INFORMATION REPORT

Vision:
At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:
The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education
A. EXECUTIVE SUMMARY

To report provides a status on the implementation of Daily Physical Activity in our elementary schools. The report also outlines a plan of action to address the Ministry summary report on DPA and the school survey results received from our elementary schools.

B. PURPOSE

1. A group of parents deputed at the Dec.4, Board meeting in regards to what the Ministry has mandated for the daily physical activity program Board wide and the status of implementation at their particular school.

2. To determine the current status regarding the implementation of the Ministry mandated 20 minutes of daily physical activity within the TCDSB elementary schools.

C. BACKGROUND

1. Policy Program Memorandum 138 mandated all Ontario School Boards to implement daily physical activity for 20 minutes in all elementary schools. Consequently, school boards must ensure that all elementary students, including students with special needs, have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Daily physical activity may include walking, active games, dance, aquatics, sports, and fitness and recreational activities, where facilities permit. (Appendix A)

EVIDENCE/RESEARCH/ANALYSIS

1. Ministry supports provided to schools by the Health/Physical/Outdoor/Arts Department for the implementation of daily physical education are summarized in Appendix B. There are numerous additional files and presentations that have been provided to the schools since the inception of the Ministry PPM 138. The curriculum resource documents for all elementary grades also include lessons for implementing DPA into the regular classroom.
All teachers have access to the DPA curriculum support resources electronically for their particular grades.

2. The Physical Education department released a survey for all elementary school Principals, Athletic Reps and Health and Physical Education specialists. The purpose of the survey was to determine how DPA is being delivered at the primary, junior and elementary divisions and to analyse the recommendations section to determine further DPA resources and supports for our elementary schools. (Appendix C)

3. An elementary school visit was conducted by Ministry of Education staff to examine the implementation of DPA at St. Jude’s Elementary School on March 31, 2014. The TCDSB volunteered to be part of the school visit process to help with the development of a DPA summary report. The Ministry highlighted exemplary DPA practices in a report that included:
   - Conducting board-wide surveys of principal and teachers about the level of implementation and provide staff updates and training.
   - Identifying champions in schools to lead implementation and provide staff updates and training.
   - Providing ongoing support for student leaders to lead activities as well as to provide advice on activities to participate in during mandated DPA sessions.
   - Work in partnership with public health units, university programs and/or other community partners to provide expertise and support for implementation in schools.

4. The Ministry of Education: Healthy Schools Support and Monitoring Plan. 2013-14 School Board Visits Summary Report acknowledges the provincial challenge facing schools around the implementation of DPA. (Appendix D)

D. METRICS AND ACCOUNTABILITY

1. The Physical Education department will conduct visits to schools in the new school year to interview students on a DPA questionnaire. These visits will be designed to gauge student voice in regards to the level of implementation of DPA in our elementary schools and to determine what further supports are needed for sustaining the program.
2. In order to support schools that have identified as a school learning improvement goal the increase of physical activity for their student population, the Physical Education Department will add DPA resources and key strategies to the School Learning Improvement Plan template to support schools with the attainment of their school goal.

3. DPA will be added to the Form 100 timetable template that all schools use to develop their school schedule. DPA will be included in the timetable for Period 5 as follows: 15-minute block prior to the lunch hour (5 minutes for set up and 10 minutes of DPA). The HPE department is looking at additional models of timetables so that a further session of DPA consisting of 10 minutes can be included. This accommodation is being offered for schools that have found it challenging to create a timetable that allows for DPA to be scheduled appropriately.

4. Any additional departmental workshops for health and physical education will include professional learning and resources related to the implementation of daily physical education in elementary schools.

5. In working with our Partnership Development Department there are a number of different initiatives that are being evaluated that would support the increase of physical activity within our elementary schools. Programs such as the Adidas Bok school program, the RBC Learn to Play Community Grant, Parks and Recreation Skating Program, Baseball Ontario Program, Toronto Argonauts Programs and Wellbeats from Canadian Tire, are samples of other programs that support activities that could be included during the school scheduled DPA session.

6. Schools have been sent The Walk This Way program as a means of delivering a walking program that qualifies as an additional means of delivering DPA in the school. This program will be evaluated at the end of this school year to determine the usage and effectiveness by schools in meeting the mandated DPA times.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.
Appendix A
PPM 138 – Daily Physical Activity in Elementary Schools

Date of Issue: October 6, 2005
Effective: Until revoked or modified
Subject: DAILY PHYSICAL ACTIVITY IN ELEMENTARY SCHOOLS, GRADES 1 and 8
Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools

Introduction

The Ontario government is committed to supporting a healthy school environment. Physical activity is essential for the proper growth and development of children and youth. Providing elementary students with opportunities to be physically active can have a positive impact on their physical, mental, and social well-being. In particular, physical activity is likely to have an impact on student achievement, readiness to learn, behaviour, and self-esteem. Positive experiences with physical activity at a young age also help lay the foundation for healthy, productive lives.

