

Tennessee Department of Education
Office of Coordinated School Health
Physical Activity/Physical Education
Annual Report
2013-14 School Year



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Valuing physical activity in schools is reflective of a long standing American tradition:

“Give about two (hours) every day to exercise; for health must not be sacrificed to learning. A strong body makes the mind strong.”

Thomas Jefferson

The Office of Coordinated School Health is responsible for monitoring the implementation of Tenn. Code Ann. § 49-6-1022:

(a) In accordance with § 49-6-1022, it shall be the duty of each LEA to integrate a minimum of ninety (90) minutes of physical activity per week into the instructional school day for elementary and secondary school students. Opportunities to engage in physical activity may include walking, jumping rope, playing volleyball or other forms of physical activity that promote fitness and well-being.

The Tennessee Department of Education’s Office of Coordinated School Health (OCSH) works with every school district in the state to address all aspects of student health with special emphasis on reducing Tennessee’s childhood obesity rates. Encouraging adequate physical activity and providing physical education for all students are one of the central tenets of the Coordinated School Health (CSH) model. The CSH model is prevention focused.

According to Robert Wood Johnsons’ Trust for America’s Health *The State of Obesity 2014* report, Tennessee has the 4th highest adult (**33.7%**) and 5th highest child/adolescent (**20.5%**) obesity rates in the United States. (*Trust for American’s Health*)

Coordinated School Health state grant funds are used by school districts to provide schools with physical activity/physical education equipment, physical activity/physical education curriculums, teacher professional development, walking trails, climbing walls, fitness rooms and student fitness assessment systems/tools.

The Office of Coordinated School Health oversees state physical education standards as set forth in *Tennessee Curriculum Standards* and the *Tennessee Physical Activity Policy* (TDOE, 2005).

U.S Physical Activity Guidelines for Children and Adolescents

According to the Centers for Disease Control and Prevention, **children and adolescents need 60 minutes (one hour) or more of physical activity each day.** Aerobic activity should make up most of a child/adolescent's 60 or more minutes of physical activity each day. This can include either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running.

Children/adolescents should include vigorous-intensity aerobic activity at least three days per week.

Physical activity should include muscle strengthening activities, such as gymnastics or push-ups, at least three days per week as part of a child/adolescent's 60 or more minutes. In addition, physical activity should include bone strengthening activities, such as jumping rope or running, at least three days per week as part of a child/adolescent's 60 or more minutes. (*CDC Physical Activity Guidelines for Children*)

- ▶ *Tennessee's physical activity law enables schools to supplement the one hour per day national recommendation by ensuring students receive at least 90 minutes per week of physical activity during the school day.*

Positive Link Between Physical Activity/Physical Education and Academic Performance

According to the publication, *School-based Physical Activity, Including Physical Education, and Academic Performance*, Centers for Disease Control and Prevention (U.S. Department of Health and Human

Services, 2010), when children and adolescents participate in the recommended level of physical activity—at least 60 minutes daily—multiple academic benefits accrue. Substantial evidence shows physical activity can help improve academic achievement (including grades and standardized test scores) as well as have an impact on cognitive skills and attitudes including enhanced concentration and attention and improved classroom behavior. Also, research indicates increasing or maintaining time dedicated to physical education may help, and does not appear to adversely impact, academic performance.

Specifically, this report states:

Physical education: Devoting time to physical education may have a positive relationship to academic achievement or may not negatively affect it. There are also favorable associations with cognitive skills and attitudes.

Physical activity breaks and activity offered throughout the day: Offering breaks for physical activity may be associated with decreases in classroom misbehavior, increases in cognitive functioning including memory and concentration, and academic achievement.

Recess: Offering students recess has been associated with improved cognitive skills such as time on task, attitudes, and academic behavior. One study found that overall classroom behavior was better for students who had at least 15 minutes of recess every day.

Extracurricular activities: Providing extracurricular activities like intramural sports, interscholastic sports, and other physical activity outside of regular school time was found to have a positive association with academic performance, including higher grades and grade points averages, as well as lower high school dropout rates. (*School-based Physical Activity, Including Physical Education, and Academic Performance*, Centers for Disease Control and Prevention (Atlanta, GA: U.S. Department of Health and Human Services; 2010)

Another meta-analysis report, *Physical Activity and Performance at School: A Systematic Review of the Literature Including a Methodological Quality Assessment* (Angelika Singh et al., *Archives of Pediatrics and Adolescent Medicine*, Vol. 166, No. 1 (January 2012)), links physical activity with academic performance. The authors conclude by stating...“According to the best-evidence synthesis, we found

strong evidence of a significant positive relationship between physical activity and academic performance. The findings of one high-quality intervention study and one high-quality observational study suggest that being more physically active is positively related to improved academic performance in children.” (Singh et al., 2012)

- ▶ ***Substantial evidence shows physical activity can help improve academic achievement (including grades and standardized test scores) as well as have an impact on cognitive skills and attitudes including enhanced concentration and attention and improved classroom behavior.***

Increased Student Physical Activity/Physical Education Leads to Better Health Outcomes

According to the Centers for Disease Control and Prevention, regular physical activity:

- ▶ Helps build and maintain healthy bones and muscles:
- ▶ Helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer; and
- ▶ Reduces feelings of depression and anxiety and promotes psychological well-being. (*Physical Activity Guidelines Advisory Committee Report*. Washington, DC: U.S. Department of Health and Human Services, 2008.)

Long-term consequences of physical inactivity include:

- ▶ Overweight and obesity, which are influenced by physical inactivity and poor diet, can increase one’s risk for diabetes, high blood pressure, high cholesterol, asthma, arthritis, and poor health status; (Dietz, 2012); and

- ▶ Physical inactivity increases one’s risk for dying prematurely, dying of heart disease, and developing diabetes, colon cancer and high blood pressure. (*Physical Activity Guidelines Advisory Committee Report*. Washington, DC: U.S. Department of Health and Human Services, 2008.)
- ▶ Overweight and obesity, which are influenced by physical inactivity and poor diet, can increase one’s risk for diabetes, high blood pressure, high cholesterol, asthma, arthritis, and poor health status.

Tennessee Physical Activity Compliance Rates in Schools

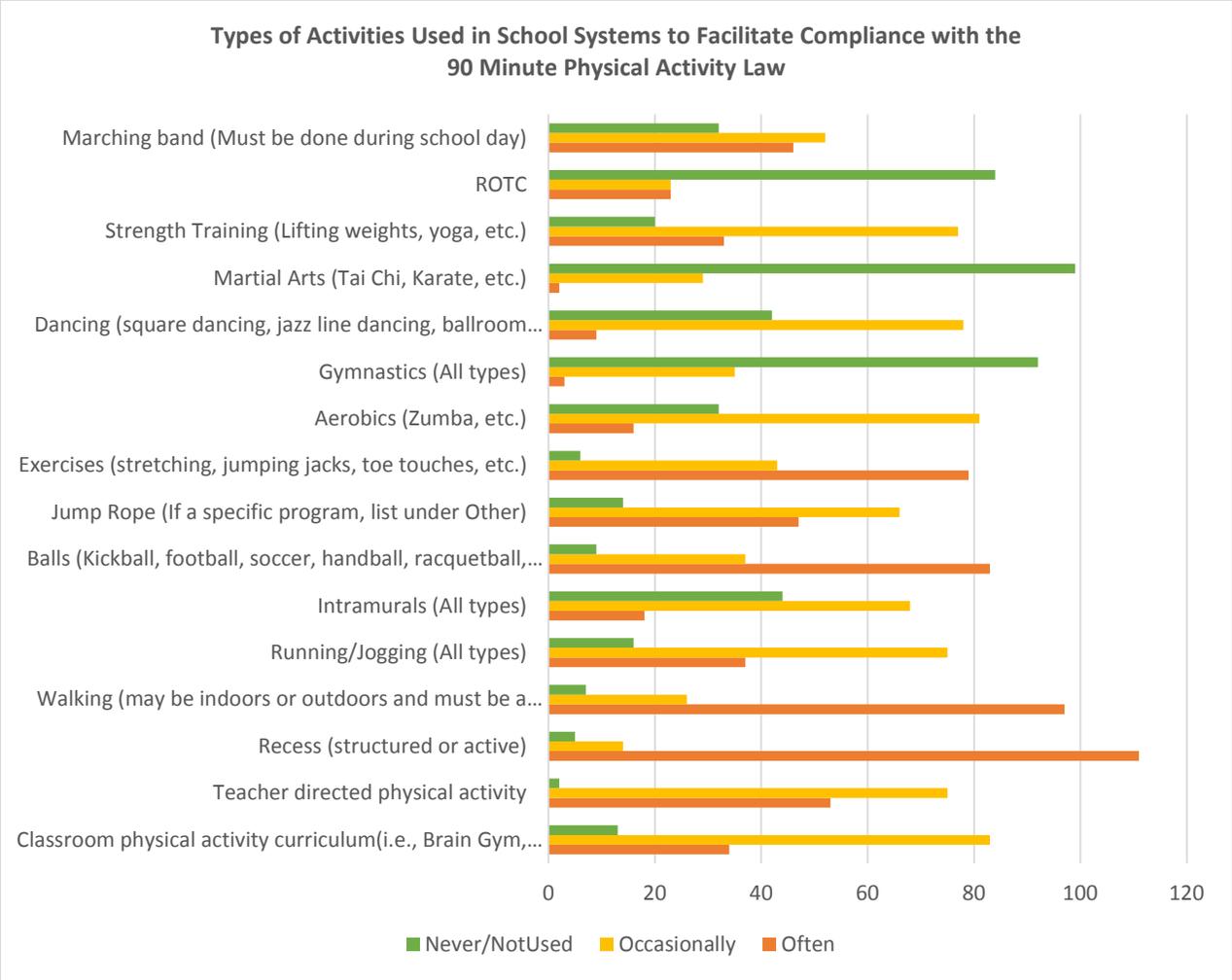
During the 2013-14 school year, **85 percent** of all Tennessee school systems reported to the Office of Coordinated School Health they were in compliance with the 90-Minute Physical Activity law for all students. Of these school districts, **63 percent** reported their schools exceeded the minimum requirements of the 90-Minute Physical Activity law.

