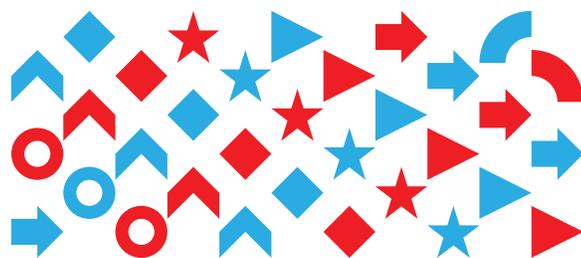


Roadmap For Developing an Active School



➔ Learn more at letsmoveschools.org



**Let's Active
Move Schools**



**THE PHYSICAL AND EMOTIONAL
health of an entire generation and the
economic health and security of our
nation is at stake.**

—FIRST LADY MICHELLE OBAMA at the *Let's Move!* launch on February 9, 2010



MANAGING PARTNERS OF *LET'S MOVE!* ACTIVE SCHOOLS



Introduction

Did you know that 2 in 3 kids in America today are inactive¹? It is time to get our nation's kids moving again.

Let's Move! Active Schools is a physical activity and physical education solution to ensure 60 minutes of physical activity a day is the new norm for schools.

Active Kids Do Better.
Physical activity not only helps kids stay healthy and strong, but it can also lead to:

-  **Higher test scores**
-  **Improved attendance**
-  **Better behavior in class**
-  **Lower rates of childhood obesity**
-  **A lifetime of healthy habits**

Powered by a national collaboration of leading health and education organizations, *Let's Move!* Active Schools streamlines the selection of programs, resources, professional development and funding opportunities, and delivers a customized Action Plan – making it simple for teachers and strategic for administrators. Ultimately, *Let's Move!* Active Schools helps schools develop a culture in which physical activity and physical education are foundational to academic success.

So let's get moving. With the provided roadmap, you can make a difference in the lives of the kids you care about by becoming an Active School—one that helps students learn, focus and grow through the integration of physical activity before, during and after the school day. Each step forward helps kids reach their greatest potential both in the classroom and in life.

SUPPORTING ORGANIZATIONS:

- Action for Healthy Kids
- Alliance for a Healthier Generation
- Athletes for Hope
- BOKS
- ChildObesity180
- GoNoodle
- Good Sports
- GENYOUth Foundation
- Kaiser Permanente
- KIDS in the GAME
- Let's Move!*
- NBA FIT
- NIKE, Inc.
- Partnership for a Healthier America
- President's Council on Fitness, Sports & Nutrition
- Safe Routes to School National Partnership
- SHAPE America
- SPARK
- U.S. Department of Health and Human Services
- USA Track & Field

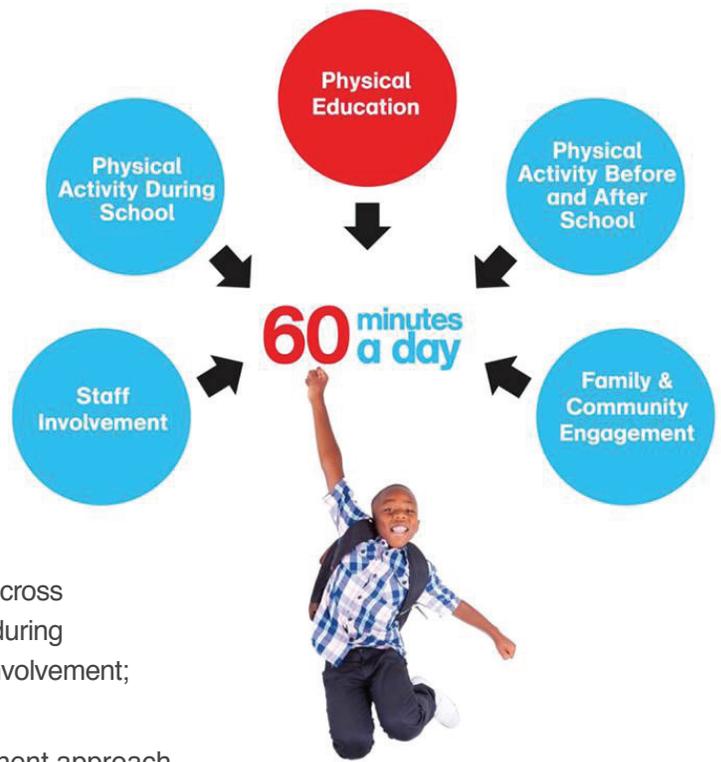
¹ National Association for Sport and Physical Education. The Fitness Equation: Physical Activity + Balanced Diet = Fit Kids. Reston, VA: National Association for Sport and Physical Education, 1999.

