



Tennessee Department of Education
Office of Coordinated School Health
Annual Physical Activity & Physical Education Report
2014-15 School Year

Annual Physical Activity & Physical Education Report

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 T.C.A. § 49-6-1021:

(a) In accordance with § 49-6-1021, 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. With prevention as the focus, our state’s health costs will not rise as dramatically as projected as students age.

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
- ▶ 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)
- ▶ 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 2014-15 school year, **64 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.

During the 2014-15 school year, **98 percent** of all Tennessee Elementary schools reported to the Office of Coordinated School Health they were in compliance with the 90-Minute Physical Activity law for all students.

During the 2014-15 School year, **90 percent** of all Tennessee Middle schools reported to the Office of Coordinated School Health they were in compliance with the 90-Minute Physical Activity law for all students.

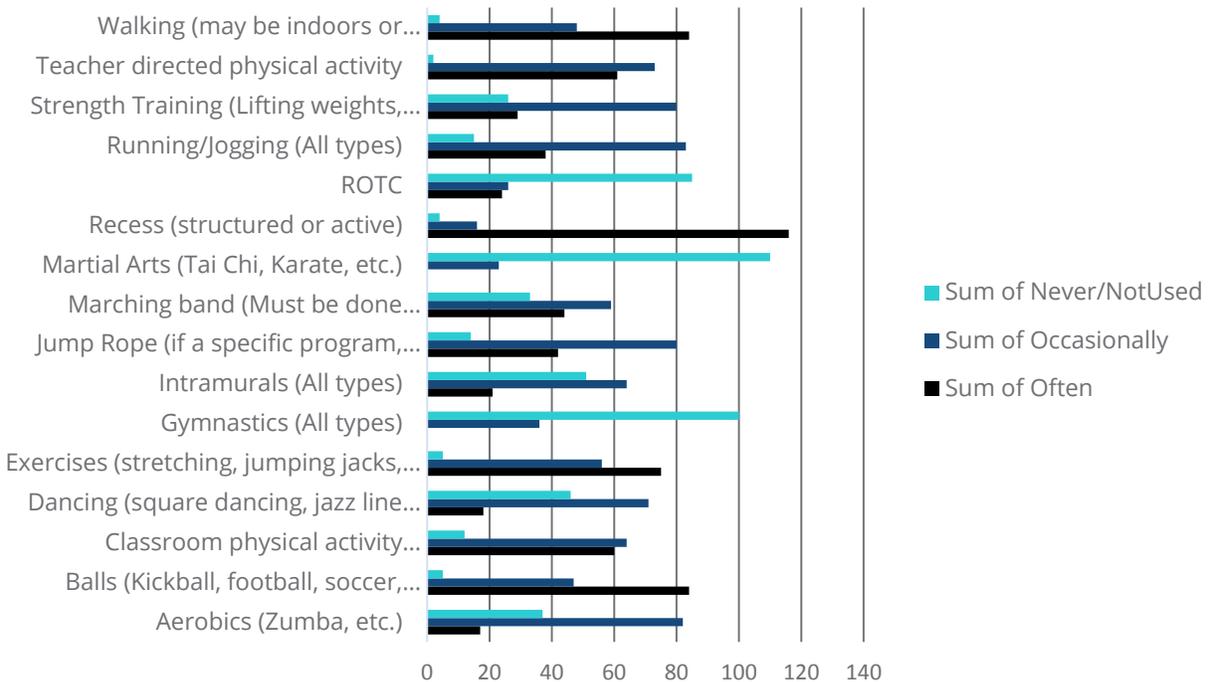
During the 2014-15 School year, **69 percent** of all Tennessee High schools reported to the Office of Coordinated School Health they were in compliance with the 90-Minute Physical Activity law for all students.

Of these school districts, **56 percent** report their schools exceeded the minimum requirements of the 90-Minute Physical Activity law.

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), activities using balls (kickball, basketball, etc.) (**62 percent** of all school districts) walking either indoors or outdoors (**62 percent** of all school districts).

Rate the types of activities being utilized in your school system to facilitate compliance with the 90 minute physical activity law.



