Comprehensive School Physical Activity Programs

Creating Healthy Schools and Communities
School Coordinator Training

Grantee Convening
January 27, 2016

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Division of Chronic Disease Prevention
Learning Objectives

1. Review the three CHSC CSPAP performance measures and one CDC School Health Profiles performance measure

2. Understand professional development and technical assistance

3. Identify options to facilitate professional development (PD) and provide technical assistance (TA) to schools for CSPAP

4. Discuss key process steps for schools to develop, implement, and evaluate CSPAP and review a HSNY example of classroom PA
CSPAP Performance Measures

1. Number of school districts that receive **professional development** and **technical assistance** to establish, implement, and evaluate CSPAP.
   - Conducted and/or facilitated by school coordinators, reported in Catalyst (NACDD 2.06.01)

2. Number of and demographics of students in school districts that receive professional development and technical assistance to establish, implement, and evaluate CSPAP.
   - Conducted by DOH eval. staff, link Catalyst data with SED data (NACDD 2.06.02)

3. Number of schools within school districts that have established, implemented, and evaluated CSPAP.
   - Conducted by schools, TA provided by school coordinators, results in Survey Monkey, milestones in Catalyst (NACDD 2.06.03)
Wellness Policy Performance Measures

1. Number of school that have improved, adopted, and implemented LWP
2. Number of and demographics of students in districts that have improved, adopted, and implemented LWP.
3. **Percent change in the comprehensiveness and strength of CSPAP-specific policies, as measured by WellSAT.**
4. Percent change in the comprehensiveness and strength of policies that establish standards for competitive foods as measured by WellSAT
5. Number of districts that increase the comprehensiveness and strength of policies that prohibit all forms of advertising and promotion of less nutritious foods and beverages as measured by WellSAT.
CDC School Health Profiles

http://www.cdc.gov/healthyyouth/data/profiles/index.htm

- Profiles is a system of surveys assessing school health policies and practices;
- Profiles surveys are conducted biennially (during even-numbered years, 2014, 2016, 2018);
- Profiles questionnaires are administered to middle and high school principals and lead health education teachers (grades 6-12)

- School health education requirements and content
- Physical education and physical activity
- Practices related to bullying and sexual harassment
- School health policies related to tobacco-use prevention and nutrition
- School-based health services
- Family engagement and community involvement
- School health coordination
CDC School Health Profiles

Performance Measure: Percent of schools that have established, implemented, and evaluated CSPAP (NACDD 2.06.03)

• A school is defined as having a CSPAP if it meets all criteria in Table 28, and a required physical education course is taught in each grade in the school (see Table 25).
### School Health Profiles 2014

**TABLE 28.** Percentage of Secondary Schools That Offered Specific Physical Activity Opportunities for Students, Selected U.S. Sites: School Health Profiles, Principal Surveys, 2014

<table>
<thead>
<tr>
<th>Site</th>
<th>Students participate in physical activity breaks in classrooms during the school day</th>
<th>Offered opportunities for students to participate in physical activity before the school day through organized physical activities or access to facilities or equipment for physical activity</th>
<th>Offered intramural sports programs or physical activity clubs</th>
<th>Offered interscholastic sports</th>
<th>Has a school health council that assessed the availability of physical activity opportunities for students</th>
<th>Had joint use agreement for shared use of school or community physical activity facilities</th>
<th>Has established and implemented a Comprehensive School Physical Activity Program (performance measure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE SURVEYS</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td>39.8</td>
<td>39.5</td>
<td>82.5</td>
<td>89.0</td>
<td>81.9</td>
<td>63.7</td>
<td>5.4</td>
</tr>
</tbody>
</table>
CDC School Health Profiles

- NYSDOH and NYSED collaborate to provide data to CDC

- New York Statewide School Health Services Center – Administers SHPs
  - 2016: 3rd week in Feb-3rd week in March

- U.S. Dept. of Education and Health and Human Services - *Healthy Students, Promising Futures* Toolkit: addresses critical links between health and education and recommendations to better coordinate health and education services to students and families, five impact opportunities
  - Nutrition, Physical Activity, and Health Education
  [http://www2.ed.gov/admins/lead/safety/healthy-students/index.html](http://www2.ed.gov/admins/lead/safety/healthy-students/index.html)
Performance Measures

Questions ?
PD and TA Definitions

**Professional development:**
- systematic process used to strengthen the knowledge, skills, and attitudes of staff serving youth.
- designed to actively engage learners and includes the planning, design, marketing, delivery, evaluation, and follow-up of PD offerings (events, information sessions, and technical assistance).

