



Indiana
Department
of
Health

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP) - A GUIDE FOR SCHOOLS

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OUR MISSION:

To promote, protect, and improve the health and safety of all Hoosiers.

OUR VISION:

Every Hoosier reaches optimal health regardless of where they live, learn, work, or play.



Introduction



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Comprehensive School Physical Activity Program (CSPAP)

- Developed by wellness councils and physical activity leaders
- Implemented by stakeholders across the school community
- A CSPAP is evaluated and reworked as priorities and goals shift and change
- A CSPAP is a school-level approach, so program plans should be individualized to fit the needs of a particular school
- An in-person training would enable teams to dive deeper into each step which will help create a CSPAP action plan

Goals of a CSPAP

- For school districts and schools to use all opportunities for students to be physically active
- For students to develop the knowledge, skills, and confidence to be physically active for a lifetime
- Students can accumulate the recommended 60 minutes of PA through the components of a CSPAP



WSCC and CSPAP Models



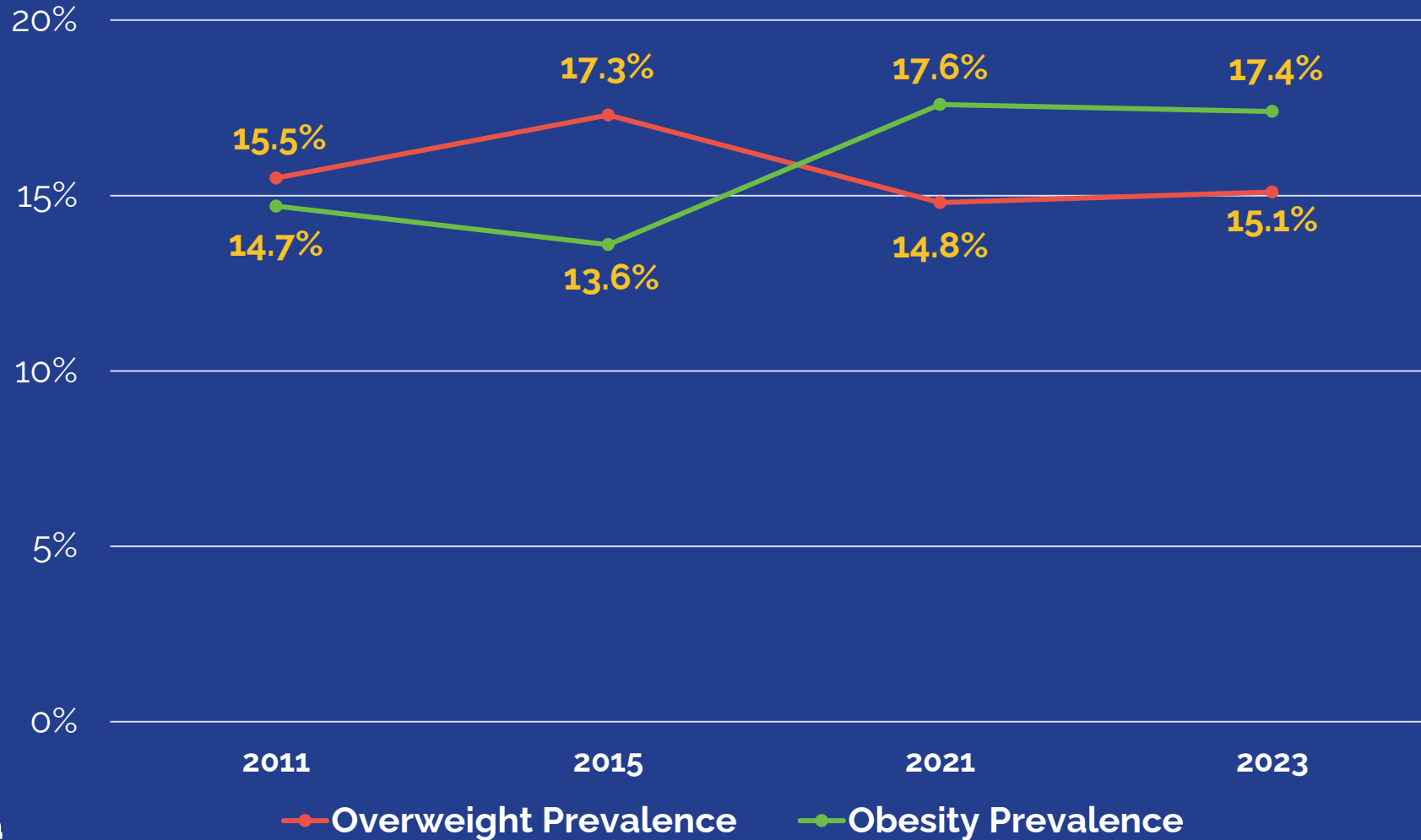
Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA