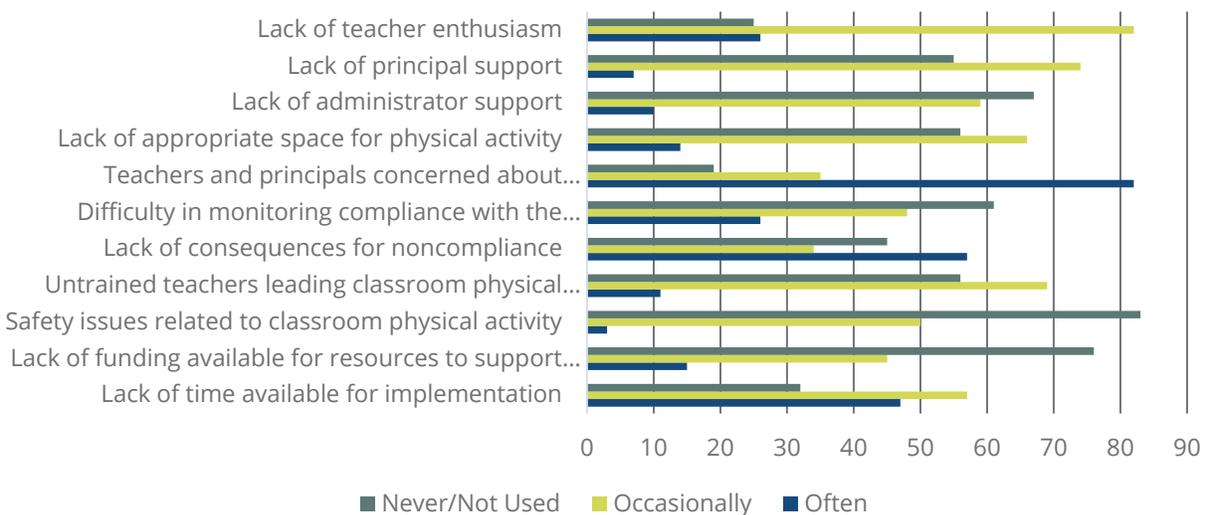
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2015

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 (**82** school districts or **60 percent** of all school districts), followed by lack of consequences for non-compliance to the law (**57** school districts or **41 percent** of all school districts), and lack of time available for implementation (**47** school districts or **35 percent** of all school districts).

Types of barriers your ELEMENTARY schools have encountered concerning compliance with the 90 minute physical activity law