Physical inactivity has become a serious health and social issue for Canadian children and youth. Research indicates that activity levels for the majority of children and youth are not sufficient for healthy growth and development, and that many young people do not have an opportunity to be physically active every day. In addition, during the past twenty-five years, obesity rates among children have increased substantially, with the result that a large number of children face the risk of developing such serious illnesses as heart disease, type 2 diabetes, hypertension, stroke, and some cancers.

In this context, it should also be noted that Ontario’s Chief Medical Officer, Dr. Sheela Basrur, has called on "all levels of government, the health sector, the food industries, workplaces, schools, families and individuals to become part of a comprehensive province-wide effort to change all the factors that contribute to unhealthy weight. We must act now to create communities that
promote healthy eating and regular physical activity."

The Requirement

The Ministry of Education supports and promotes the participation of students in daily physical activity. Consequently, school boards must ensure that all elementary students, including students with special needs, have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities.

Daily physical activity may include walking, active games, dance, aquatics, sports, and fitness and recreational activities (where facilities permit).

Implementation

Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, twenty minutes or more of physical activity during a scheduled health and physical education class would meet the daily physical activity requirement. Since physical activity is only one component of a complete health and physical education program, there will be days when a health and physical education class does not include physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for at least twenty minutes of physical activity during the instructional day will need to be provided. Integrating physical activity into other curriculum areas is one appropriate strategy.

All activities must be adapted, as appropriate, to ensure that students with special needs can participate in them. Such adaptations must be consistent with the accommodations and/or modifications that are typically found in a student's Individual Education Plan.

Since individual classes may be at different stages of implementation, daily physical activity may initially occur in several short sessions (a minimum of ten minutes each) over the course of the school day. Elementary school principals will make their best effort to ensure that students are receiving at least twenty minutes of sustained moderate to vigorous daily physical activity during instructional time as soon as possible, and will meet this
objective by the end of the 2005-06 school year.

Safety

Providing physical and social environments that encourage and enable students to engage in safe and enjoyable physical activities will continue to be important. As indicated in *The Ontario Curriculum, Grades 1 & 8: Health and Physical Education, 1998*, procedures must be developed to ensure the highest level of safety, while allowing students to engage in a broad range of activities.

Reporting and Accountability

School boards will monitor the implementation of the policy on daily physical activity to ensure that all elementary students are provided with the opportunity to be active for at least twenty minutes each day during instructional time. School boards and principals should also take appropriate action to ensure that parents are kept informed of their children’s participation in activities.

1. For the purposes of this memorandum only, elementary students refers to students in Grades 1 to 8 in publicly funded schools.
4. 2004 *Ontario Chief Medical Officer of Health Report*, p. 3.
5. In this document, *school board(s) and board(s)* refer to district school boards and school authorities.
Appendix B : Ministry Resources provided to schools

Physical Activity

PPM 138: Daily Physical Activity in Elementary Schools, Grades 1-8
•-http://www.edu.gov.on.ca/extra/eng/ppm/138.html

DPA in Schools, Grades 1 to 3-

DPA in Schools, Grades 4 to 6-
http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf

DPA in Schools, Grades 7 and 8-
http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf

DPA in Schools: Guide for School Boards-

DPA in Schools: Guide for School Principals-

E-Learning Module – DPA: Active today. Active for life!-
http://www.eworkshop.on.ca/edu/dpa/intro.cfm
Q1 Based on your knowledge of the implementation, in what proportion of classes do students experience a minimum of 20 min. of Daily Physical Activity (DPA()) each day? Primary

Answered: 159  Skipped: 0

Answer Choices

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<th>Responses</th>
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<tr>
<td>all classes</td>
<td>24.53%</td>
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<td>most classes</td>
<td>38.36%</td>
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<tr>
<td>some classes</td>
<td>35.22%</td>
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<tr>
<td>no classes</td>
<td>1.89%</td>
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<td>Total</td>
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Q2 Based on your knowledge of the implementation, in what proportion of classes do students experience a minimum of 20 min. of Daily Physical Activity (DPA) each day? Grade 4 to 6