Also, during the 2013-14 school year, **98 percent** of all elementary schools, **97 percent** of all middle schools and **93 percent** of all high schools reported they were in compliance with the 90-Minute Physical Activity law for all students.

- ▶ *Tennessee’s physical activity law compliance rate as reported by school districts increased slightly from 84 percent in 2011-12 to 85 percent in 2013-14.*

Types of Physical Activities Used in Schools to Meet the Physical Activity Requirement

The most common types of activities school districts reported as used most often in schools to meet the physical activity requirement was recess (**85 percent** of all school districts), walking either indoors or outdoors (**84 percent** of all school districts), or activities using balls (kickball, basketball, etc. (**83 percent** of all school districts).



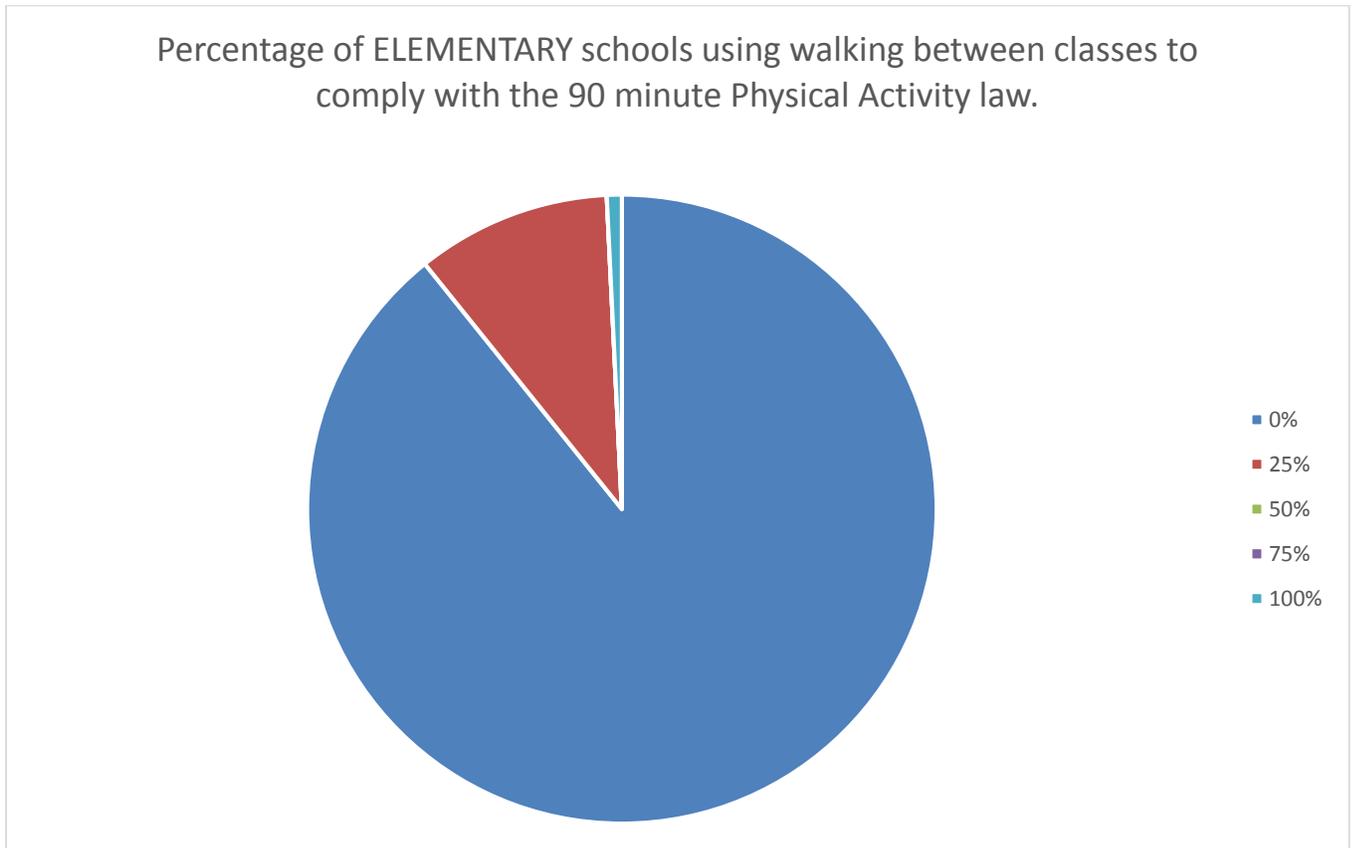
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

Walking Between Classes to Meet State Physical Activity Requirement by Type of School

Disclaimer: Effective July 1, 2014, the General Assembly passed legislation expressly not allowing walking between classes to count in order to meet the 90 minute per week physical activity minimum for all students. The information presented in this section reflects data collected prior to the change in state statute.

Elementary Schools

During the 2013-14 school year, **116** school districts or **89 percent** of all school districts used physical activity other than walking between classes in their elementary schools. Also, **13** school districts or **10 percent** of all school districts indicated **25 percent** of their elementary schools used walking between classes to comply with the 90 Minute Physical Activity law.

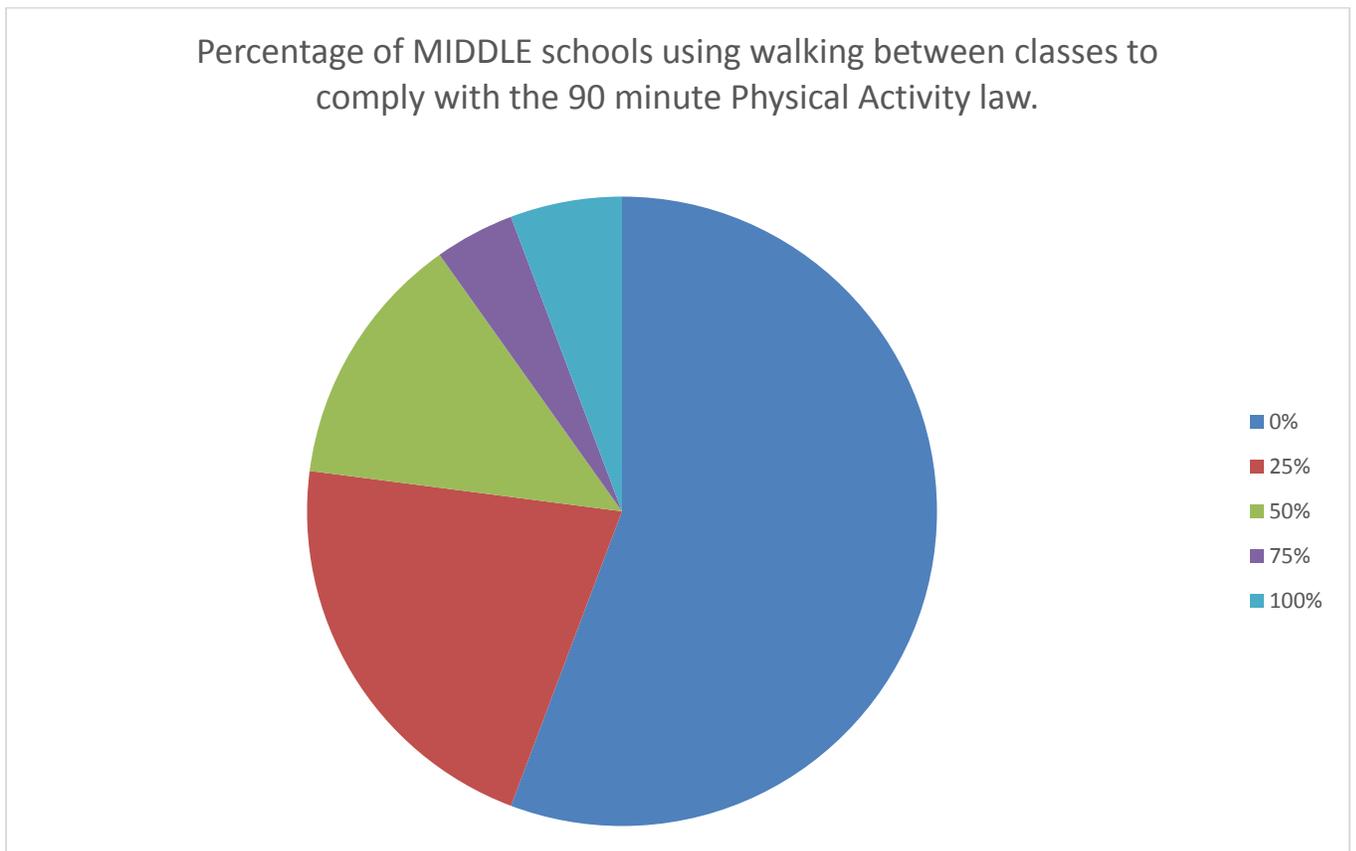


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

Middle Schools

During the 2013-14 school year, **68** school districts or **56 percent** of all school districts used physical activity other than walking between classes in their middle schools. Also, **26** school districts or **21 percent** of all school districts indicated **25 percent** of their middle schools used walking between classes to comply with the 90 Minute Physical Activity law, **16** school districts or **13 percent** of all school districts reported **50 percent** of all schools used walking between classes and **7** school districts or **5 percent** of all

school districts reported **100 percent** of all schools used walking between classes to comply with the 90 Minute Physical Activity law.