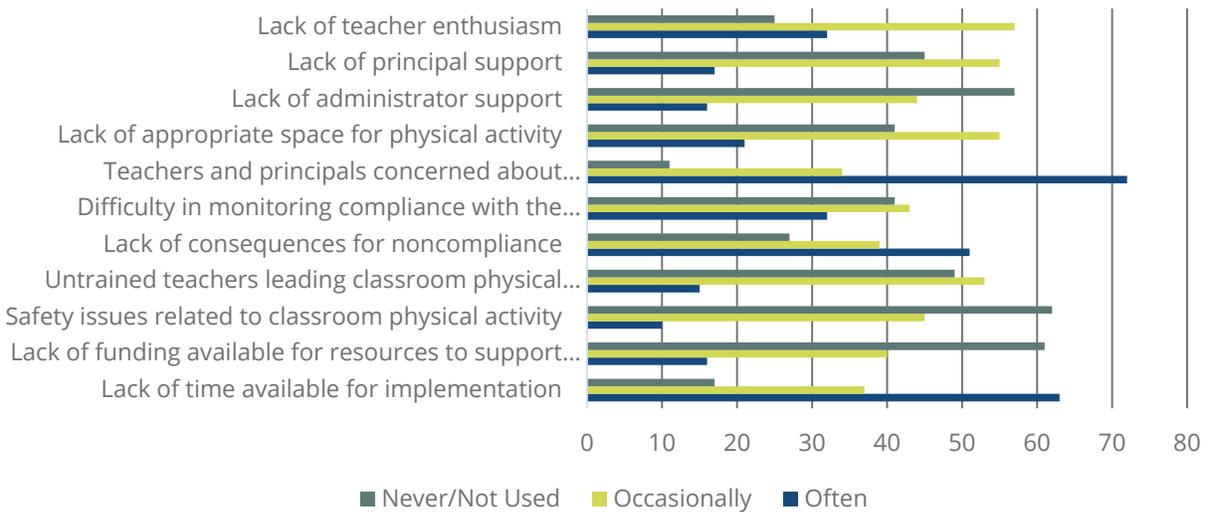


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2015

Middle School Barriers

The most often cited barrier to implementing physical activity in middle schools is teachers/principals concerned about decreased academic time (**72** school districts or **62 percent** of all school districts), lack of time available for implementation (**63** school districts or **54 percent** of all school districts), and lack of consequences for non-compliance to the law (**51** school districts or **44 percent** of all school districts).

Types of barriers your MIDDLE schools have encountered concerning compliance with the 90 minute physical activity law

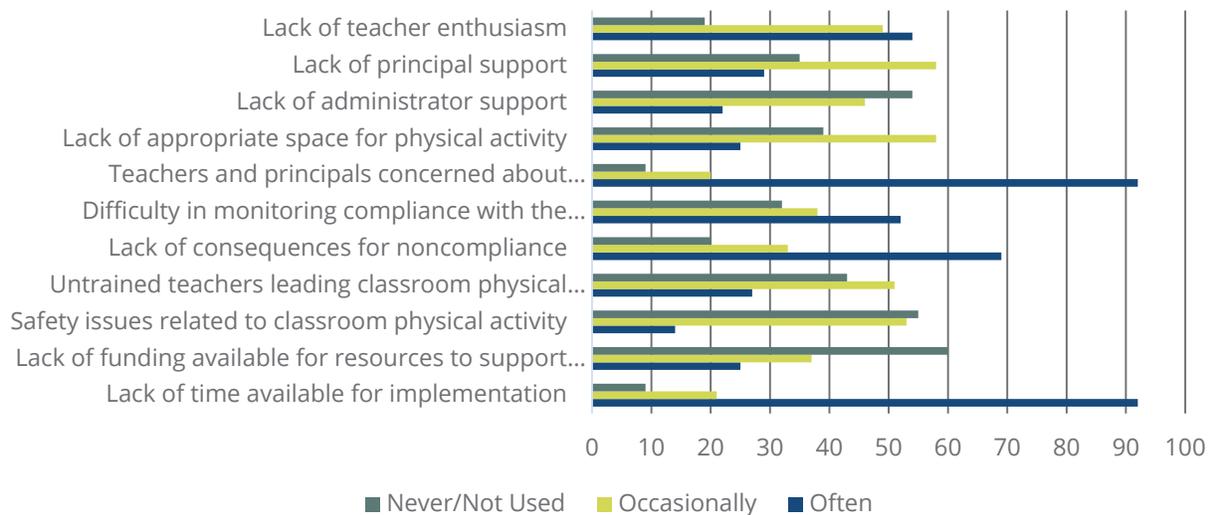


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2015

High School Barriers

The most often cited barrier to implementing physical activity in high schools is teachers/principals concerned with decreased academic time (92 school districts or 75 percent of all school districts), lack of time available for implementation (92 school districts or 75 percent of all school districts), and lack of consequences for non-compliance to the law (69 school districts or 57 percent of all school districts).

Types of barriers your HIGH schools have encountered concerning compliance with the 90 minute physical activity law