Introduction

Let's Move! Active Schools equips champions with a roadmap designed to get students moving before, during and after the school day for at least 60 minutes a day. The roadmap identifies the programs, initiatives and resources needed to create an Active School based on the Centers for Disease Control and Prevention (CDC) Comprehensive School Physical Activity Program (CSPAP).

The CSPAP reflects strong coordination and synergy across five components: physical education; physical activity during school; physical activity before and after school; staff involvement; and family & community engagement.

With physical education at its core, this multi-component approach empowers school and district leaders to create early, positive experiences that in turn, motivate kids to be active for a lifetime.



The Process:

- ★ **EVALUATE.** How is your school already moving? Our assessment tool will help identify where you already shine and in which of the five areas you need to kick it up a notch. Then, develop an Action Plan that moves the needle.
- ▶ **ACTIVATE.** Amplify your Action Plan. Identify the resources, programs, and initiatives that make sense for your school.
- ◀ **CELEBRATE.** You've planned, you've acted...the only thing left is to celebrate!

TIPS FOR LONG-TERM SUCCESS

GROWTH CHART. Use the *Let's Move!* Active Schools assessment tool to annually benchmark your school's physical activity and physical education programming against national standards, trends and developmental appropriateness. Update your Action Plan each time you take a step forward or make progress to unlock incentives along the way.

STAY ON TOP OF YOUR GAME. Make frequent visits to your *Let's Move!* Active Schools Dashboard to access new resources, grant opportunities, thought leaders and problem-solving strategies. Also, *Let's Move!* Active Schools offers a dynamic array of professional development workshops and training to help you stay current on industry research and best practices.

IN IT TO WIN IT. Apply for the *Let's Move!* Active Schools National Recognition Award every two years to ensure movement and sustainability. Schools that received the 2013-14 *Let's Move!* Active Schools National Recognition Award will be eligible again in the 2014-2015 school year due to the new assessment tool.

Assessment Tool

Here is an overview of the *Let's Move!* Active Schools assessment tool. Each question is followed by a set of answers to help identify how your school is already moving.

KEY

ES= Elementary School Question

MS/HS= Middle School/High School Question

SUCCESS SCALE

3 = 100% success and completion at your school

2 = close to success

1 = working towards success

0 = we have work to do

See appendix for detailed information on eligibility requirements for the Let's Move! Active Schools National Recognition Award.

Standard
301

Physical Education

ES: 150 minutes of physical education per week (elementary)

Do all students in each grade receive physical education for at least 150 minutes per week throughout the school year?

NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.

3 = Yes.

2 = 90-149 minutes per week for all students in each grade throughout the school year.

1 = 60-89 minutes per week for all students in each grade throughout the school year.

0 = Fewer than 60 minutes per week or not all students receive physical education throughout the school year.

**Only 60 minutes per week is required for Let's Move! Active Schools National Recognition.*

Standard
302

MS/HS: Years of physical education (middle/high)

How many years of physical education are students at this school required to take?

3 = The equivalent of all academic years of physical education.

2 = The equivalent of more than one academic year but less than all academic years of physical education.

1 = The equivalent of one academic year of physical education.

0 = The equivalent of less than one academic year of physical education, or students are not required to take physical education at this school.

Standard
303

Sequential physical education curriculum consistent with standards

Do all teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards below)?

3 = Yes.