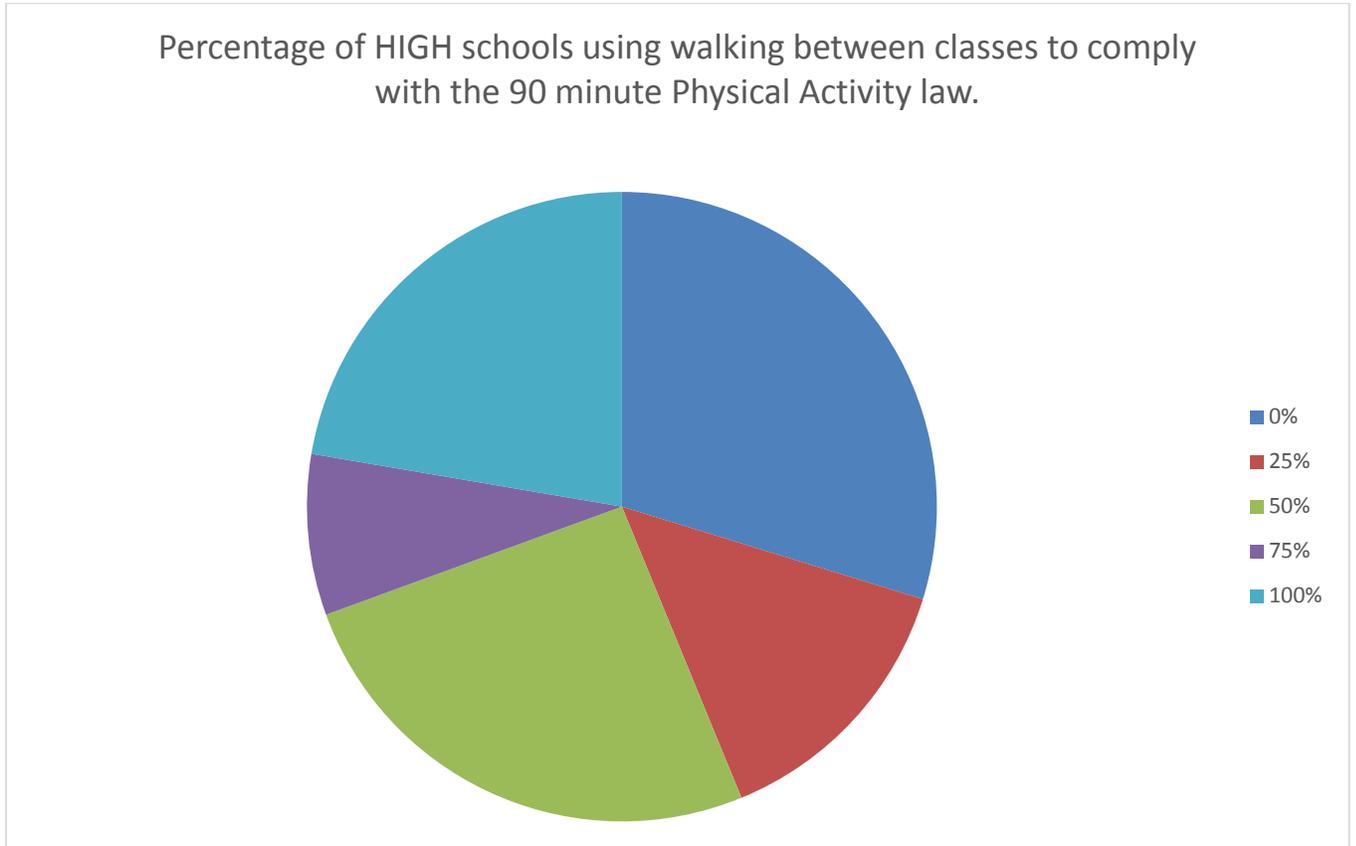


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

High Schools

In Tennessee high schools walking between classes is used much more frequently to meet state physical activity requirements. During the 2013-14 school year, **36** school districts or **30 percent** of all school districts used physical activity other than walking between classes in their high schools. Also, **17 school districts** or **14 percent** of all school districts indicated **25 percent** of their high schools used walking between classes to comply with the 90 Minute Physical Activity law, **31** school districts or **26 percent** of all school districts reported **50 percent** of all schools used walking between classes and **27** school

districts or **22 percent** of all school districts reported **100 percent** of all schools used walking between classes to comply with the 90 Minute Physical Activity law.



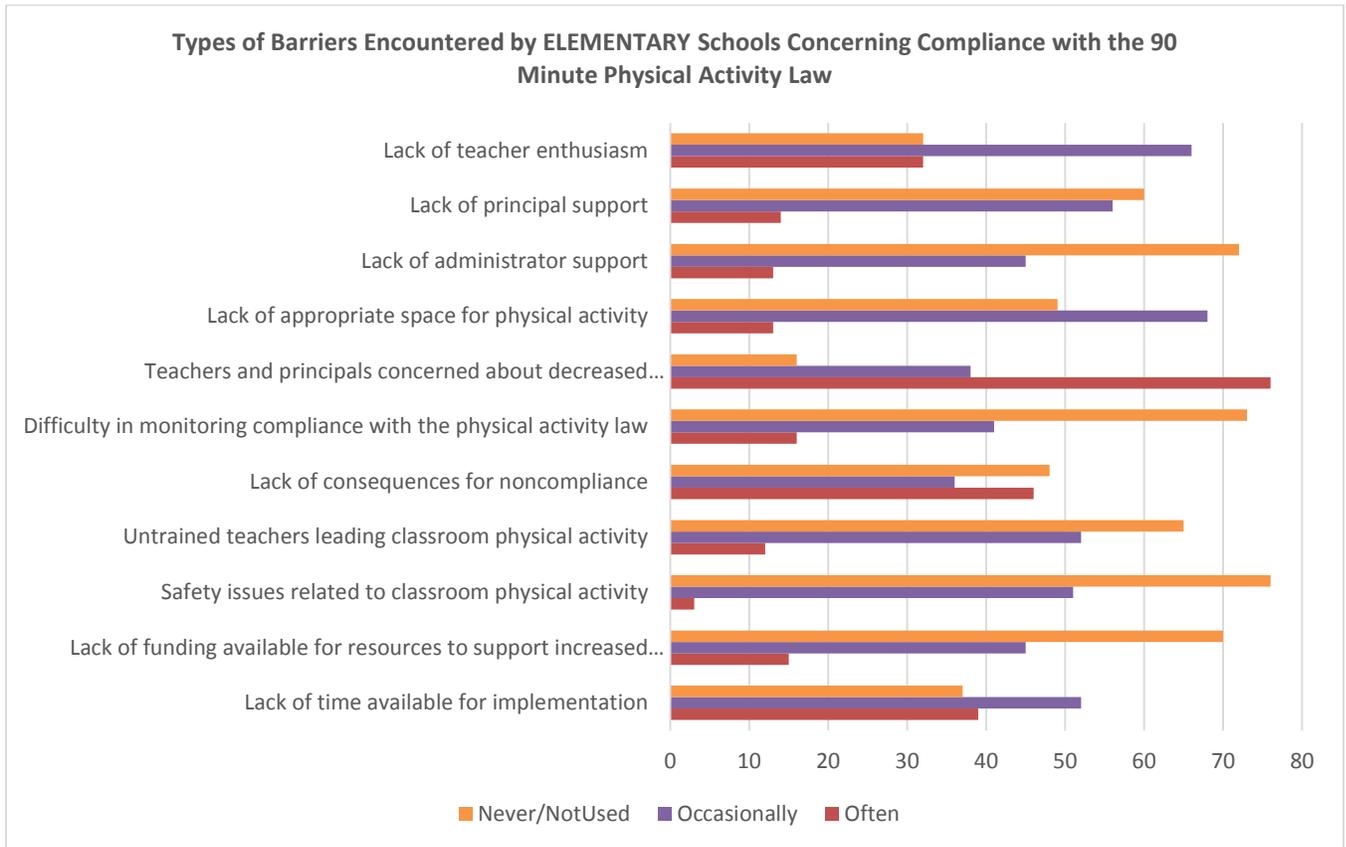
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

Reported Barriers Inhibiting Compliance with Physical Activity Law by Type of School

Elementary School Barriers

The most often cited barrier to implementing physical activity in elementary schools is teachers/principals concerned about decreased academic time (**76** school districts or **58 percent** of all

school districts), followed by lack of consequences for non-compliance to the law (46 school districts or 35 percent of all school districts), and lack of time available for implementation (39 school districts or 30 percent of all school districts).

