



Winter Park Area Schools Embrace the Governor's Fitness Challenge



Presentation to the Governor's Council on Physical Fitness
May 28, 2008
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“Schools could do more than perhaps any other single institution in society to help young people and the adults they will become, live healthier, longer, more satisfying, and more productive lives.”

- Carnegie Council on Adolescent Development



Key Points

- What is the Winter Park Consortium of Schools?
- What is the Coordinated Youth Initiative?
- What is the Coordinated School Health Model?
- What is a Healthy School Team?
- What does all of this have to do with the Governor's Fitness Challenge?
- Successes, Opportunities and Suggestions



Winter Park Consortium of Schools

- Includes **Winter Park High School** and its feeder schools –
 - Elementary:** Aloma, Audubon Park, Brookshire, Cheney, Dommerich, Hungerford, Lake Sybelia and Lakemont
 - Secondary:** Glenridge and Maitland Middle, WP 9th Grade Center, and WP Tech
- Serves about 12,000 students and their families from Winter Park, Maitland, Eatonville, and East Orange County neighborhoods



- School Nurses – LPNs and RNs
- Nurse Practitioners & Student Health Centers
- CHILL Counseling Program
- Healthy School Teams
- Healthy Kids Today – newsletters and website
- Nurses, counselors, teachers, school staff and parents coordinate to ensure students are physically & mentally healthy and ready to learn!

Financial support for these programs is provided by the
Winter Park Health Foundation



Best Practice

- Coordinated School Health – framework designed and promoted by the Centers for Disease Control (CDC)
<http://www.cdc.gov/HealthyYouth/CSHP/index.htm>
- Proven results in schools and districts from all across the U.S.
- Endorsed by a wide variety of respected educators and health experts





Healthy School Teams

- Healthy School Teams (HSTs) were formed at each school in the WP Consortium – now in place in all 180+ OCPS schools
- Teams are united in the common vision of improving student health as well as academic performance
- HSTs include representatives from each of the 8 Program Components of the CDC's CSHP model
- HSTs use the CDC's School Health Index to inventory school assets, challenges and needs; then develop annual action plans



Healthy School Teams Overall Impact

- Culture change – recognition that student health and wellness influences brain development, activity and ability to learn
- Health/wellness and academics together are given a higher priority
- Parents, teachers and staff buying in along with students; increase in parent & community engagement
- HSTs provide the ideal mix of experts and advocates to promote initiatives like the Governor's Fitness Challenge



Governor's Fitness Challenge

- All Winter Park Consortium elementary schools accepted the Challenge; 7 of 8 completed it (1 school withdrew due to PE teacher on medical leave)
- Diverse school/student profiles
- 3 schools reported 100% of students completed the Challenge
- All participating schools reported at least 50% completion
- Less than 100% at schools where timing challenges were especially problematic due to existing demands on staff, students and resources