**Professional development event:**
- a set of skill-building activities designed to assist participants in mastering specific learning objectives.
- events are delivered in an adequate time span (at least 3 hours) and may include curriculum and other training, workshops, and on-line or distance learning courses.

**Technical assistance:**
- tailored guidance to meet the specific needs of a site or sites through collaborative communication between a specialist and the site(s).
- assistance takes into account site-specific circumstances and culture and can be provided through phone, mail, e-mail, Internet, or in-person meetings.
NYSED Professional Development

• **NYS Professional Development Standards:** Commissioner’s Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.
  
  ![Image](http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf)

• **Professional Development allowable activities:** Your employing district approves all professional development activities to accrue towards your continuing professional development requirement. You should seek prior approval from your school district of any professional development that you wish to apply toward your professional development obligation.
  
  ![Image](http://www.highered.nysed.gov/tcert/certificate/maintaincert-prof.html)

• **EngageNY (NYSED):** [https://www.engageny.org/pdnt-library](https://www.engageny.org/pdnt-library)
CDC Professional Development

CDC’s Healthy Schools program, http://www.cdc.gov/healthyschools/

The Basics – A Professional Development Series
• Introduces users to Professional Development Practices via an audio recorded e-Learning course
• Offers users materials and worksheets to enhance the learning experience
• Includes PowerPoint slides, the script, and the recording.

Professional Development

Questions ?
Physical Education

Physical Activity During School

Physical Activity Before and After School

Staff Involvement

Family and Community Engagement

60 Minutes

Comprehensive School Physical Activity Program
CSPAP – New York Policies


2. Physical Activity During School: No State Policy (Classroom PA or Recess), DOH resources
   - [https://activerecessguide.wordpress.com/](https://activerecessguide.wordpress.com/)

3. Physical Activity Before and After School: No State Policy, except school-based child care (Walk/Bike to School, Clubs, Intramurals, Joint-use agreements), NYSDOT Administers SRTS Transportation Law 444 (Section 14, Subdivision 35)
   - [https://www.dot.ny.gov/safe-routes-to-school](https://www.dot.ny.gov/safe-routes-to-school)

4. Staff Involvement: No State Policy

5. Family and Community Engagement: No State Policy
PE Regulations and Technical Assistance

What level of TA do I provide to schools around PE?

**DOH:** Support SED guidance on PE regulations, curriculum content, and physical fitness assessment and provide resources and suggestions for professional development, not using PA as punishment in PE, and improving wellness policy language around PE.

**DOH:** Does not provide TA on developing PE curricula, conducting physical fitness assessments or other regulation requirements.

**SED:** Provide PE guidance and interpret PE regulations, curriculum content, or physical fitness assessments.
NY Policies and PE Regulations

Questions ?
1. SHAPE America CSPAP Guide: http://www.shapeamerica.org/CSPAP/

2. CDC CSPAP e-learning series:
Course Link: http://orau.gov/dph/cspap/page01.html
CDC CEU Link: http://www2a.cdc.gov/TCEOnline/registration/detailpage.asp?res_id=5385
Continuing education for these courses are only available through the CDC Training and Continuing Education Online system (CDC TCEO). You must complete the online evaluation by November 23, 2017 to receive your continuing education or your certificate of completion.


