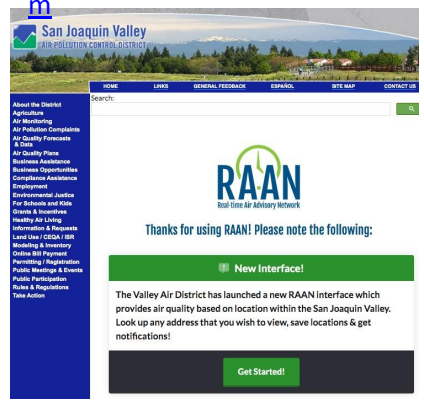
VIEW HISTORICAL DATA

ROAR Level	Guidelines
LEVEL 1	Outdoor activity OK for all
LEVEL 2	Sensitive individuals should consider reducing prolonged and/or vigorous outdoor activities.
LEVEL 3	Sensitive individuals should exercise indoors or avoid vigorous activities.
LEVEL 4	Sensitive individuals should exercise indoors. Everyone should avoid prolonged or vigorous outdoor activities.
LEVEL 5	Everyone should avoid outdoor activity.

VIEW ACTIVITY GUIDELINES



Link to the RAAN homepage:
https://www.valleyair.org/Programs/RAAN/raan_landing.htm



WE BELIEVE



Real-time Outdoor Activity Risk (ROAR) Guidelines

	Level 1	Level 2	Level 3	Level 4	Level 5
Recess (15 min)	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hrs)	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Event must be rescheduled or relocated.
PM2.5 Range	1-12 µg/m ³	13-35 µg/m ³	36-55 µg/m ³	56-75 µg/m ³	>75 µg/m ³
Ozone Range	1-59 ppb	60-75ppb	76-95 ppb	96-115 ppb	>115 ppb

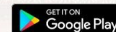
* Sensitive Individuals include all those with asthma or other heart/lung conditions

** California Interscholastic Federation



AIR QUALITY AT YOUR FINGERTIPS

Keep track of current air quality in all of your important neighborhoods with Valley Air, the official app of the San Joaquin Valley Air Pollution Control District.



<https://www.valleyair.org/myraan/>

Link to information regarding the RAAN APP: <http://valleyair.org/app/>

Link to the RAAN homepage: https://www.valleyair.org/Programs/RAAN/raan_landing.htm

California Physical Fitness Test (PFT)

Item #4: Physical Education & Physical Activity

CA PFT and CA Department of Education

Physical Fitness Test: Administration Updates

As you may have seen in the August 6 *Assessment Spotlight*, the 2021-22 Physical Fitness Test (PFT) has not been suspended. Local Education Agencies (LEAs) will be required to administer the PFT during one of these months in 2022: February, March, April, or May. The CDE, along with external partners, is working to prepare additional instructions on the PFT. More information and instructions will be provided to designated coordinators as they become available.

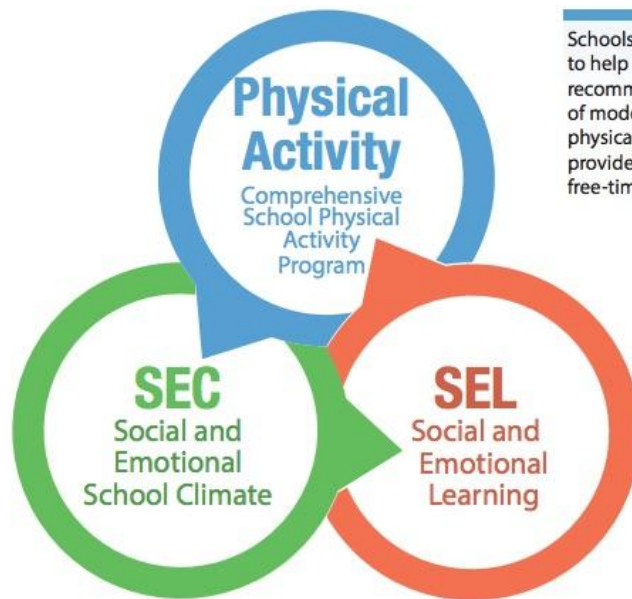
Elementary PE Training

Item #4: Physical Education & Physical Activity

CDC: Research Brief



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



Schools are in a unique position to help students get the nationally recommended 60 minutes or more of moderate-to-vigorous-intensity physical activity daily. A CSPAP provides time for organized and free-time physical activity for students through:







- Physical education.
- Physical activity during school (e.g., recess, physical activity breaks).
- Physical activity before and after school (e.g., walk-, bike-, or roll-to-school programs).
- Staff involvement.
- Family and community engagement.