2 = Some use a sequential physical education curriculum, and it is consistent with state or national standards.

1 = Some use a sequential physical education curriculum, but it is not consistent with state or national standards.

0 = None do, or the curriculum is not sequential, or there is no physical education curriculum.



**Standard
304**

Health-related physical fitness

Does the physical education program integrate the components of the Presidential Youth Fitness Program?

- Fitness assessment using Fitnessgram®.
- Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition.
- Recognition of students meeting Healthy Fitness Zones or their physical activity goals.

3 = Yes, all 3 components of the PYFP are integrated.

2 = 2 of the PYFP components are integrated.

1 = 1 of the PYFP components is integrated.

0 = None of the PYFP components are integrated.

**Standard
306**

Address special health care needs

Does the physical education program consistently use all or most of the following practices as appropriate to include students with special health care needs?

- Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, asthma action plans, or 504 plans.
- Offering adapted physical education classes.
- Using modified equipment and facilities.
- Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able.
- Monitoring signs and symptoms of chronic health conditions.
- Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to asthma symptoms) in the gym and on playing fields; assisting students who do not self-carry.
- Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise).
- Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed.
- Using peer teaching (e.g., teaming students without special health care needs with students who have such needs).

3 = Yes, the physical education program uses all or most of these instructional practices consistently.

2 = The physical education program uses some of these instructional practices consistently.

1 = The physical education program uses some of these instructional practices, but not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).

0 = The program uses none of these practices, or there is no physical education program.

Physical Activity Before and After School

Standard
308

Availability of before- and after-school physical activity opportunities

Does your school offer opportunities for students to participate in physical activity before and after the school day for example, through organized physical activities or access to facilities or equipment for physical activity?

3 = Yes. Both before and after the school day.

2 = Yes. We offer before school or after school, but not both.

1 = No. We do not offer opportunities for students to participate in physical activity before and after the school day, but there are plans to initiate it.

0 = No. We do not offer opportunities for students to participate in physical activity before and after the school day, and there are no plans to initiate it.

Standard
307

Promotion or support of walking and bicycling to school

Does your school promote or support walking and bicycling to school in the following ways?

- Designate safe or preferred routes to school.
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week.
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area).
- Instruction on walking/bicycling safety provided to students.
- Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper.
- Crossing guards are used.
- Crosswalks exist on streets leading to schools.
- Walking school buses are used.
- Bicycle parking is provided (e.g., bicycle rack).
- Documentation of number of children walking and or biking to and from school.
- Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.).

3 = Yes, our school promotes or supports walking and bicycling to school in **6 or more** of these ways.

2 = Our school promotes or supports walking and bicycling to school in **3 to 5** of these ways.

1 = Our school promotes or supports walking and bicycling to school in **1 to 2** of these ways.

0 = Our school does not promote or support walking and bicycling to school.





Physical Activity During School

Standard
103

ES: Recess (elementary)

Are students provided at least 20 minutes of recess during each school day, and do teachers or recess monitors encourage students to be active?

3 = Yes.

2 = Recess is provided for at least 20 minutes each day, but teachers or recess monitors do not encourage students to be active.

1 = Recess is provided each day but for less than 20 minutes, or it is provided on some days but not on all days.

0 = Recess is not provided on any day.

Standard
309

Availability of physical activity breaks in classrooms

Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?

NOTE: Physical activity breaks are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.

3 = Yes, on all days during a typical school week.

2 = On most days during a typical school week.

1 = On some days during a typical school week.

0 = No, we do not provide students with opportunities to participate in physical activity breaks in classrooms.



Staff Involvement

Standard
703

Modeling physical activity behaviors

Does your school support staff to model physical activity behaviors?

- Provide staff with information about the importance of engaging in physical activities with students.
- Provide staff with information or strategies on how to incorporate physical activity into classrooms.
- Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior.

3 = Yes, our school uses **3** of the strategies to support staff to model physical activity behaviors.

2 = Yes, our school uses **2** of the strategies to support staff to model physical activity behaviors.