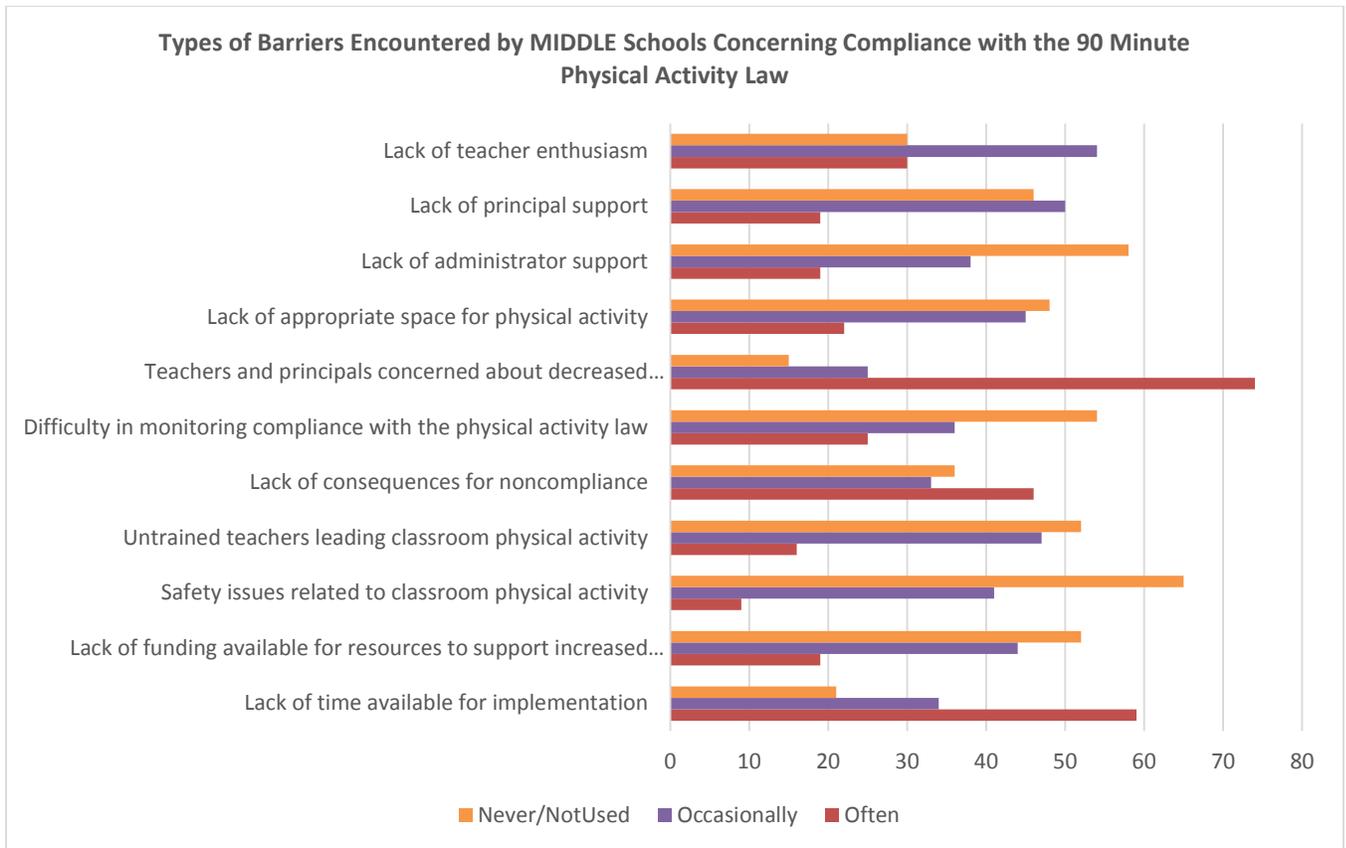


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

Middle School Barriers

The most often cited barrier to implementing physical activity in middle schools is teachers/principals concerned about decreased academic time (74 school districts or 65 percent of all school districts), lack

of time available for implementation (**59** school districts or **52 percent** of all school districts), and lack of consequences for non-compliance to the law (**46** school districts or **40 percent** of all school districts).

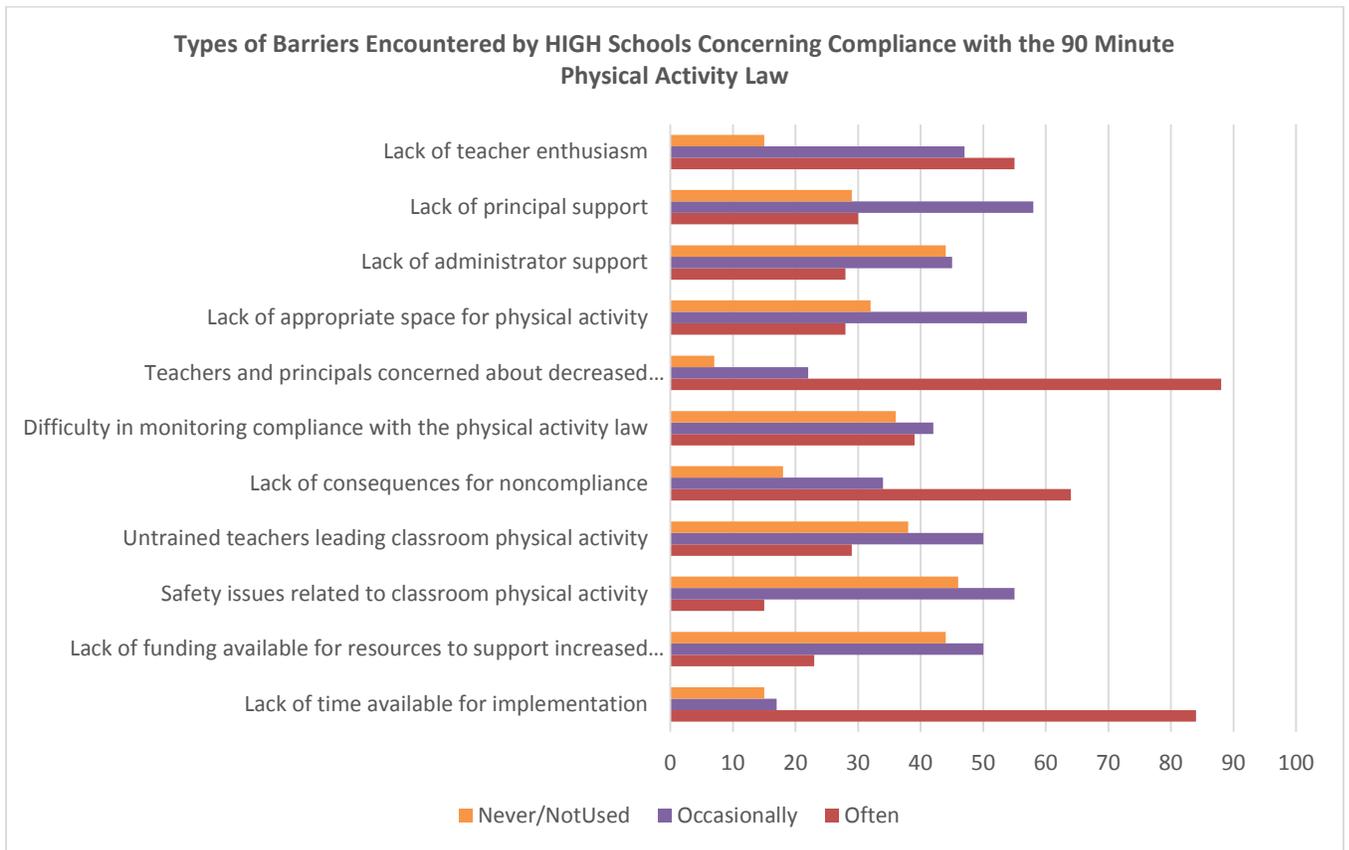


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

High School Barriers

The most often cited barrier to implementing physical activity in high schools is teachers/principals concerned with decreased academic time (**88** school districts or **75 percent** of all school districts), lack of

time available for implementation (**84** school districts or **72 percent** of all school districts), and lack of consequences for non-compliance to the law (**64** school districts or **55 percent** of all school districts) .



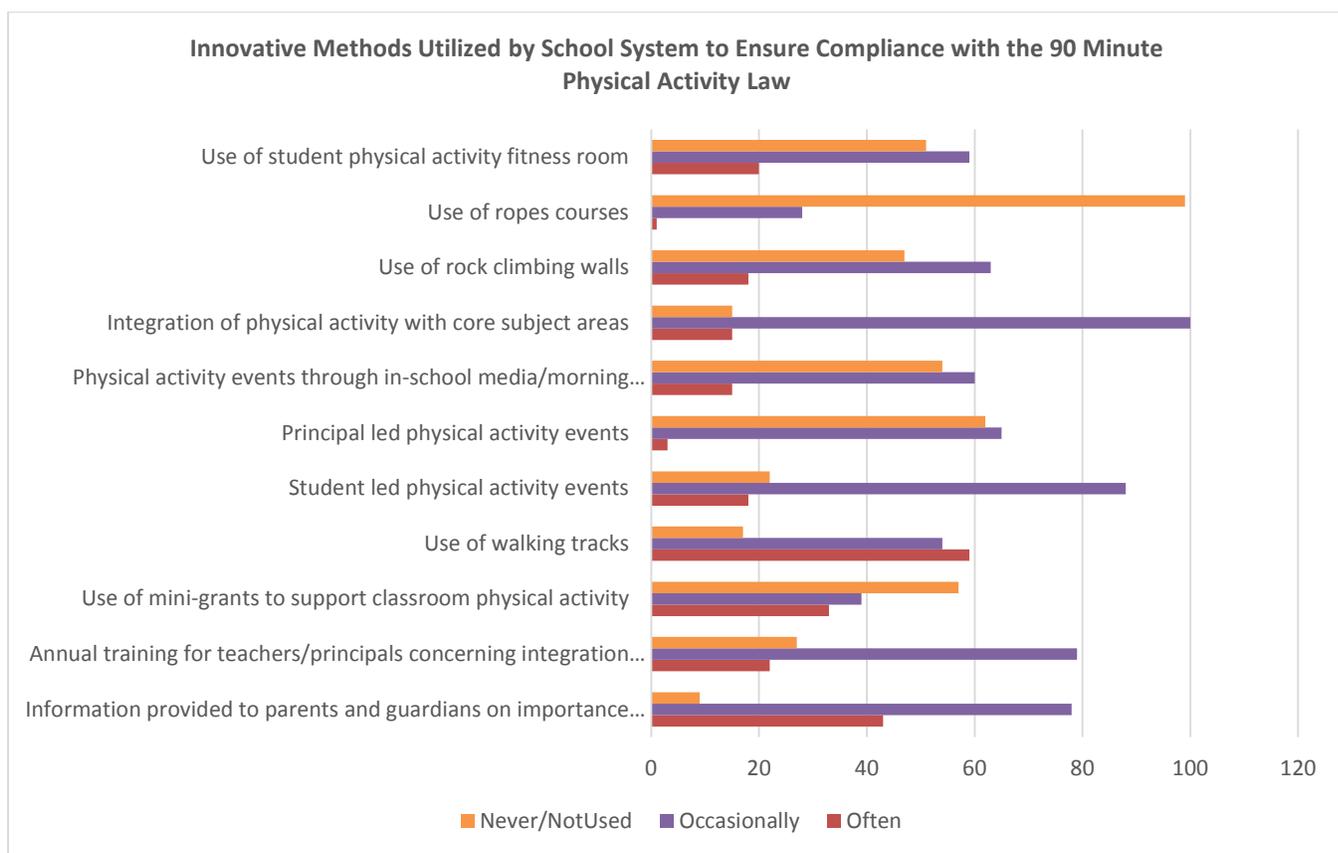
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