A positive SEC helps facilitate effective teaching and learning by helping to develop students' SEL, including:



- Managing emotions.
- Setting and achieving positive goals.
- Feeling and showing empathy for others.
- Establishing and maintaining positive relationships.
- Making responsible decisions.

Social and Emotional Learning Core Competencies	Physical Education and Physical Activity Policies and Practices That Support Social and Emotional Learning Core Competencies
<p>Self-awareness:</p> <p>The ability to accurately recognize one's emotions and thoughts and their influence on behavior.</p> 	<p>Physical education teaches students to:</p> <ul style="list-style-type: none">• Develop motor skills, knowledge, and behaviors that influence their ability to be physically active.• Recognize how physical activity affects their emotional well-being and how emotions may influence sedentary habits. <p>Schools can:</p> <p>Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>
<p>Self-management:</p> <p>The ability to regulate one's emotions, thoughts, and behaviors in different situations.</p> 	<p>Physical education teaches skills, including:</p> <ul style="list-style-type: none">• How to set goals and practice motor skills.• How to exhibit responsible personal and social behavior that respects self and others. <p>Schools can:</p> <p>Avoid using physical activity as punishment or withholding opportunities for physical activity as punishment.</p>

Social and Emotional Learning Core Competencies	Physical Education and Physical Activity Policies and Practices That Support Social and Emotional Learning Core Competencies
<p>Social Awareness:</p> <p>The ability to empathize with others from diverse backgrounds and cultures, understand social and ethical norms for behavior, and recognize family, school, and community resources and supports.</p> 	<p>Schools can:</p> <ul style="list-style-type: none">• Provide materials about physical education and physical activity in languages that students and parents speak at home.• Provide safe and age-appropriate equipment for physical education, physical activity, and recess during the school day.• Assess student needs related to physical activity and provide counseling and other services to meet those needs and overcome barriers.• Ensure that school policies address weight-based bullying and teasing.• Ensure that the physical education curriculum features programming that reflects the student body, including students with disabilities and different body shapes and sizes.• Provide daily recess to allow time for social interaction, relationship building, and free play with peers.
<p>Relationship Skills:</p> <p>The ability to start and maintain healthy and rewarding relationships with diverse people and groups.</p> 	<p>Physical education lessons that teach cooperation and conflict resolution can foster teamwork between peers and with teachers.</p> <ul style="list-style-type: none">• Active lessons in the classroom also allow students to participate in physical activity with a supportive and caring adult.• Recess also allows for developing social interaction skills. <p>Schools can:</p> <ul style="list-style-type: none">• Ensure that classroom physical activity is appropriate and safe for all students by communicating safety and behavioral expectations.



Social and Emotional Learning Core Competencies

Responsible Decision-making:

The ability to make constructive and respectful choices about how to behave and interact after considering ethical standards, safety concerns, and social norms, and after realistically evaluating consequences of various actions and the well-being of self and others.



Physical Education and Physical Activity Policies and Practices That Support Social and Emotional Learning Core Competencies

Physical education teaches how to set goals and track activities to encourage healthy choices.

Schools can:

- Involve families and engage students through focus groups to provide input about policies and practices for physical education and physical activity.
- Allow daily recess for free play, autonomous decision making, and creative expression with peers.

Family Life Courses

Item #6: Health Education

CA Health Education Framework & Family Life

HEALTH EDUCATION

FRAMEWORK



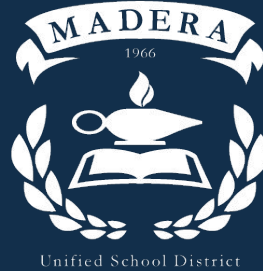
FOR CALIFORNIA PUBLIC SCHOOLS
Kindergarten Through Grade Twelve

Adopted by the California State
Board of Education
May 2019

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WE BELIEVE



“Where the futures of children are driven by their aspirations and inspired by their circumstances”