1 = Yes, our school uses **1** of the strategies to support staff to model physical activity behaviors.

0 = No, our school does not use any strategies to support staff to model physical activity behaviors.

Family & Community Involvement

Standard
305

Promote community physical activities

Does the physical education program use three or more methods to promote student participation in a variety of community physical activity options?

These methods may include: bulletin boards, school newsletter, school website, social media, posters/signage at your school, or classroom announcements.

3 = Yes, through **3 or more methods**.

2 = The program promotes participation in a variety of community physical activity options, but through only **1 or 2 methods**.

1 = The program promotes participation in **only 1 type** of community physical activity option.

0 = The program does not promote participation in community physical activity options, **or** there is no physical education program.

➔ Appendix

Let's Move! Active Schools Assessment Tool = School Health Index

Let's Move! Active Schools has teamed up with the Centers for Disease Control and Prevention (CDC) to provide a self-assessment tool that guides schools through the process of creating a more active school environment.

The School Health Index (SHI), a widely used self-assessment, is now the CDC's School Health Branch and the Alliance's Healthy Schools Program unified school health tool. Merging the assessments into a single SHI not only eliminates confusion about which evidenced-based assessment tool to use, but also:

- Allows for the monitoring and alignment of school-based health policies and practices with national surveillance systems
- Enables better coordination of training and technical assistance
- Increases visibility and use of the Healthy Schools Program to address other areas of need identified by districts and schools

Let's Move! Active Schools National Recognition Award

The *Let's Move! Active Schools* National Recognition Award honors schools that have demonstrated outstanding leadership in creating an Active School environment. The award celebrates a school's exemplary efforts in and commitment to helping students learn, focus and to grow through the integration of physical activity before, during and after the school day. Honorees are provided with an Active Schools banner and certificate to proudly celebrate their success and display their dedication to improving student physical and cognitive health.

National Recognition Award applications are available on your *Let's Move! Active Schools* Dashboard between **November 2014 and May 2015**. All applications are due **May 1, 2015**.

Upon completion of the criterion, you will be directed to apply for National Recognition. The following chart indicates award eligibility by success scale and school level:



➔ Appendix

ASSESSMENT QUESTION	3 = LMAS AWARD	2 = LMAS AWARD	1 = LMAS AWARD	LOW GRADE	HIGH GRADE
150 minutes of physical education per week <i>Standard: 301</i>			✓	K	5
Years of physical education <i>Standard: 302</i>			✓	6	12
Sequential physical education curriculum consistent with standards <i>Standard: 303</i>	✓			K	12
Health-related fitness <i>Standard: 304</i>	✓			K	12
Address special health care needs <i>Standard: 306</i>	✓			K	12
Availability of before- and after-school physical activity opportunities <i>Standard: 308</i>		✓		K	12
Promotion or support of walking and bicycling to school <i>Standard: 307</i>		✓		K	12
Recess <i>Standard: 103</i>	✓			K	5
Availability of physical activity breaks in classrooms <i>Standard: 309</i>		✓		K	12
Modeling physical activity behaviors <i>Standard: 703</i>	✓			K	12
Promote community physical activities <i>Standard: 305</i>	✓			K	12



LMAS Roadmap Glossary

504 plans: written descriptions of educational, health, and other related services or modifications needed to assist students with special needs who are in a regular educational setting

Adapted physical education classes: physical education modified for students with disabilities so that they can participate as fully as students who do not have disabilities

Chronic health conditions: include asthma, diabetes, overweight/obesity, food allergies, anemia, eating disorders, epilepsy, and oral/dental conditions

Community physical activity options: activities such as organized sports, dance, yoga, martial arts, fun walk/run, community health fairs and other special events that are provided by members or organizations in the school community

Extended school day: time during before- and after-school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

Fitness assessment: includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility, and body composition; scores from these assessments determine students' overall physical fitness and suggest areas for improvement when appropriate, and aggregate data is used to modify instruction to meet the needs of the students

Fitness education: instructional and learning process of acquiring values, knowledge, skills; experiencing regular participation in physical activity; and promoting healthy nutritional choices to achieve life enhancing health-related fitness