Answered: 159  Skipped: 0

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<td>all classes</td>
<td>25.16%</td>
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<td>most classes</td>
<td>33.96%</td>
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<tr>
<td>some classes</td>
<td>37.74%</td>
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<td>no classes</td>
<td>3.14%</td>
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Total 159
Q3 Based on your knowledge of the implementation, in what proportion of classes do students experience a minimum of 20 min. of Daily Physical Activity (DPA) each day? Grade 7 and 8

Answer: 159  Skipped: 0

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<td>all classes</td>
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<tr>
<td>most classes</td>
<td>27.04%</td>
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<tr>
<td>some classes</td>
<td>37.11%</td>
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<td>no classes</td>
<td>6.29%</td>
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Q4 How is DPA delivered in each division?  
Primary

Answer Choices  

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<tbody>
<tr>
<td>in HPE block</td>
<td>16.13%</td>
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<tr>
<td>in class-teacher directed</td>
<td>63.23%</td>
</tr>
<tr>
<td>in class-student led</td>
<td>4.52%</td>
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<tr>
<td>as a whole school</td>
<td>16.13%</td>
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<td>Total</td>
<td>155</td>
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Answered: 155  Skipped: 4
Q5 How is DPA delivered in each division?

**Junior**

Answered: 157  Skipped: 2

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<tbody>
<tr>
<td>in HPE block</td>
<td>12.74%</td>
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<tr>
<td>in class-teacher directed</td>
<td>64.33%</td>
</tr>
<tr>
<td>in class-student led</td>
<td>8.28%</td>
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<tr>
<td>as a whole school</td>
<td>14.65%</td>
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Q6 How is DPA delivered in each division?

Intermediate

Answered: 155  Skipped: 4

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<td>in HPE block</td>
<td>9.03%</td>
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<td>in class-teacher directed</td>
<td>64.52%</td>
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<tr>
<td>in class-student led</td>
<td>12.90%</td>
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<td>as a whole school</td>
<td>13.55%</td>
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Daily Physical Activity Survey

SurveyMonkey

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Q7 What conditions/strategies/resources have been most helpful in implementing DPA in your school?

Answered: 142  Skipped: 17

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<tr>
<td>DPA leaders trained and deployed to classes</td>
<td>13.38%</td>
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<td>Whole school first thing in the morning</td>
<td>6.34%</td>
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<tr>
<td>Tumbling schedule</td>
<td>4.23%</td>
</tr>
<tr>
<td>classes schedule it during the day</td>
<td>65.49%</td>
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<tr>
<td>Staff leader has championed this initiative</td>
<td>10.56%</td>
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<tr>
<td><strong>Total</strong></td>
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Q8 What are the greatest challenges to implementing and sustaining DPA?

Answered: 159  Skipped: 0

- Not enough time during the school day was a popular response
- Not all teachers adequately trained to deliver DPA
- Adding the DPA into the timetable would make it easier for all staff to do DPA with their students
- Advocacy needs to come from the Board and not from simply an enthusiastic HPE teacher
Q9 What added support would your school need in continuing to sustain DPA in your school.

Answered: 159  Skipped: 0

Continue to provide grade level DPA activities
add DPA to the regular school timetable
Section D: Advancing Healthy Schools Policy Implementation

Below are examples of common challenges identified by school boards and approaches for consideration in addressing the challenges.

Challenge: Establishing an ongoing monitoring system for each healthy schools policy, and more specifically, knowing if DPA was being implemented each day in every elementary classroom.

Moving forward school boards could:

- examine pre-established processes for monitoring healthy schools policies to determine if there are opportunities to coordinate monitoring of all healthy schools policies and align with other monitoring processes (e.g., include questions in system level reporting structures);

- use school health related data that is already collected, or include questions on system/school level data collection tools, to help inform the focus and approach of ongoing work to support and promote student health; and,

- use preexisting Ministry of Education resources as a starting point for monitoring and tracking policy implementation (e.g., see Appendix B for Resources to Support Policy Implementation).

Challenge: Prioritizing the implementation of healthy schools policy requirements with other ministry and school board priorities (e.g., finding time during the instructional day to include 20 minutes of physical activity, working with food service providers to help ensure compliance).

Moving forward school boards could:

- identify and share research and local data with principals, teachers, to support the importance of implementing healthy schools related policies within the school setting and during instructional time (e.g., data linking healthy eating and physical activity to academic achievement and well-being);
• provide regular and ongoing communication to school staff, parents, students and community partners regarding the policy requirements, the connection to student well-being and academic achievement and the school board’s strategies and supports for implementation; and,

• build policy implementation and monitoring into existing board structures (e.g., new teacher in-services, principals’ meetings/communication, and professional learning opportunities).