4. UAlbany SPH CSPAP Broadcast: http://www.albany.edu/sph/cphce/phl_0314.shtml
CSPAP Process

1. Work with school health or wellness committee, school liaison.
2. Complete SHI, School district/building assessments
3. Assess the professional development (PD) and technical assistance (TA) needs of your school districts.
4. Identify PD trainings/opportunities that are already available through organizations including CDC, PYFP, Lets Move Active Schools, SHAPE America, etc.
5. Identify a process for providing PD and TA.
6. Provide PD and TA.
Process: Develop, Implement, Evaluate
Develop CSPAP - pgs. 18-40

1. Designate a PAL to lead CSPAP: **Physical Education teacher**
2. Create a CSPAP team. *(Table1)*
3. Communicate the need for CSPAP and educate staff and others about the benefits of the intended activities delivered within a CSPAP.
4. Assess policies and practices of a CSPAP. *(School Health Index, CSPAP Appendices).*
5. Create a vision statement, goals, and objectives for your CSPAP. *(Table 2)*
6. Identify program outcomes, school-level outcomes, indicators, and youth outcomes *(CSPAP Appendices)*
7. Develop a plan for CSPAP that includes addressing policy development, resource planning, identifying school resources *(Table 3)*, selecting the activities to be offered, finding time for PA, identifying activity spaces/facilities, identifying activity leaders *(Table 4)*, and budgeting *(Table 5)* and **providing professional development**.
Options for CSPAP PD

Options for CSPAP Professional Development [http://www.shapeamerica.org/CSPAP/](http://www.shapeamerica.org/CSPAP/)

- **Let’s Move! Active Schools:** When you [sign up](http://www.shapeamerica.org/CSPAP/) to be a school champion you'll get access to a team of specialists available to provide technical assistance. You'll also receive access to hundreds of support materials and [customized professional development](http://www.shapeamerica.org/CSPAP/) and [online trainings](http://www.shapeamerica.org/CSPAP/). Learn more about the [Physical Activity Leader (PAL) Learning System](http://www.shapeamerica.org/CSPAP/), a cutting-edge, all-inclusive professional development resource. (NYSAHPERD link)

- **Presidential Youth Fitness Program:** Use these [free resources](http://www.shapeamerica.org/CSPAP/) and tools to help you power your students' health and fitness, support your physical education program, and share your efforts with your school community. PD is a 6-hour workshop ($3,250). (NYSAHPERD link)

- **SHAPE America:** offers a wide variety of [professional development](http://www.shapeamerica.org/CSPAP/), including standards-based workshops and webinars and timely podcasts and events for P-12 educators, college/university faculty, coaching educators and researchers.
Options for CSPAP PD

Implement CSPAP - pgs. 41-43

1. Understand the different phases of implementation: 1) planning, 2) training, 3) implementation, 4) monitoring and evaluation, and 5) reporting. *(Table 6)*
2. **Identify the implementation strategies (e.g., pilot, phase, or full-scale).**
3. Complete the implementation plan, which is a document that outlines exactly what will be done, by whom, when, and how.
4. Implement the plan, which includes incorporating all components of CSPAP in the schools: physical education programs, physical activity before and after school.
5. Implement strategies to sustain CSPAP, this includes establishing and adopting policies, securing internal and external funding and other resources, and providing ongoing PD for administrators, teachers, and other school staff.
1. Put into place measures to address two types of evaluation:
   - **Process evaluation** is the collection of information that allows program staff to determine how well the program is being implemented (training, barriers).
   - **Outcome evaluation** is the collection of information that helps staff assess what happens as a result of program activities (concrete data, document changes).
2. Identify the type of program evaluation that will be used.
3. Identify the data collection methods (e.g., questionnaires, interviews, focus groups, observation) that will be used.
4. Identify a plan for evaluation, including engaging stakeholders, describing the program's goals and activities as they align with the evaluation, and identifying the evaluation design.
5. Identify ways to use outcome evaluation data.
CSPAP Process Questions

Questions ?
Thank you!

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"You can't educate a child who isn't healthy and you can't keep a child healthy who isn't educated."
Jocelyn Elders, Former US Surgeon General
Core Messages

- Healthy students are better learners
- Schools can influence eating and physical activity behaviors
- Healthy, successful students help build strong communities.
- All students deserve the opportunity to be healthy and successful
- Physical Activity and healthy eating must be valued as much as academics
What is a culture of wellness?