Embracing the Challenge

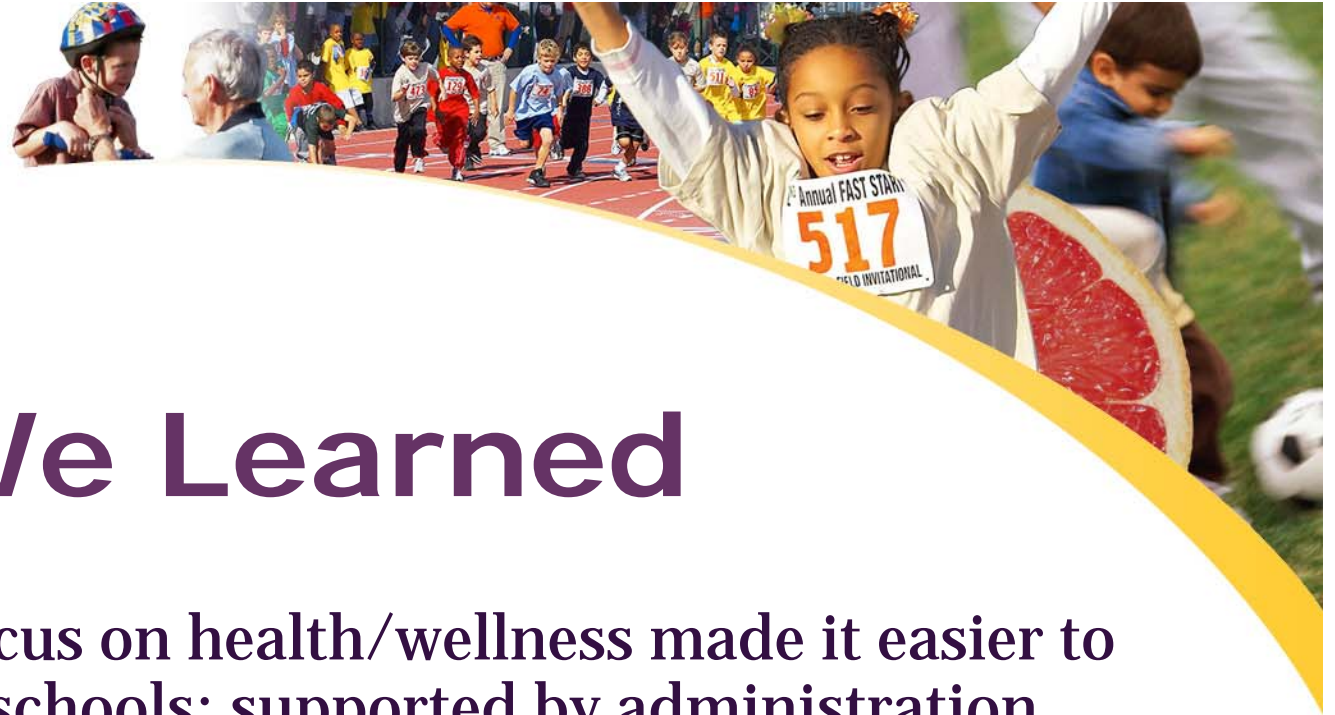


Aloma Elementary Students



Hungerford Elementary Students





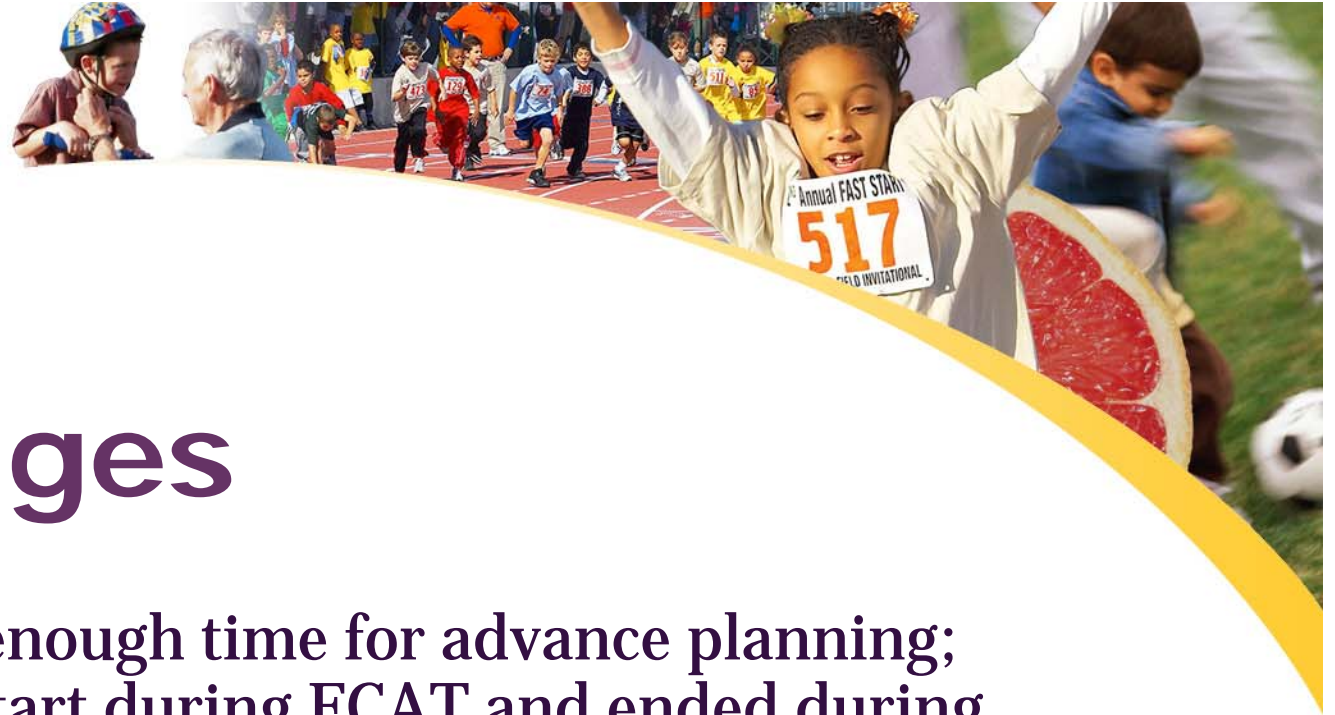
What We Learned

- Established focus on health/wellness made it easier to implement in schools; supported by administration
- Delivery methods (frequency & duration) for Challenge were varied by school, but generally fit within existing PE programs
- Some schools focused on specific grades for implementation (opted for quality of experience vs. quantity)
- Students enthusiastically embraced the Challenge



Successes

- Challenges similar to President's Council assessment already used by several schools
- Adaptable to schools' PE programs
- Students liked the Challenge and rewards for self-improvement
- All students motivated; not only the best athletes
- Focus on self-improvement vs. competition
- Provided daily emphasis and reminder to be active