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2015

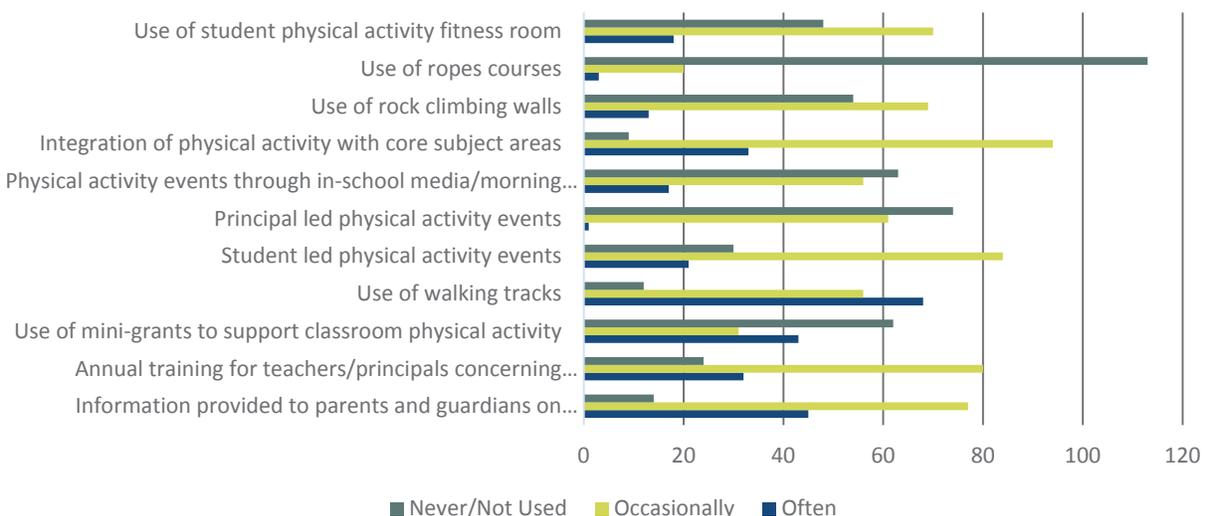
- ▶ ***The most often cited barrier to implementing physical activity in Tennessee schools is teachers/principals concern about lack of time available for physical activity implementation, decreased academic time and lack of consequences for non-compliance with the law.***

Innovative Methods Schools Use to Comply with the Physical Activity Requirement

During the 2014-15 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 (**68** school districts), physical activity information provided to parents/guardians (**45** school districts) and use of CSH grant funded mini-grants to support classroom physical activity (**43** school districts).

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

Innovative methods your school system has utilized to ensure compliance with the 90 minute physical activity law



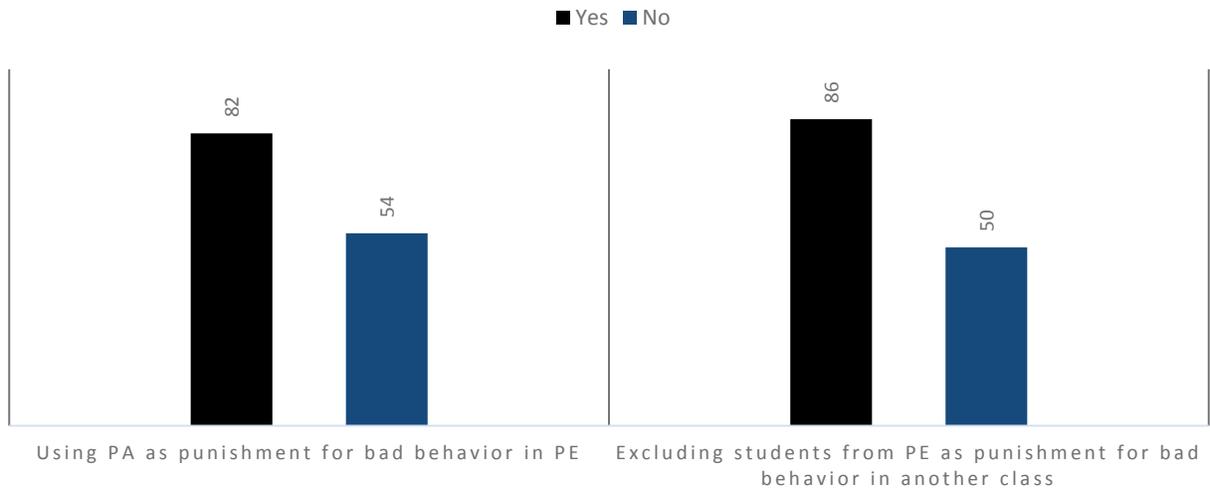
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2015

- ▶ ***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, 296 schools with in-school fitness rooms for students, and 365 schools with new and/or updated playgrounds.***
- ▶ ***During the 2014-15 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 \$1,311,926.***

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, **82** school districts out of **136** 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, **86** out of **136** school districts replied affirmative.

