

Make
America
Healthy
Again
Kentucky
Task Force



Briefing on Health & Physical Education Policy

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KENTUCKY POLICY OVERVIEW

KRS 158.645

158.645 Capacities required of students in public education system.

The General Assembly recognizes that public education involves shared responsibilities. State government, local communities, parents, students, and school employees must work together to create an efficient public school system to achieve excellence in education. Parents and students must assist schools with efforts to assure student attendance, preparation for school, and involvement in learning. The cooperation of all involved is necessary to assure that desired outcomes are achieved. It is the intent of the General Assembly to create a system of public education which shall allow and assist all students to acquire the following capacities:

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- (1) Literacy, including communication skills necessary to function in a complex and changing world;
 - (2) Knowledge to make wise economic, social, career, and political choices;
 - (3) Core values and qualities of good character to make moral and ethical decisions throughout life;
 - (4) Understanding of our constitutional republic, the three (3) branches of government, and how government impacts citizens, the community, the state, and the nation;
 - (5) Sufficient self-knowledge and knowledge of the student's own mental and physical wellness;
 - (6) Sufficient grounding in the arts to enable each student to appreciate the student's own cultural and historical heritage;
 - (7) Sufficient preparation to choose and pursue the student's life's work intelligently; and
 - (8) Skills to enable each student to compete competitively with students in other states.

Effective: June 27, 2025

History: Amended 2025 Ky. Acts ch. 86, sec. 1, effective June 27, 2025. -- Amended 2000 Ky. Acts ch. 162, sec. 2, effective July 14, 2000. -- Created 1990 Ky. Acts ch. 476, Pt. I, sec. 2, effective July 13, 1990.

Sufficient self-
knowledge and
knowledge of
the student's
own **MENTAL**
and **PHYSICAL**
WELLNESS;

Current Kentucky Statutes

-  KRS 160.345.11 – School-Based Decision Making Councils – K-5 School Wellness Policy
-  KRS 158.856 – Physical Activity & Nutrition Environment Assessment – Repealed 2025
-  Kentucky Academic Standards – Health & Physical Education (updates need final legislative review and approval)

KRS 160.345

Each school council of a school containing grades **K-5 or any combination thereof**, or if there is no school council, the principal, shall develop and implement a **wellness policy** that includes *moderate to vigorous physical activity each day and encourages healthy choices* among students.

The policy **may** permit physical activity to be considered part of the instructional day, not to exceed **thirty (30) minutes per day, or one hundred and fifty (150) minutes per week**. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program.

The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the **Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided**. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.

LRC: Office of Education Accountability

Physical Activity and Recess Report

- <https://apps.legislature.ky.gov/lrc/publications/ResearchReports/R420.pdf>

Conclusions

- Kentucky **does not have strong, consistent statewide requirements** for recess or PE minutes in elementary schools, leading to wide variability.
- While schools recognize the benefits of physical activity (academic, behavioral, and health outcomes), **policy gaps and accountability pressures** undermine consistent implementation.
- OEA recommended:
 - ➡ – Strengthening **data reporting and accountability** for PE and recess.
 - ➡ – Providing clearer **guidance and support** to districts on integrating physical activity.
 - ➡ – Considering **minimum time requirements** for recess and PE to ensure equitable student opportunities statewide.

Note:

Most actions taken by KBE/KDE from this report were addressed via the promoted best practices within the Practical Living Program Review process, which no longer exist in the accountability system today.

KYSHAPE Recent Legislative Actions

2025 Legislative Session

- KYSHAPE advocated against both of the following bills from the last session.
- **X** SB 68 – Removed KRS 160.345 and 158.856 reporting requirements from local districts to state
 - Floor Amendment Restored 160.345 (K-5)
- **X** HB 301 – Restrictions on local flexibility in wellness policies
 - “Permit satisfaction of any state or local board's physical education course requirement through participation in: Physically demanding interscholastic athletics, or similar activities, including but not limited to cheerleading or marching band, as determined by the local board of education;”

Best Practices in HPE

CSPAP

Comprehensive School Physical Activity Program



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA

Skills-Based Health



1. CORE CONCEPTS

Comprehend concepts related to health promotion and disease prevention.



2. ANALYZING INFLUENCES

Analyze the influence of family, peers, culture, media, and technology on health behaviors.



3. ACCESSING INFORMATION

Demonstrate the ability to access valid information, products, and services to enhance health.



4. INTERPERSONAL COMMUNICATION

Use communication skills to enhance health and reduce health risks.



5. DECISION-MAKING

Use decision-making skills to make health-enhancing choices.



6. GOAL-SETTING

Use goal-setting skills to enhance health.



7. SELF-MANAGEMENT

Practice health-enhancing behaviors and avoid or reduce health risks.



8. ADVOCACY

Advocate for personal, family, and community health.

Recommendations to the Task Force

Strengthen Physical Education as the Cornerstone

- Ensure PE remains the foundation of student physical activity and pathway for lifelong skills and habits for health and fitness as addressed in the Kentucky Academic Standards for Physical Education.
- Increase minimum time requirements and curricular access where feasible.
- Protect against substitutions that dilute PE's purpose.

Support Comprehensive School Physical Activity Programs (CSPAP)

- Recognize daily PE as the gold standard, but provide flexibility through a **CSPAP framework**.
- Encourage schools to promote physical activity before, during, and after school (recess, classroom activity breaks, intramurals, after-school programs).

Recommendations to the Task Force

Elevate Skills-Based Health Education

- Support adoption and increased implementation of the updated Kentucky Academic Standards for Health Education.
- Provide increased curricular opportunities for students to build decision-making, goal-setting, communication, and advocacy skills that lead to lifelong health literacy.

Promote Family & Community Engagement

- Encourage policies that connect schools, families, and community partners to reinforce physical activity and health skill development beyond the school walls.

Address Equity & Access

- Ensure **all students, regardless of zip code or school schedule**, receive meaningful instruction in health and PE.
- Require all schools to have health, PE and wellness goals annually in their school and district improvement plans.
- Provide funding support for facilities, staffing, and innovative scheduling to close access gaps.