- ***The most often cited barrier to implementing physical activity in Tennessee schools is teachers/principals concern about lack of time available for physical activity implementation, decreased academic time and lack of consequences for non-compliance with the law.***

Innovative Methods Schools Use to Comply with the Physical Activity Requirement

During the 2013-14 school year, the most common types of innovative methods used by school systems to ensure compliance with the 90-Minute Physical Activity law were use of walking tracks (**59** school districts), physical activity information provided to parents/guardians (**48** school districts) and use of CSH grant funded mini-grants to support classroom physical activity (**33** school districts). Since the implementation of Coordinated School Health in all Tennessee school districts, CSH district coordinators have used CSH state or federal grant funds and/or community partners to provide **467** schools with walking tracks, **289** schools with in-school fitness rooms for students, and **331** schools with new and/or updated playgrounds. (Source: Tennessee Department of Education – Office of Coordinated School Health, 2007-14 Annual School District CSH Applications)

Additional innovative methods used by school systems include annual physical activity training for teachers/principals, student-led physical activity events, principal-led physical activity events, integration of physical activity with academics and use of rock climbing walls and ropes courses.

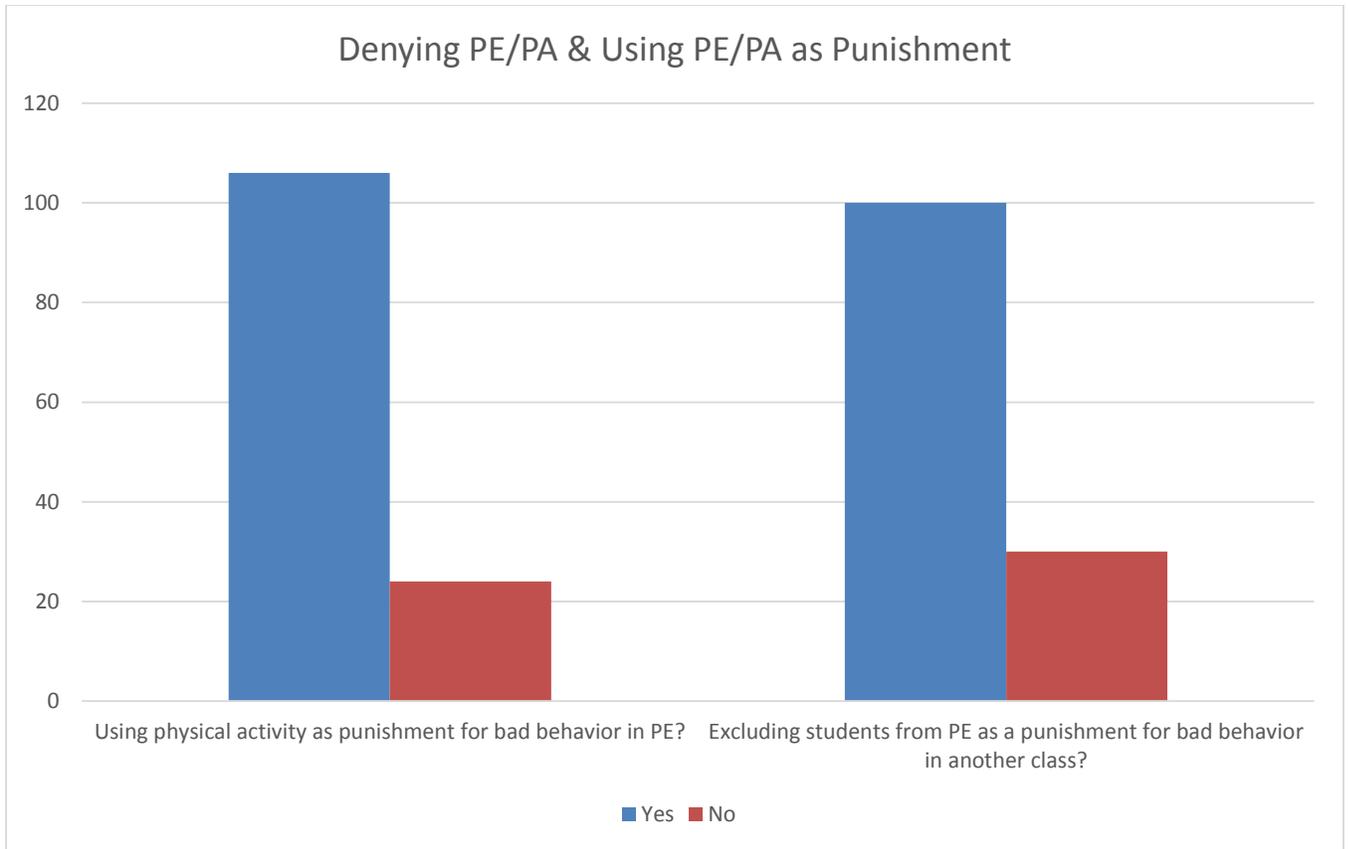


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

- ▶ *Since the implementation of Coordinated School Health in all Tennessee school districts during the 2007-08 school year, CSH school district coordinators have used CSH state or federal grant funds and/or community partners to provide 467 schools with walking tracks, 289 schools with in-school fitness rooms for students, and 331 schools with new and/or updated playgrounds.*
- ▶ *During the 2013-14 school year, CSH school district coordinators received federal or state grants or worked with community partners to fund physical education and or physical activity efforts to the tune of \$1,464,386.*

School Districts Use of Denying Physical Activity, Physical Education or Recess As Punishment

When asked if your school system prohibits or actively discourages schools from using physical activity as punishment for bad behavior, **106** school districts out of **130** replied affirmative. Asked if school districts prohibit or actively discourages schools from excluding students from physical education classes as a punishment for bad behavior in another class, **100** out of **130** school districts replied affirmative.



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2014

Professional Development Provided on Integrating Physical Activity in the Classroom

School districts reported a **96 percent** increase from 2012-13 (**454 schools**) to 2013-14 (**888 schools**) in the number of schools providing professional development to teachers so they could integrate physical activity in their classroom. Currently, **51 percent** of all Tennessee public schools provided this type of professional development. Of these, **62 percent** (**551 schools**) were in elementary schools, **22 percent** (**195 schools**) in middle schools and **16 percent** (**142 schools**) in high schools.

Physical Activity and Physical Education in Tennessee Compared to US Rates

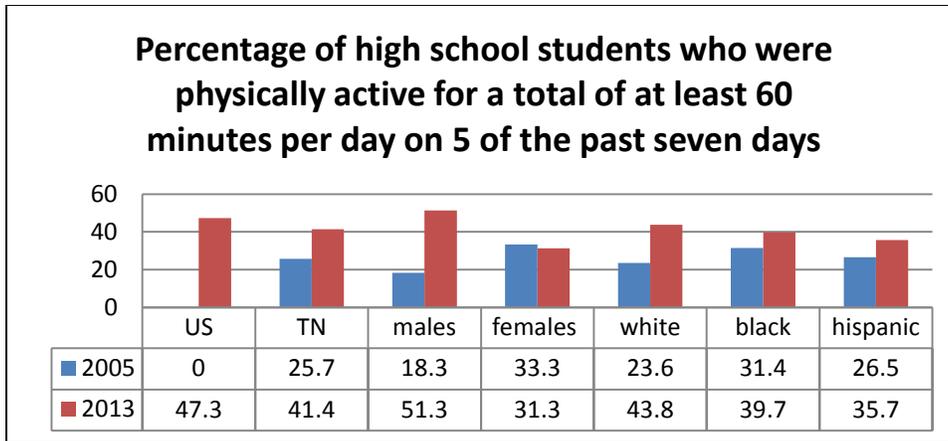
CDC Youth Risk Behavior Survey

In 1991 the *Center for Disease Control and Prevention* developed the Youth Risk Behavior Surveillance (YRBS) survey, a national survey system to monitor the prevalence of youth behavior that most influences health. The priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States include tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases including HIV infection; and behaviors that contribute to unintentional injuries and violence. High school and middle school students reported the following weighted YRBS data related to physical activity:

High School YRBS Data

Percentage of high school students who were physically active for a total of at least 60 minutes per day on five of the past seven days