Does your school system prohibit or actively discourage schools from:



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2015

Professional Development Provided on Integrating Physical Activity in the Classroom

School districts reported a slight decrease from 2013-14 (**888** schools) to 2014-15 (**852** schools) in the number of schools providing professional development to teachers so they could integrate physical activity in their classroom. This represents **fifty-one** percent of all Tennessee public schools provided this type of professional development. Of these, **57 percent (578)** were in elementary schools, **45 percent (146)** in middle schools and **39 percent (128)** in high schools.

Physical Activity and Physical Education in Tennessee Compared to US Rates

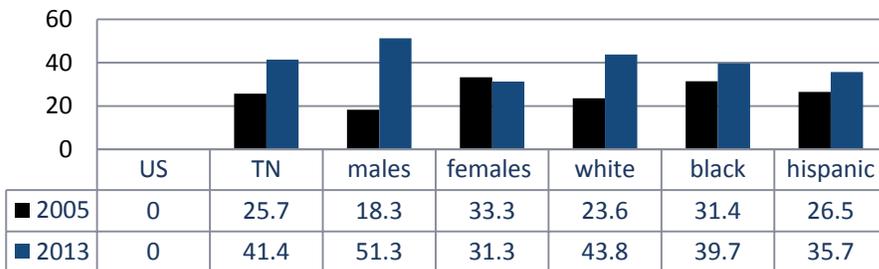
CDC Youth Risk Behavior Survey

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 students reported the following weighted YRBS data related to physical activity:

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 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.

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



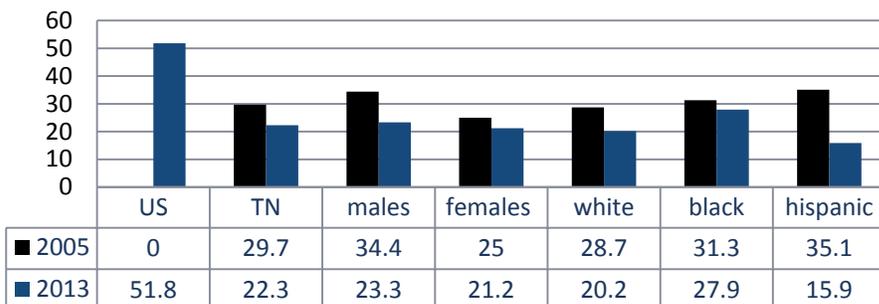
* Hispanic data was collected during CDC's 2007 YRBS survey administration

** U.S. percentage was based on 2011 survey due to the fact CDC has not released U.S. totals

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

The rate of Tennessee 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**.