Seven Steps to Develop a CSPAP

1. Establish a team
2. Conduct a needs assessment
3. Create a vision, goals and objectives
4. Identify intended outcomes
5. Develop your CSPAP plan
6. Implement your CSPAP plan
7. Evaluate

Weight Status of Indiana High School Students, YRBS, 2011-2023



Benefits of Quality Physical Activity During School

- Gives students the knowledge and skills to participate in a lifetime of PA
 - Teach, mentor, and support youth to become physically active at an early age
- Teaches skill development - needed for safe and fun play/movement
- Provides a wide range of developmentally appropriate activities
- Supports other school subject areas - learning retention
- Provides a foundation to help children socialize successfully and the opportunity to learn positive people skills
- Develops a sense of self-worth, confidence, and independence
- Gives the opportunity to set and reach goals

Springs Valley School Corporation

- Previous IDOH, DNPA 2021-2022 YAPA Grantee
- Located in a rural area (Orange County)
- Provided training to teachers to implement Mindfulness in Motion program during school day
- Inserted sensory hallways in the district's elementary schools
- Many students experienced high levels of trauma – program reached 499 students

"Our students loved having physical activity as a part of their daily routine. It gave them the opportunity to release their energy, refocus, and help them cope with their trauma in a positive manner." – Tanya Gilmore, administrative assistant, SVSC



Stages of Play

Unoccupied Play (Birth-3 Months): At this stage baby is just making a lot of movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.

Solitary Play (3 Months-2 Years): This is the stage when a child plays alone. They are not interested in playing with others quite yet.



Stages of Play

Spectator/Onlooker Behavior (2 Years):

During this stage a child begins to watch other children playing but does not play with them.

Parallel Play (2+ Years)

When a child plays alongside or near others but does not play with them this stage is referred to as parallel play.



Stages of Play

Associate Play (3-4 Years)

When a child starts to interact with others during play, but there is not a large amount of interaction at this stage. A child might be doing an activity related to the kids around him but might not actually be interacting with another child.

For example, kids might all be playing on the same piece of playground equipment but all doing different things like climbing, swinging, etc.

Cooperative Play (4+ years)

When a child plays together with others and has interest in both the activity and other children involved in playing they are participating in cooperative play.



Recess Guidance

- Provide all students in K-12 with at least 20 minutes of recess daily
- Prohibit the replacement of physical education with recess or the use of recess to meet time requirements for PE policies
- Provide schools and students with adequate spaces, facilities, equipment, and supplies for recess
- Ensure that spaces and facilities for recess meet or exceed recommended safety standards



Recess Guidance Continued...

- Prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom
- Prohibit the use of physical activity during recess as punishment
- Provide recess before lunch
- Provide staff members who lead or supervise recess with ongoing professional development

Providing Recess Before Lunch

- Students are settled down and ready to learn when they return to the classroom
- Less fights on the playground and better classroom behavior
- Students are not rushing through lunch to make it to recess
- Students are hungrier when it's time for lunch, so, they eat better which also leads to less food waste



Building a School Recess Plan

- A school recess plan identifies the strategies a school will use to organize and implement recess at a school.
- Helps with accountability, tracking physical activity during recess, and documenting the impact of recess
- Can be shared with all school staff, students, and parents.