• Consistency in school policies and practices.
• School staff and volunteers role model healthy living.
• Students and families receive consistent messages from all school staff across ALL aspects of school:
  • Classroom celebrations & rewards
  • School fundraisers
  • Sporting & family events
  • School cafeteria
  • LOTS of opportunities to be physically active
Pick a card, Any Card...

Hearts: Jumping Jacks

Spades: Arm Circles

Diamonds: Squats

Clubs: Chair taps
Benefits of Physical Activity

• Improved health & fitness
• Better behavior
• Improved focus & time on task
• Reduced feelings of stress & anxiety
• Improved academic performance
14 published studies analyzing data from approximately 58,000 students between 1967 and 2006 have investigated the link between overall participation in physical activity and academic performance.

11 of those studies found regular participation in physical activity is associated with improved academic performance.

No negative effect from daily physical activity/education on academic performance.
Average composite of 20 student brains taking the same test

Brains after sitting quietly  Brains after 20 minute walk

Research/scan compliments of Dr. Chuck Hillman University of Illinois
A cross-sectional study of 2004–05 data from 1,800 Massachusetts middle-school students

Link Between Academic Performance and Fitness Tests Among Middle-School Students

- English
- Math

A study of more than 2.4 million Texas students in grades 3 to 12 found student fitness* and BMI levels correlate with academic test performance, attendance and disciplinary incidents.

Welk G. Cardiovascular fitness and body mass index are associated with academic achievement in schools. Dallas, Texas: Cooper Institute, March 2009.  
http://www.cooperinstitute.org/ourkidshealth/index.cfm

*Measured by FITNESSGRAM® tests based on walking or running and adjusted for age and gender
A study of elementary school students in North Carolina found students’ observed on-task classroom behavior improved with daily 10-minute physical activity breaks.

Why Do Kids Do Better in School After Exercise?

Paul Zientarski
Managing Activity Bursts

and the

Physically Active Classroom

1. Explain the purpose for the breaks or physical activity
2. Establish routines and standards, then practice them
3. Start with short, low-intensity activities
4. Move to longer and higher intensity activities
5. Show your support for physical activity by exercising with the students
Practice starting and stopping over and over

“Break time”
Stop work, stand & push chairs in, and wait quietly

“Freeze”
Stop immediately in place

“Polite Walking”
Walking under control with respect for others

“Quiet & Polite activity”
Enjoying the activity without interrupting others
Slap Count and Say 21 and Win

This activity is the game “say 21 and win” but extended so that each time you say a number you have to slap count.

1. Stand up and find a partner. Decide who is A and who is B.
2. The goal is to be the person to say the number 21 while slap counting. Slap counting is when you have your hands out and palms up and the one who says a number crosses over and slaps the other person’s hand.
3. You will alternately say and slap count consecutive numbers starting at “1” until someone says “21.” However, at your turn you have your choice of saying only one number or two numbers at a time. (For example, if person A just finished their turn and said “7,” then person B could either say just “8” or “8” then “9”).
4. Person A will start counting at “1.”

If you finish one game, continue with another game until the brain break is over.

Taken from: Energizing Brain Breaks

idea from Greg Farmer
Odd or Even?

Math review: I’m going to give you a math problem. If the answer is

ODD: jump 5x  
EVEN: Squat 4x
Dear Teachers,
Here’s What Kids Who Learn Differently Want You to Know

Resources

Active Academics
www.activeacademics.org

PBS Kids in Motion
www.pbslearningmedia.org/collection/kids-in-motion

Go Noodle
www.GoNoodle.com

Action For Healthy Kids
www.actionforhealthykids.org

JAM (Just a Minute) School Program
www.healthetips.com/jam-program.php

Fuel Up to Play 60
http://www.fueluptoplay60.com/

Energizing Brain Breaks, by David Sladkey
Energizing Brain Breaks 2, by Scott Miller
http://www.energizingbrainbreaks.com/

Facebook Pages:
Creating Healthy Schools and Communities
The Inspired Treehouse
Partnership for a Healthier America
Move It Monday
Thank you!