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

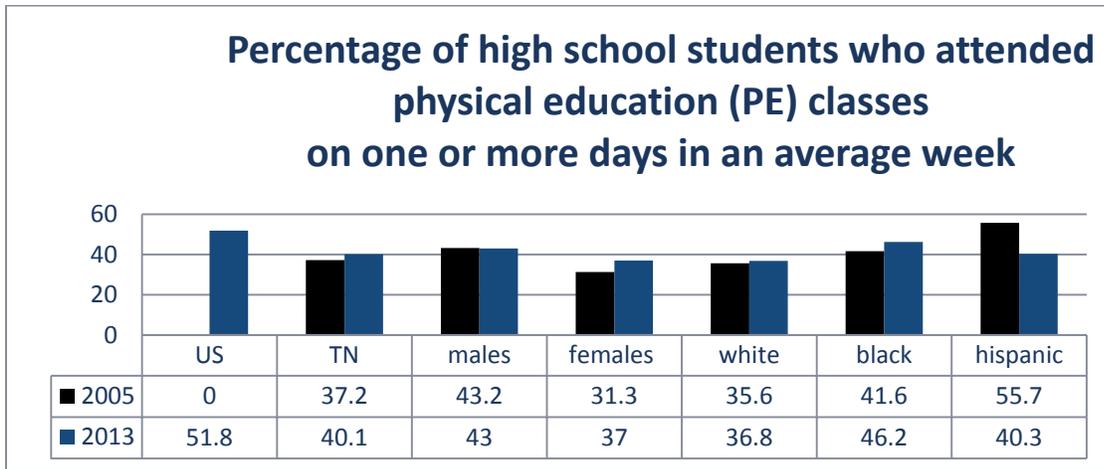


* Hispanic data was collected during CDC's 2007 YRBS survey administration

** U.S. percentage was based on 2011 survey due to the fact CDC has not released U.S. totals

Percentage of 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**.



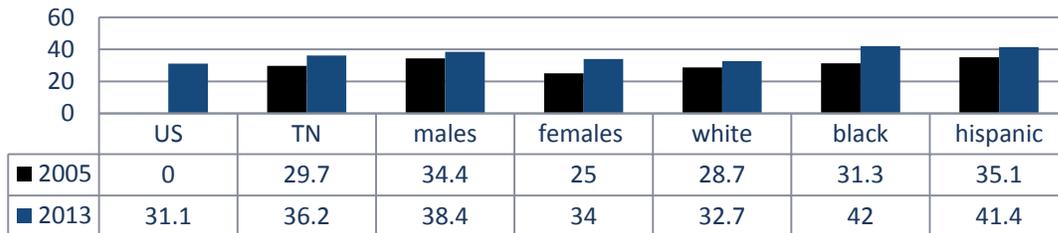
* Hispanic data was collected during CDC's 2007 YRBS survey administration

** U.S. percentage was based on 2011 survey due to the fact CDC has not released U.S. totals

Percentage of 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 that Tennessee students are increasing the amount of screen time daily.

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 on an average school day



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

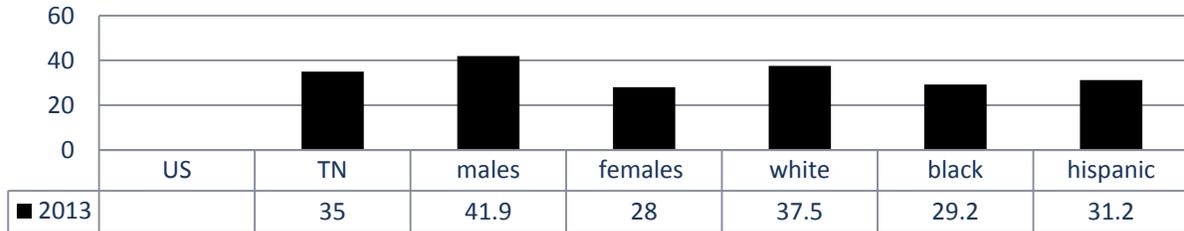
** U.S. percentage was based on 2011 survey due to the fact CDC has not released U.S

Middle School Data based on the 2013 Youth Risk Behavior Survey

The office of coordinated school health for the first time conducted the Youth Risk Behavior Survey for middle school utilizing the Center for Disease Control and Prevention's recommendations rather than conducting a census based administration. It is important to note that at the time of this report, the CDC's Division of Adolescent and School Health (DASH) had not released United State averages. This procedure produced weighted results for statewide data. Due to this, all data reported are initial baseline measures.

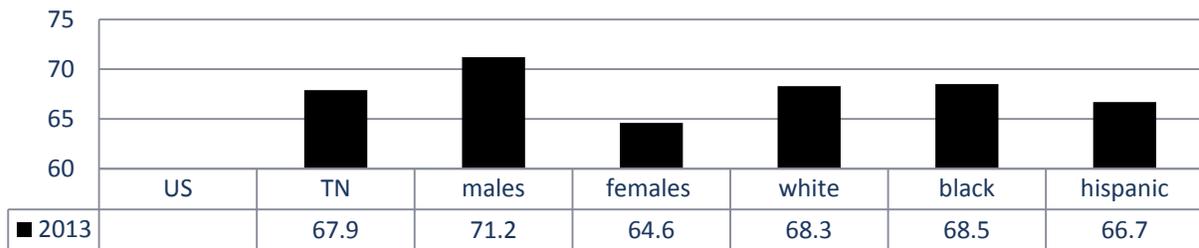
Based on statewide weighted data collection, findings from the YRBS-MS item concerning how many students were physically active 60 minutes seven out of the past seven days yielded the following results. Males (**42 percent**) are more likely to be active daily compared to females (**28 percent**). Also 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 percentages 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