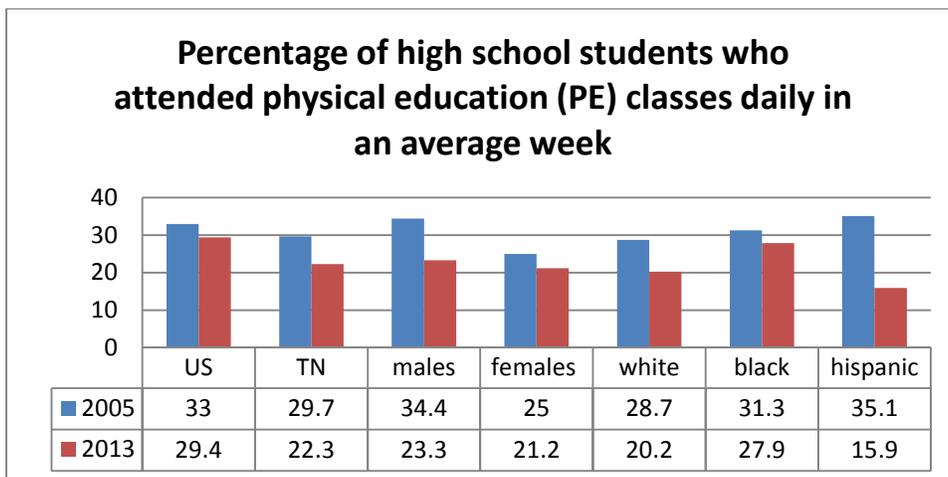
Between 2005 and 2013 the percentage of Tennessee high school students who reported being physically active for a total of at least 60 minutes per day on five of the past seven days substantially increased from **25 percent** to **41 percent**. Males reported a significantly higher rate of physical activity at **51 percent** compared to females who were at **31 percent**. Actually, females reported somewhat less physical activity compared to 2005 when the percentage was **33 percent**. White students reported the greatest amount of increase in this area increasing from **24 percent** in 2005 to **43 percent** in 2013. Both black and Hispanic student showed an increase on this measure from **31 percent** to **40 percent** and **26 percent** to **36 percent** respectively.



* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of high school students who attended physical education (PE) classes daily in an average week when they were in school

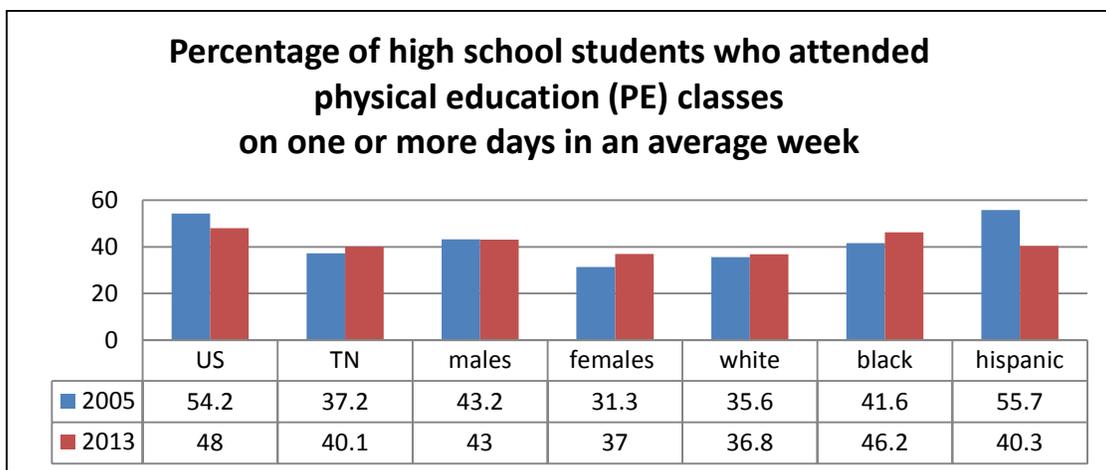
The rate of Tennessee high school students reporting they attended daily physical education classes in an average week declined from **30 percent** in 2005 to **22 percent** in 2013. Males (**23 percent**) reported attending daily physical education at nearly the same percentage as females (**20 percent**); however male students for the second time in two years experienced a sharper decline in participation from 2005 to 2013, decreasing from **34 percent** in 2005 to **26 percent** in 2011 down to **23 percent** in 2013. The most significant decrease was reported by Hispanic students whose participation rate declined from **35 percent** in 2007 to **16 percent** in 2013. Black students also had a decrease in this area from **31 percent** to **28 percent**.



* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of high school students who attended physical education (PE) classes on one or more days in an average week when they were in school

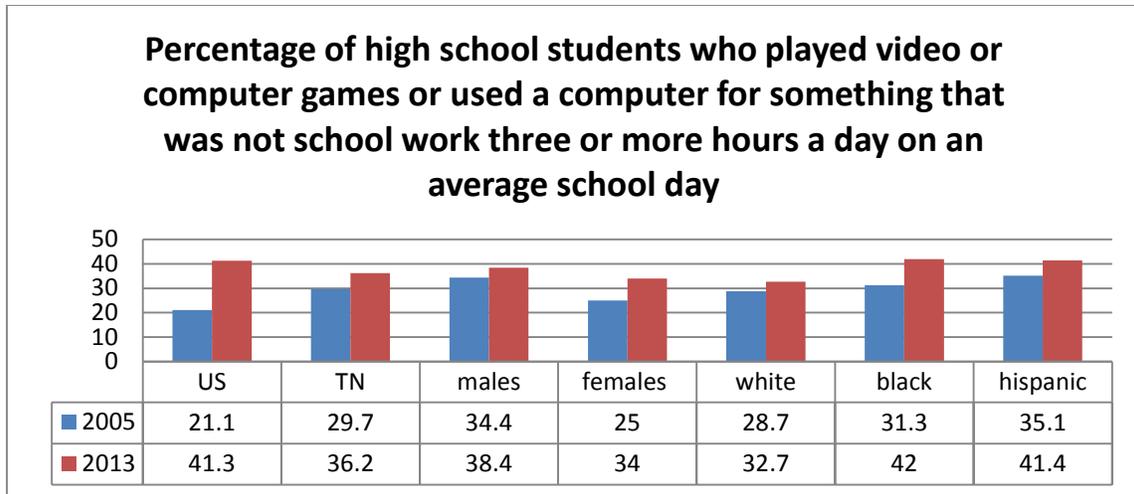
Since 2005 the percentage of high school students reporting they attended physical education classes on one or more days in an average week when in school increased slightly from **37 percent** in 2005 to **40 percent** in 2013. Male students reported attending classes more than female students; however, females have increased in this area by **six percent** since 2005. Black students continue having the highest percentage of participation over Hispanic and white students at **46 percent**, however, this is down from 2011’s data which was **49 percent**.



* Hispanic data was collected during CDC’s 2007 YRBS survey administration

Percentage of high school students who played video or computer games or used a computer for something that was not school work three or more hours a day in an average school day

The percentage of Tennessee high school students who played video or computer games or used a computer for something not related to school work for three or more hours a day in an average school day increased from **30 percent** in 2005 to **36 percent** in 2013. Male students (**39 percent**) were more likely to be engaged in this activity compared to female students (**34 percent**). Black students (**42 percent**) and Hispanic students reported higher rates than white (**33 percent**) and Hispanic students. This behavior is has an upward trend across all races and both sexes since 2005, suggesting Tennessee students are increasing the amount of screen time daily.



* Hispanic data was collected during CDC's 2007 YRBS survey administration

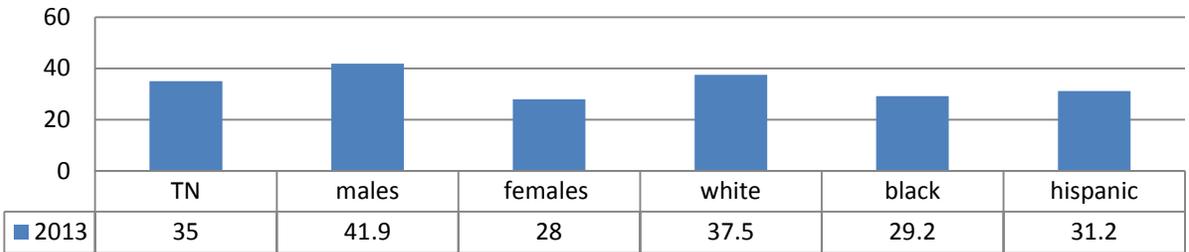
Middle School YRBS Data

For the first time, the Office of Coordinated School Health conducted the 2013 Youth Risk Behavior Survey for Middle School (YRBS-MS) utilizing the Center for Disease Control and Preventions recommendations rather than conducting a census based administration. This procedure produced weighted results for statewide data. Due to this, all data reported are initial baseline measures.

Percentage of middle school students who were physically active 60 minutes seven out of the past seven days

Based on statewide weighted data collection, findings from the YRBS-MS item concerning how many students were physically active 60 minutes seven out of the past seven days yielded the following results. Males (**42 percent**) are more likely to be active daily compared to females (**28 percent**). Also white students (**37.5 percent**) tend to be somewhat more active than their Hispanic counterparts (**31.2 percent**), while black students (**29.2 percent**) are the least likely to get 60 minutes of physical activity weekly.

