

ESSA SCAHPERD Needs Assessment - Directions

The ESSA SCAHPERD Needs Assessment tool was designed to help you identify needs in the physical education, health, and dance education in your school. The Every Student Succeeds Act (ESSA) replaces No Child Left Behind that did not allow these funds to be used in our content areas. ESSA focuses on a "well rounded education" and does allow districts to use federal funds in our content areas. Districts will be doing a needs assessment to apply for these funds. The ESSA SCAHPERD Needs Assessment tool was designed for you to use so that you can make a case for your needs to be considered when these funds are distributed.

The ESSA SCAHPERD Needs Assessment tool is a checklist and includes items that are state policy. You are encouraged to first use the more comprehensive tools identified by our professional organization on page 2 of this document.

How to Use This Tool

For each of the indicators indicate whether your school meets or does not meet the identified standard (YES/NO). The COMMENTS column is designed for you to explain the nuances of your particular situation, (For example: 1st grade has 30 minutes of PE and does not meet the standard, other grades have 60 minutes and do meet the standard). In the NEEDS column you should identify what you need to meet the standard.

Suggested Comprehensive Needs Assessment Tools

School Health Index (SHI)

<http://www.cdc.gov/healthyschools/shi/index.htm> or https://schools.healthiergeneration.org/dashboard/about_assessment/ or The *School Health Index (SHI): Self-Assessment & Planning Guide 2014* is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential. The SHI:

- Enables schools to identify strengths and weaknesses of health and safety policies and programs.
- Enables schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan.
- Engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

The Whole School, Whole Community, Whole Child Model (WSCC) <http://www.cdc.gov/healthyyouth/wsc/>

The Whole School, Whole Community, Whole Child (WSCC) model is an expansion and update of the Coordinated School Health (CSH) approach. The WSCC incorporates the components of CSH and the tenets of the ASCD's whole child approach to strengthen a unified and collaborative approach to learning and health. The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community.

State School Health Policy Matrix 2.0 http://www.shapeamerica.org/advocacy/upload/Policy_Matrix_II_Final.pdf

The State School Health Policy Matrix 2.0 outlines relevant state-level policies for each of these areas, including a direct link to the policy. It also indicates which political entity or agency adopted the policy or issued guidance, helping to answer the question – Who has historically had the authority to make policy changes in the areas of competitive foods and beverages, physical education and physical activity, and administration of medication in each state?

Shape of the Nation™ 2016

<http://www.shapeamerica.org/shapeofthenation>

The 2016 Shape of the Nation™: Status of Physical Education in the USA provides a current picture of physical education in the American education system. The 2016 survey finds areas of both improvement and decline since the 2012 Shape of the Nation.

The Essential Components of Physical Education

<http://www.shapeamerica.org/upload/theessentialcomponentsofphysicaleducation.pdf>

The Essential Components of Physical Education defines and describes the critical elements of a physical education program and helps users understand the essential components.

					PHYSICAL EDUCATION	
	YES	YES	NO	No	Comments	Needs
	ELE	SEC	ELE	SEC		
Student Health and Fitness Act Requirements - Elementary						
Physical Education Teacher to student ratio is at least 700:1						
All elementary students are provided at least 60 minutes per week of physical education						
All elementary students are provided with at least 90 minutes per week of physical activity aside from physical education						
School has a designated physical activity director						
School has an active physical activity program (classroom and outside the classroom)						
Professional development is provided teachers on the importance of PA for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles						
Students are assessed in physical education						

District/ School Policy	YES	NO	YES	NO	COMMENTS	NEEDS
	ELE	ELE	SEC	SEC		
All students take MS physical education every school year						
A one year HS program is provided at the HS level						
Class size for physical education classes does not exceed class size of academic classes						
Schools do not allow waivers and exemptions from physical education other than ROTC at the HS level						
Full inclusion of all students is required						
Physical education teachers at all levels are certified						
The physical education program at all levels is standards based						
Students are assessed based on performance in state standards						
A school/district curriculum for physical education has been developed and is used at all levels						
Teachers are provided with professional development in physical education						
Funds are available for physical education teachers to attend professional conferences						
Physical education teachers are observed and evaluated based						

on best practice criteria in their field						
Student grades are based on progress in the state standards						
Physical education teachers have similar workloads to other teachers						
Adequate facilities are provided for both indoor and outdoor teaching stations						
Physical education at each school has an adequate equipment budget						
Opportunities for physical activity outside of physical education are provided for all students both during the school day and outside of the school day						

--	--	--	--	--	--	--

HEALTH EDUCATION						
-------------------------	--	--	--	--	--	--

	YES	NO	YES	NO	Comments	Needs
	ELE	ELE	SEC	SEC		

Does your school provide a minimum of 75 minutes of health education instruction per week for 36 weeks or the equivalent for students in grades 5K-6?						
---	--	--	--	--	--	--