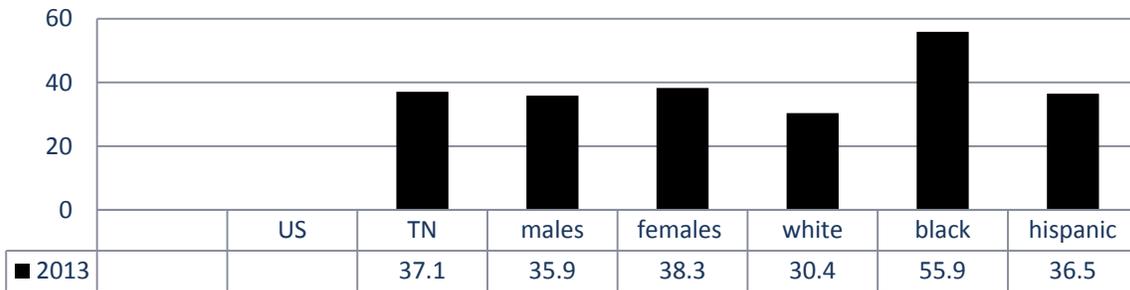
Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of middle school students who attended physical education (PE) classes at least once a week yielded the following results. Males (**71.2 percent**) are more likely to attend PE classes daily compared 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



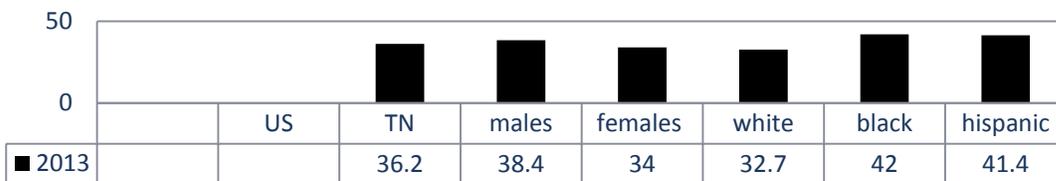
Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of middle school students who watched three or more hours of TV on an average day, females (**38.3 percent**) are a bit more likely than males (**35.9 percent**) to watch three or more hours of TV daily. 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**.

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



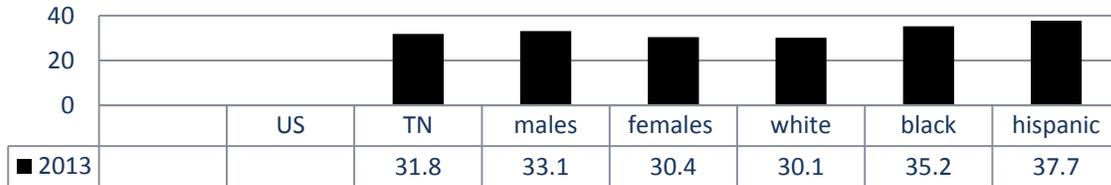
Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of middle school students amount of screen time other than television was asked. Results showed that Males (**38.4 percent**) and females (**34.0 percent**) are nearly equivalent with males being somewhat 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



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.

2014 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	69.6 percent
Percentage of schools that taught 13 key physical activity topics in a required course	66.4 percent
Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education	87.6 percent
Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs	63.6 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	60.6 percent
Percentage of schools that provided parents and families with health information to increase parent and family knowledge of physical activity	56.6 percent

Source: CDC School Health Profiles. Tennessee 2014

Physical Activity Law Compliance Rates Among Urban School

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 **89 percent** for the 2014-15 school year. **Two** 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.