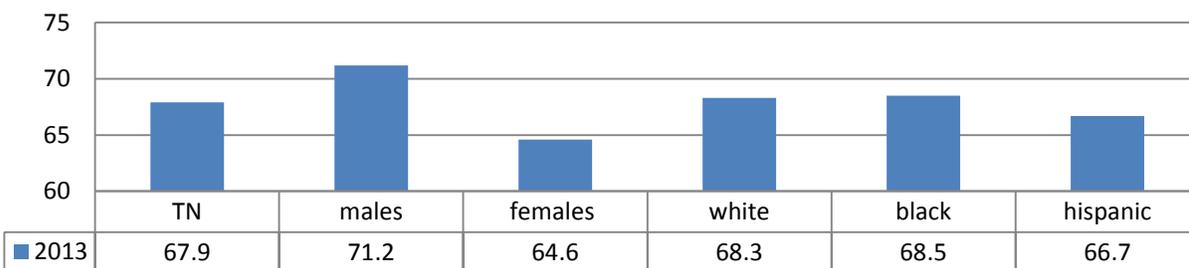
Baseline percentage of middle school students who were physically active for a total of at least 60 minutes per day on 7 of the past seven days



Percentage of middle school students who attended physical education (PE) classes at least once a week

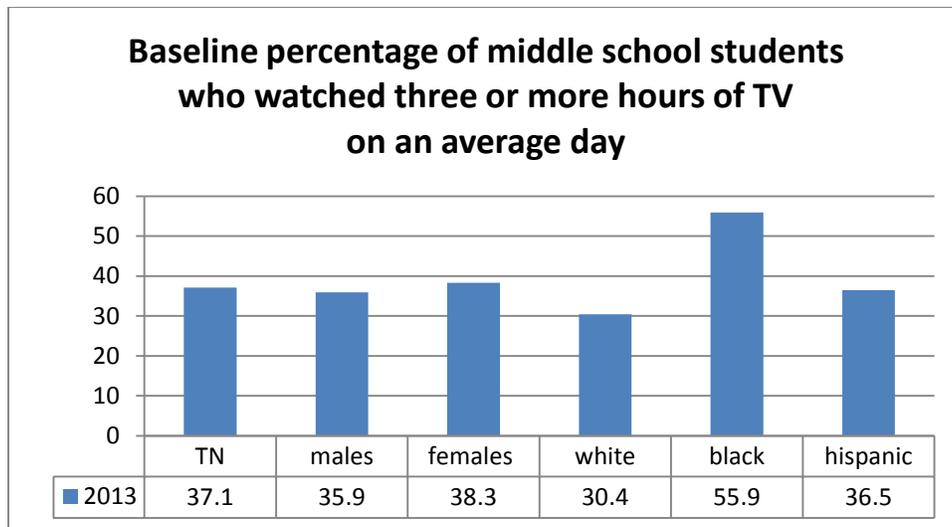
Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of middle school students who attended physical education (PE) classes at least once a week yielded the following results. Males (**71.2 percent**) are more likely to attend PE classes daily compared to females (**64.6 percent**). Also very little variance exists across races when comparing black students (**68.3 percent**), white students (**68.5 percent**) and Hispanic students (**66.7 percent**) suggesting that all three races have equal access to participate in PE classes at least once a week.

Baseline percentage of middle school students who attended physical education (PE) classes on one or more days in an average week



Percentage of middle school students who watched three or more hours of TV on an average day

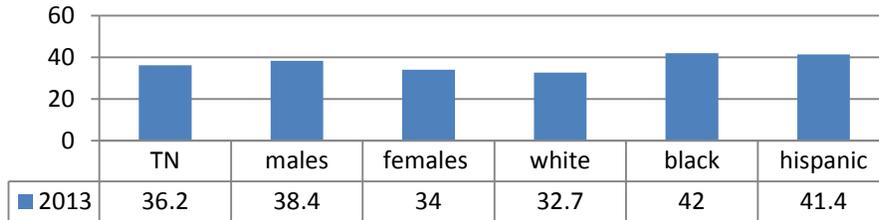
Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of middle school students who watched three or more hours of TV on an average day, females (**38.3 percent**) are a bit more likely than males (**35.9 percent**) to watch three or more hours of TV daily. There exist variance among the races surveyed with black students (**56 percent**) being the most likely group to watch three+ hours of television. Hispanic (**36.5 percent**) students are somewhat more likely to view television for three+ hours with white students having the lowest percentage at **30.4 percent**.



Percentage of middle school students amount of screen time other than television

Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of middle school students amount of screen time other than television was asked. Results showed that males (**38.4 percent**) and females (**34.0 percent**) are nearly equivalent with males being somewhat more likely than females to play computer / video games for three+ hours a day. Some variance exists across races, black student (**42 percent**) and Hispanic student (**41.4 percent**) percentages nearly match, and are approximately ten percentage points higher than their white counterparts (**32.7 percent**).

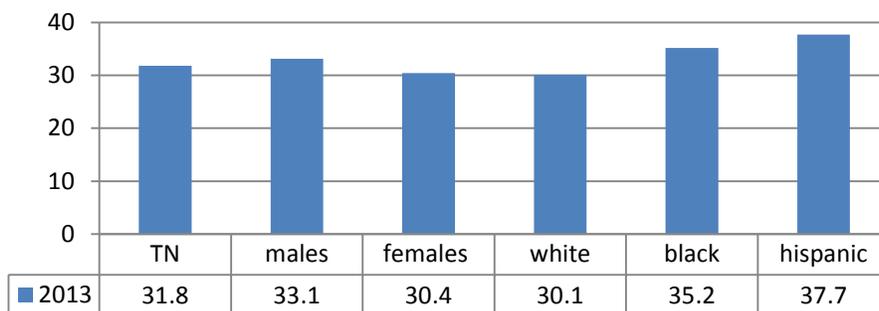
Baseline percentage of middle school students who played video or computer games or used a computer for something that was not school work three or more hours a day on an average day



Percentage of middle school students who attended a physical education class daily

Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of middle school students who attended a physical education class daily showed that males (**33.1 percent**) were slightly higher in their percentage than females (**30.4 percent**) to have daily PE. Hispanic students (**37.7 percent**) were the most likely of the races surveyed to have daily PE, with black students (**35.2 percent**) being somewhat lower and white students (**30.4 percent**) being the least likely of the cohorts to receive daily physical education.

Percentage of middle school students who attended physical education (PE) classes daily in an average week



- ▶ *Between 2005 and 2013 the percentage of Tennessee high school students who reported being physically active for a total of at least 60 minutes per day on five or more of the past seven days increased from 25.7 percent to 41.4 percent.*

- ▶ The percentage of Tennessee high school students who played video or computer games or used a computer for something not related to school work for three or more hours a day in an average school day increased from 30 percent in 2005 to 36 percent in 2013.

CDC School Health Profiles Survey

CDC’s *School Health Profiles* is a system of surveys assessing school health policies and practices in states, territories, and large urban school districts. *Profiles* surveys are conducted biennially among representative samples of middle and high school principals and lead health education teachers.

2012 Selected Physical Activity/Physical Education Data from School Health Profiles

Percent of Secondary Schools that offered Physical Activity breaks outside of Physical Education during school day	78.2 percent
Percentage of schools that taught 12 key physical activity topics in a required course	59.5 percent
Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education	72 percent
Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs	58.3 percent
Percentage of schools in which children or adolescents use the school’s indoor physical activity or athletic facilities for community-sponsored physical activity classes or lessons	63.1 percent

Percentage of schools that provided parents and families with health information to increase parent and family knowledge of physical activity

54.4 percent

Source: *CDC School Health Profiles. Tennessee 2012*

- ▶ **Tennessee leads all other states in the 2012 School Health Profiles Survey with 78.2 percent of Secondary Schools offering Physical Activity breaks outside of Physical Education during the school day.**

Physical Activity Law Compliance Rates Among Urban School Districts

Among Tennessee's eight urban school districts (districts serving 25,000 or more students) the rate of compliance with the 90 Minute Physical Activity Law is **96 percent** for the 2013-14 school year. The percentage of schools compliant in the urban school districts has maintained the same percentage from the 2012-13 school year. **Five** out of **eight** urban school districts reported **100 percent** compliance for all schools in their district.

The eight urban school districts include Hamilton County Schools, Knox County Schools, Metropolitan Nashville Public Schools, Montgomery County Schools, Rutherford County Schools, Shelby County Schools, Sumner County Schools and Williamson County Schools.

Overall Summary and Recommendations

Schools play a pivotal role in their capacity to support the development of life-long habits of physical activity behaviors among their students. By developing and implementing physical activity policies and practices for students, schools can create environments supportive of not only the development of healthy American adults but also increase student academic outcomes. Therefore, CSH Coordinators, teachers, coaches, school administrators and school district officials need to take a leadership role in implementing the following strategies in Tennessee schools.

CDC School Health Physical Activity Guidelines

The Centers for Disease Control and Prevention (CDC) synthesized research and best practices related to promoting physical activity in schools culminating in the development of several guidelines. The guidelines serve as the foundation for developing, implementing and evaluating school-based physical activity policies and practices for students. (Sarah M., 2011)

Each of the guidelines is accompanied by a set of implementation strategies developed to help schools work towards achieving each guideline. To access the CDC strategies click on the underlined copy.

After each strategy is a short vignette from Tennessee school districts illustrating how some Tennessee schools are already implementing national strategies.

Although the ultimate goal is to implement all guidelines in Tennessee, not every strategy will be appropriate for every school, and some schools, due to resource limitations, might need to implement the guidelines incrementally.

1. Use a coordinated approach to develop, implement and evaluate physical activity policies and practices.

Stewart County Schools

Stewart County School's approach to solving the childhood obesity crisis depends upon our ability to improve community environments through the development and implementation of physical activity policies and practices. Children and their families must gain access to safe places to be physically active. Stewart County Schools supports the advancement of key policy and environmental changes in partnership with policymakers, community organizers, and rural community members who share common issues. Currently, Stewart County Schools is working with the County Mayor's Office to assist in developing an obesity prevention plan with the Three Star program to encourage family physical activity at the local city park. Increasing activity and making it attractive and fun is our mission. Stewart County Schools is incorporating in the plan a duplication of the Project Diabetes walking track that was finished this year at the local high school for development at the middle school. These tracks will allow parents to walk as their student engage in physical activity. In addition, the tracks will provide new space to hold school and community events.

While we continue to strengthen our health education and physical activity and education programs we are also reaching out to the community for that multifaceted approach. This has and will continue to create community buy in and strengthen efforts toward reducing childhood obesity in Stewart County Schools.