For more information, visit:

https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_CustomizableRecessPlanningTemplate.docx

During School Examples

- Classroom physical activity breaks
- Sensory hallways
- Yoga and mindfulness
- Calming corners
- **GoNoodle** – Online platform (create a free account)
 - Play your students' favorite videos from school or at home!
 - Encourages to engage in play and movement activities while learning math, reading, and history lessons
 - Website: <https://www.gonoodle.com/>



Before and Afterschool Time

The hours leading up to the start of the school day and after are opportunities to showcase the importance of living a healthy lifestyle in different ways other than participating in sports

- Improves attention and memory
- Better school attendance
- Higher grades and test scores
- Fewer disciplinary/behavior issues
- Bolsters immune systems
- Improves heart health
- Reduces risk of chronic disease
- Willing to try new and healthy foods
- Improves overall health



Before and During Afterschool Example

Get on Board Active Living (G.O.A.L.) Program:

Afterschool program geared towards elementary aged youth focusing on increasing PA minutes and learning healthy eating habits

- IDOH, DNPA grantee for over five years
- Program's current reach is ~800 K-6th grade students
- College students each school year are trained to teach GOAL at each program site
- Expansion of program has now reached Lafayette, Bloomington, Indianapolis & surrounding rural communities in Indiana



School Staff Involvement

- Critical role of modeling what healthy behaviors look like to their students
- Improves work culture by promoting movement and awareness of each other's wellness journey
- Provide staff with access to PA through staff wellness plans
- Intentional habit building for educators such as walking meetings or indoor walking trail



Family and Community Engagement

- A complete CSPAP program goes beyond the school's walls to engage families and community to be active during the school day and beyond
- Youth participation in physical activity is influenced by participation and support of family members
- Community involvement allows maximum use of school and community resources; creates a connection between school and community-based physical activity opportunities



Wellness Policy Opportunities

- Quantify active minutes during the school day (i.e., PE, recess, movement breaks, etc.) and work towards 30+ minutes per day
- Expand community partnerships to link out-of-school programs that promote physical activity
- Establish social norms such as morning movement over the intercom or Wellness Wednesdays
- Encourage collaboration between health services, health educators and physical education instructors with other staff members
- Assess, inspect and maintain areas where physical activity occurs
- Provide educational resources on movement in all languages utilized by families

Resources

- CDC CSPAP Page: https://www.cdc.gov/healthyschools/professional_development/e-learning/CSPAP/index.html
- CDC CSPAP Guide Checklist:
https://shapeamerica.org//Common/Uploaded%20files/uploads/pdfs/CSPAP/CSPAP_Checklist.pdf
- CDC CSPAP Guide for Schools:
https://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-



Resources

- IDOH, DNPA Youth Adolescent Physical Activity Grant (YAPA) information:
[https://www.in.gov/health/audiences/school-representatives/nutrition-and-physical-activity/#tab-731103-Grant Opportunities](https://www.in.gov/health/audiences/school-representatives/nutrition-and-physical-activity/#tab-731103-Grant_Opportunities)
- IDOH, DNPA's Healthy Schools Toolkit: <https://www.in.gov/health/dnpa/files/Healthy-Schools-Toolkit.pdf>
- IDOH, DNPA's Educator Wellness Toolkit:
<https://www.in.gov/health/dnpa/files/Educator-Wellness-Toolkit-Final.pdf>



IDOH, DNPA Healthy Schools Newsletter - sign up here:

CSPAP Conclusion

- Understanding the importance and benefits of youth physical activity of your students
- Learning the components and benefits of a Comprehensive School Physical Activity Program
- Learning and describing the process for developing, implementing, and evaluating a Comprehensive School Physical Activity Program for your school(s) or school district

Presentation Survey

Link to survey:

https://newteachercenter.co1.qualtrics.com/jfe/form/SV_3VDWC8UMGDSGBBs

Questions?

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