FITNESSGRAM®: the fitness assessment of the Presidential Youth Fitness Program

Healthy Fitness Zones: standards organized by gender and age that represent levels of fitness that offer some degree of protection against diseases that can result from sedentary living (adapted from <http://www.fitnessgram.net/program-overview/healthy-fitness-zone-standards>)

Individualized physical activity and fitness plan: a written plan that contains:

- assessment of fitness level (before beginning a new physical activity and fitness plan, individuals should assess their current level of fitness to help avoid injury)
- long-term and short-term personal goals for participating regularly in physical activity and maintaining or improving

➔ Glossary

health-related fitness

- specific actions to achieve those goals
- timeline for taking specific actions, assessing progress, and achieving goals
- methods that will be used to record actions taken and assess progress
- rewards for achieving goals

Moderate to vigorous physical activity:

activities that cause an increase in heart rate, breathing, and body temperature

National/state standards for physical education:

content standards that define what a student should know and be able to do as result of a quality health education or physical education program and that provide a framework for developing realistic and achievable expectations for student performance at every grade level

Physical activity: bodily movement of any type that may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs, or raking the leaves

Physical activity breaks: planned, structured intervals throughout the school day when students are out of their seats and moving; they do not include passing periods or recess

Physical education: structured physical education classes or lessons, not physical activity breaks or recess and not substitution of participation in a sport team, ROTC, marching band, etc., for physical education course credit; is a planned, sequential, K-12 curriculum that provides cognitive content and learning

experiences in a variety of activity areas, such as basic movement skills, physical fitness, rhythm and dance, games, team, dual, and individual sports, tumbling and gymnastics, and aquatics; quality physical education should promote each student's optimum physical, mental, emotional, and social development, including sports that all students enjoy and can pursue throughout their lives

Presidential Youth Fitness Program: a model for fitness education within a comprehensive physical education program that provides resources and tools for physical educators (adapted from <http://www.pyfp.org/about/index.shtml>)

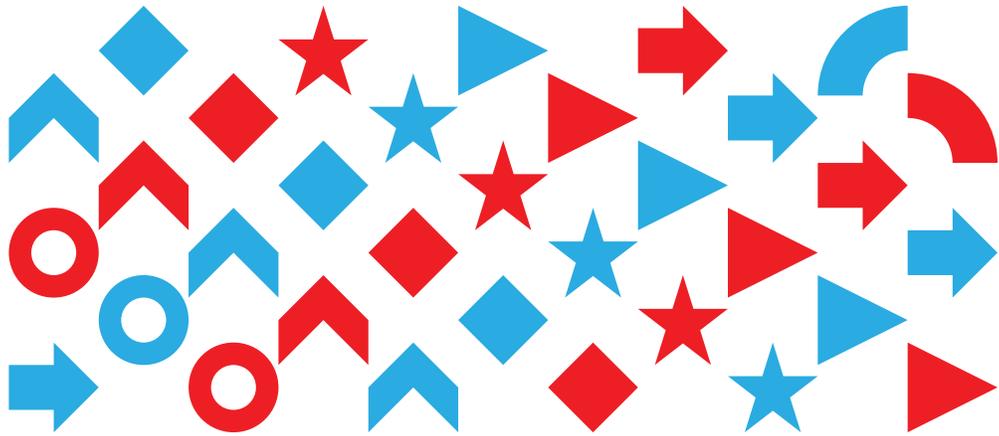
Professional development: specialized training designed to increase or enhance a teacher's knowledge, skills, and effectiveness in a specific content area

Recess: an opportunity for unstructured physical activity

Safe Routes to School: a program supported by parents, schools, governments, and community leaders that encourages walking and biking to school

Sequential: a curriculum that builds on concepts taught in preceding years and provides opportunities to reinforce skills across topics and grade levels

Special health care needs: include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and chronic medical conditions such as diabetes, asthma, and scoliosis



Let's Active Move Schools

➤ Learn more at letsmoveschools.org