2. Establish school environments that support physical activity.

Lebanon Special School District

The Lebanon Special School District (LSSD) recognizes the importance of establishing school environments that promote physical activity. Implementing the Coordinated School Health (CSH) model, Healthy School Teams have been established in every school that focus on childhood obesity prevention efforts and the eight components of CSH. Healthy School Teams develop yearly action plans and goals to improve student health and increase academic achievement.

These action plans have yielded several successful programs addressing physical activity at the elementary and middle school levels through the support of administrators in the LSSD. The following is a list of childhood obesity prevention efforts for 2013-14:

Elementary K-5

Walking Field Trips - Student that complete 30 miles throughout the school year in addition to recess, earn a 1-mile walking field trip to Don Fox Park in the spring.

Spring Olympics - Physical Education teachers use the Presidents Physical Fitness Challenge to select students to represent their school and compete in the LSSD Olympics.

Fundraisers - Fun Run, 5K Roar Run

Incentive Program - 9 week School Wide Positive Behavior Support events promote physical activity (Dance Dance Revolution, inflatable obstacle course, activity stations)

Basketball - 4th and 5th grade boys/ girls basketball program (equipment was provided by CSH).

ING Kids Rock - Physical education teachers organize weekend trainings with students and complete the 1-mile in Nashville.

Middle School 6-8

Pacer Training/ Testing - Students were trained in Pacer and set personal goals to improve physical fitness level.

Incentive Program - 9 week Positive Behavior Support events promote physical activity (walk to park, fitness stations, and dance)

Run 4 Water – An activity where students run one mile per day leading up to a 5K race to benefit the non-profit organization, Run 4 Water.

Walking Initiative - Every Monday students walk to ensure 90 minutes of physical activity.

Activity Logs - Students design an individual health plan to include nutrition and physical activity goals.

RTI Math and Movement - Students receive intervention during an additional physical education class that focuses on math and movement activities.

Bike/ Walk to School - Student walk or bike to school to encourage physical activity.

3. Implement a comprehensive physical activity program with quality physical education as the cornerstone.

Maury County Schools

Maury County Schools implemented the *Five for Life* curriculum. This curriculum is a comprehensive Health and Physical Education curriculum. This curriculum gives school staff the opportunity to teach the entire realm of Health and Physical Education within the gym setting. Before adopting the *Five for Life* curriculum, Maury County Schools did not have a district wide curriculum. Teachers and staff have used the curriculum to develop district wide pacing guides and curriculum maps for each grade level (K-4; 5-8; 9-12) which is followed across the district. With the adoption of the curriculum and pacing guides, Maury County Schools adopted district wide cognitive assessments for grades 5-12. These assessments are given to all grades 5-12 at the same time. Students are pre and post tested on these cognitive assessments. Also, Maury County Schools adopted fitness testing for grades 3-12. These assessments are given at the same time across the district (based on schedules ex. year long, semester, and quarter). All students are pre and post tested with each component for fitness testing. As a result of these new initiatives, student health related fitness scores improved by an average of 9.5 percent thereby meeting or exceeding the standards. This is an amazing achievement. Through the implementation of the *Five for*

Life curriculum, students are engaging in more physical activity and learning how to be physically active for a lifetime. Maury County Schools implements a quality physical education program through the adoption of all of the above strategies.

4. Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for lifelong physical activity.

Van Buren County Schools

Since the inception of Coordinated School Health (CSH), the Van Buren County School System has significantly decreased its student obesity rates. Based on the 2013-14 screenings, the current overweight/obese rate is 39 percent which is a reduction of 8 percent based on the 2007-2008 baseline data of 47 percent. This school year, there has been an increased focus on comprehensive health education in order to improve our overweight/obese rates. The guidance counselors and CSH staff were trained in *Michigan Model* curriculum and began implementation of this curriculum in grades K-8. A second focus in our childhood obesity prevention efforts has been increasing nutrition education and the variety of healthy foods available to students. CSH partnered with the Food Services Director to provide nutrition education using *OrganWise Guys* curriculum and providing healthy food samples to all students K-8 during the first two weeks of school. The *OrganWise* "Foods of the Month" program was also introduced to students K-12 to encourage them to try healthy, seasonal foods. Also, CSH partnered with the Nutrition Services Director and the 4-H Healthy Lifestyles Ambassador to provide taste tests for students to expose them to new healthy foods. A third focus has been on increasing and improving our students' levels of physical activity. The *Morning Movers* program at Spencer Elementary School (SES) and Van Buren High School (VBHS) continued to be a success this school year. Both SES and VBHS provided at least thirty minutes of physical activity during the *Morning Movers* program and one hour of physical activity during the after-school program.

5. Provide students with health, mental health and social services to address physical activity and related chronic disease prevention.

Shelby County Schools

Shelby County School's Coordinated School Health (CSH) program collected BMI data on students in grades (prek, k, 2, 4, 6, 8, 9), provided referrals for students identified as overweight/obese by sending

parents an informing sheet worded in a sensitive manner. Efforts to educate parents on healthy eating and increasing physical activity were conducted through CSH's initiatives including the Walking School Bus, Healthy Choices week, numerous health fairs, workshops and conferences. Regular electronic submissions to Healthy School Teams on healthy nutrition, physical activity, mental health, anti-bullying and safe places were forwarded to parents, faculty and staff. All Healthy School Teams were advised and encouraged to have a minimum of one parent on each team as identified on their rosters and in their minutes. All schools with Healthy School Teams were asked to conduct at least one health themed event or activity, documented on the PAPE reports.

6. Partner with families and community members in the development and implementation of physical activity policies, practices and programs.

Williamson County Schools

Williamson County Schools (WCS) is proud to report one of its most successful obesity campaigns is "Walk Across Williamson". This was the walking campaign's 6th year. The WCS Coordinated School Health department partners with the Williamson County Health Council and many community members to hold the annual activity challenge. This year over 7,000 participants and 15,000,000 minutes of activity were logged. Of the 7,000 participants, 6,663 were WCS students, employees and staff. The county government participated this year for the first time and the Mayor led a one mile walk at our celebration event. The growth of this event continues to amaze everyone. This initiative demonstrates our community's leadership and commitment to health and wellness.

WCS continues to have the lowest student BMI rate in the state at less than 24 percent overweight and/or obese. Also, Williamson County is ranked as the healthiest county in our state. No single department or county organization can take credit for this impressive achievement, rather it's the willingness to partner, share, lead and collaborate that makes this possible. From the Physical Education and Lifetime Wellness teachers seamlessly integrating physical education, to the visionary Food Services Department offering attractive healthy foods, the team shares a common goal. Our administrators provide more than lip service to support and encourage these efforts by championing the "whole student". The "whole student" is a healthy student.

7. Provide a school employee wellness program that includes physical activity services for all school staff members.

Sequatchie County Schools

The Sequatchie County Schools' CSH Coordinator served as the site coordinator with the ParTNers for Health, Working for a Healthier Tennessee initiative. Sequatchie County School District was chosen to be a site location for bio metric screening for state or school system employees and family that have State of Tennessee insurance.

CSH sponsored a wellness walking challenge for the employees of the Sequatchie County School District. There were 78 participants. The top two winners from each school and central office received prizes that was donated by local businesses. CSH received several comments from participants that thanked them for sponsoring the challenge due to it got them back into exercising or helped the start exercising. An employee that participated started a walking challenge at her church after the challenge was held.

8. Employ qualified persons and provide professional development opportunities for physical education teachers as well as staff members who supervise recess, cafeteria time and out-of-school-time.

Sumner County Schools

All 45 schools have had student BMI screenings completed for grades K, 2, 4, 6, 8 and first semester of high school Wellness. BMI data was obtained for 9,949 students. Preliminary percentage of students overweight or obese this school year is 34 percent. This is a four percent improvement from the 2010-11 and 2011-12 percentage at 38 percent overweight or obese.

One way to increase physical activity in the schools is to build strong physical education programs, and one key to building quality physical education programs is to equip teachers with necessary knowledge and tools. Therefore, CSH has been paving new roads for PE teachers in our district by offering professional development opportunities. This year we coordinated sessions specifically for PE/Wellness teachers at our district's Technology Conference. CSH paid for 16 PE teachers to attend the TAHPERD convention if they agreed to coordinate an American Heart Association event at their school (Jump Rope for Heart, Hoops for Heart, or Red Out special event). Also, CSH has been supporting three of our schools participating in a pilot for the Tennessee Department of Education for

Elementary PE Student Growth Measures by hosting a training day, providing necessary equipment and supplies, and serving as a liaison to the TEAM Program Analyst at the TDOE. Each of these professional development opportunities addressed ways to ensure students are as physically active as possible during PE class with the goal being moderate-to-vigorous physical activity for at least 50 percent of the class time.

In addition, a district-wide SPARK PE workshop was held for PE/Wellness teachers for all levels: elementary, middle, and high. The overall goal of the workshops was to provide strategies and tips to increase the quantity and quality of physical education/activity classes; and promote the maintenance of physical activity away from class as part of a healthy lifestyle.

CSH funds were used to send an elementary guidance counselor, two elementary PE teachers, two middle school PE teachers, three middle school Teen Living teachers, and one middle school health teacher to a *Michigan Model* health education training at Tennessee Tech University. In addition, the Sumner County Schools' CSH Coordinator provided a *Michigan Model* health education overview during an elementary guidance counselor in-service and offered to purchase these curriculum. Subsequently, CSH has been disseminating *Michigan Model* curriculum and supporting materials to these schools. The CSH Coordinator is working with the Sumner County Health Committee to purchase additional *Michigan Model* materials to train other teachers for county-wide implementation using Tobacco Settlement funds.

Conclusion

Implementing and sustaining school-based physical activity policies and programs will make a powerful contribution toward a healthy future for students in Tennessee. By adopting these guidelines, schools can ensure all students have the opportunity to attain their maximum educational potential and pursue a lifetime of good health.

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