Does your school provide health						
---------------------------------	--	--	--	--	--	--

<p>education instruction to every student at least one time over the four years that includes at a minimum 750 minutes of reproductive health education and pregnancy prevention, and instruction on adoption, domestic and dating violence, drug use and abuse education, and prevention of sexual-abuse.</p>						
<p>Does your school provide a minimum of 250 minutes a week of health education instruction per week over the course of nine weeks or the equivalent?</p>						
<p>Is all health education instruction aligned with the SC Comprehensive Education Act, chapter 59-30, and the SC Academic Standards for Health and Safety Education.</p>						
<p>Are those assigned to teach health education certified by the State Board of Education to teach health education?</p>						
<p>Are teachers of health education provided professional development on the content</p>						

and age appropriate teaching strategies aligned with the CHE law and SC Academic Standards for Health and Safety Education						
Is there a written district health education curriculum with scope and sequence across all grades						
Does the district have current approved health education instructional materials approved by the local board or state board of education in alignment with the SC Comprehensive Health Education Act.						

DANCE EDUCATION						
	YES	NO	YES	NO	Comments	Needs
	ELE	ELE	SEC	SEC		
Do all students in your school have access to full or part-time dance instruction? If no, does your school include other arts areas in the curriculum? Please include all areas taught in your school.						
If dance or another arts area is included in your school curriculum, how would you describe the role of the arts in						

your school (i.e. arts integration, arts infusion, arts centered, or elective/special area)?						
Do students in your district/school have access the arts as a cluster area in their IPG? Do these arts areas include dance?						
Are administrators in your district/school informed about how to effectively evaluate the performance of dance or other arts teachers?						
Does your district implement college and career ready standards in dance or other arts areas?						
Has your school been awarded any grants that pertain to dance/arts education (i.e. DAP, ABC, IPG, etc.)?						
Do teachers in your school/district ever receive any professional development in dance or other arts areas?						

ESSA SCAHPERD Needs Assessment - 7/27/16

Directions

The ESSA SCAHPERD Needs Assessment tool was designed to help you identify needs in the physical education, health, and dance areas in your school. The Every Student Succeeds Act (ESSA) replaces No Child Left Behind that did not allow these funds to be used in our content areas. ESSA focuses on a "well rounded education" and does allow districts to use federal funds in our content areas. Districts will be doing a needs assessment to apply for these funds. The ESSA SCAHPERD Needs Assessment tool was designed for you to use so that you can make a case for your needs to be considered when these funds are distributed.

The ESSA SCAHPERD Needs Assessment tool is a checklist and includes items that are state policy. You are encouraged to first use the more comprehensive tools identified by our professional organization on page 2 of this document.

How to Use This Tool

For each of the indicators indicate whether your school meets or does not meet the identified standard (YES/N). The COMMENTS column is designed for you to explain the nuances of your particular situation, (For example: 1st grade has 30 minutes of PE and does not meet the standard, other grades have 60 minutes and do meet the standard). In the NEEDS column you should identify what you need to meet the standard.

Suggested Comprehensive Needs Assessment Tools

School Health Index (SHI)

<http://www.cdc.gov/healthyschools/shi/index.htm>

The *School Health Index (SHI): Self-Assessment & Planning Guide 2014* is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential. The SHI:

- Enables schools to identify strengths and weaknesses of health and safety policies and programs.
- Enables schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan.
- Engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

The Whole School, Whole Community, Whole Child Model (WSCC) <http://www.cdc.gov/healthyyouth/wsc/>

The Whole School, Whole Community, Whole Child (WSCC) model is an expansion and update of the Coordinated School Health (CSH) approach. The WSCC incorporates the components of CSH and the tenets of the ASCD's whole child approach to strengthen a unified and collaborative approach to learning and health. The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community.

State School Health Policy Matrix 2.0 http://www.shapeamerica.org/advocacy/upload/Policy_Matrix_II_Final.pdf

The State School Health Policy Matrix 2.0 outlines relevant state-level policies for each of these areas, including a direct link to the policy. It also indicates which political entity or agency adopted the policy or issued guidance, helping to answer the question – Who has historically had the authority to make policy changes in the areas of competitive foods and beverages, physical education and physical activity, and administration of medication in each state?

Shape of the Nation™ 2016

<http://www.shapeamerica.org/shapeofthenation>

The 2016 Shape of the Nation™: Status of Physical Education in the USA provides a current picture of physical education in the American education system. The 2016 survey finds areas of both improvement and decline since the 2012 Shape of the Nation.

The Essential Components of Physical Education

<http://www.shapeamerica.org/upload/theessentialcomponentsofphysicaleducation.pdf>

The Essential Components of Physical Education defines and describes the critical elements of a physical education program and helps users understand the essential components.