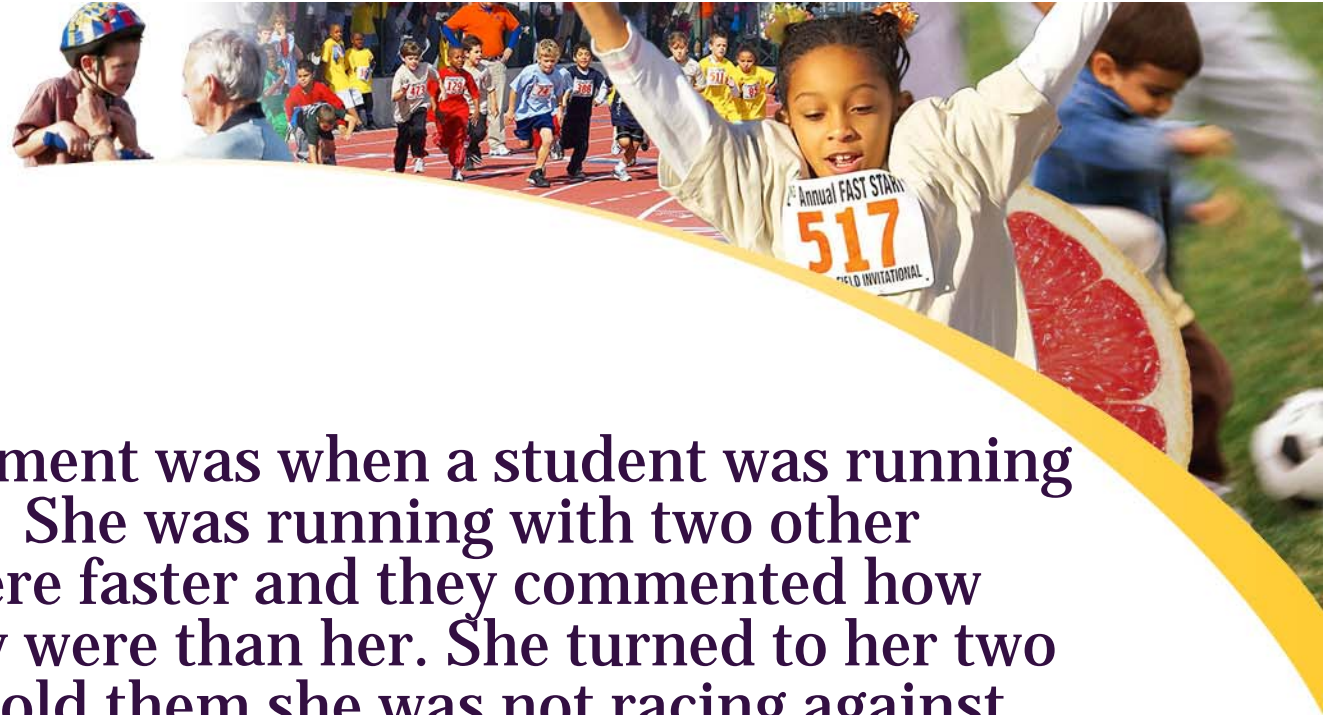
Challenges

- **Timing – not enough time for advance planning; inopportune start during FCAT and ended during already busy time; lessons/themes/podcasts not received far enough in advance to be implemented; challenge wasn't long enough to see major changes in fitness levels**
- **Testing – tedious (need to address what other students can do when they aren't being tested); provide flexibility in deadlines for data collection**
- **Challenge activities focused more on sports skills vs. health-related physical fitness and lifelong wellness**



Suggestions

- Issue the Challenge before the school year starts so teachers can incorporate into pre-planning and align with school resources
- Start at the beginning of the school year and work schedule around FCAT
- Consider ways to build into after-school programs
- Follow NASPE or AAHPERD standards; make sure there are exercises for upper body strength as well as lower
- Focus on lifelong health and fitness activities



“My favorite moment was when a student was running the 40-yd. dash. She was running with two other students who were faster and they commented how much faster they were than her. She turned to her two classmates and told them she was not racing against them emphasizing that she was racing against herself. She walked over to me after the event and asked what her time was and if she had improved. I told her what her new time was and how proud she should be about what she had said to her classmates. We both looked at each other and shared our signal of patting our chest and saying ‘I am proud of myself.’ How awesome is that? She is in first grade.”

**-Amy Becker, P.E. Teacher
Dommerich Elementary, Maitland**



For More Information

- To learn more about the experience of the Winter Park Area schools in the Governor's Fitness Challenge, contact:

Debbie Watson, Winter Park Health Foundation
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- To learn more about the Coordinated Youth Initiative and Healthy School Teams, go to:

www.healthykidstoday.org