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

Jackson-Madison County School System

The Jackson-Madison County School System is comprised of 27 schools in our district. Our coordinated school health department has accomplished many goals during the 2014-15 school years. Much of the success lies within the collaboration of other departments within the school district, as well as the strong partnerships within the community. CSH and school nutrition partnered to apply for national recognition for the Healthier US Challenge (HUSCC) awards for 12 schools in the Jackson-Madison County School System. Our 12 schools were the only schools in Tennessee to receive this recognition in 2014. The collaboration and efforts between CSH, school nutrition and the Alliance for a Healthier Generation made these awards a reality. To be recognized schools must implement changes to create a healthier school environment and include (1) improve the quality of food served, (2) provide nutrition education to students, and (3) provide opportunities for physical activity and physical education.

The following schools in the Jackson-Madison County School System have received the following status: Alexander Elementary School (Gold); Denmark Elementary School (Gold); Liberty Technology Magnet High School (Gold); Lincoln Elementary Magnet School (Gold); Madison Academic Magnet High School (Bronze); Malesus Elementary School (Gold); Montessori School of Bemis (Bronze); North Side High School (Silver); Nova Elementary School (Gold); South Elementary School (Silver); South Side High School (Gold); Tigrett Middle School (Gold)

Establish school environments that support physical activity.

Monroe County Schools

Monroe County Schools CSH takes great pride in our Monroe in Motion program. Currently "MIM" is in 6 of our schools and offers one after schools class. Madisonville Primary, Madisonville Intermediate, Madisonville Middle, Tellico Plains Elementary, Tellico Plains High, Vonore Elementary, and Staff. Monroe in Motion is structured physical fitness classes before and after school. These classes are led by certified trainers paid by CSH. Classes range from Zumba to various physical fitness activities. Afternoon classes focus on nutrition education as well. We're able to provide these classes through our project diabetes grant and county 3Star grant. Our county is a poverty stricken county with our free/reduced lunch rate reaching as high as 78% at some schools. "MIM" offers our students a way to lead healthier lifestyle. "MIM" serves over 350 people a week. Some of the success that we've celebrated with this program are as follows: At Madisonville Intermediate School we have over 150 children participate in the morning. One student that suffers from autism has benefited greatly because of this program. At first, she was a reluctant to even make eye contact with me when I asked her if she wanted to participate. This student began to move in her seat. The moving led to standing in the bleachers. By the end of the year this student was on the gym floor participating. She is not only focused, but gaining in her self-esteem. By the end of the year this student joined the front row and participated with pride. One principal has had full student participation some mornings at his school. He's changed his testing day to a day his school has "MIM" to see if his test scores improve. At every school we hear this statement over and over from staff: " I can tell every morning when (student's name) participates in "MIM", not only is the students behavior better, but he/she is more focused. Two schools are allowing us to have "MIM", not only is the student's behavior better but he/she is more focused. Three of our "MIM" schools are allowing us to have "MIM" every morning during the week of T-CAP testing to see if scores improve. One respected principal that is very guarded with instructional

time help us secure another school that was reluctant to having "MIM" in the past. Now, we are in that school and have around 75 participants. I felt it was a great honor to be asked to present our MIM at the RHAT conference to the 1305 grant awardees. Beth Allen with the Department of Health had heard of the happenings of the "MIM" program in our schools and contacted me with more information. She was impressed with what we're doing in our county and asked us to present at this conference. Due to this presentation, Grundy County Schools started a program with great success. I hope that other systems find success in this program as well.

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

Henderson County Schools

Six out of seven Henderson County Elementary Schools provide students in grades K-8 the opportunity to have physical education five days a week with over 150 hours of Physical Education time a week. Most of our elementary students also receive recess as well five days a week. CSH purchased equipment to be used in the gym that provide vigorous activities for the students. The health department physical educator comes into the school to offer various programs throughout the year. UT Extension comes into the schools to offer various nutrition programs to our younger students as well. This year physical educators had two staff developments to collaborate and learn different activities to use with their students. The physical educators were trained on how to use GONOODLE so that they could go back and promote it in their schools. Our teachers incorporate movement into the classroom as well. Three out of nine of our schools BMI percent dropped from 2013 SY with one school remaining the same. Beaver and Pin Oak Elementary School participated in Jump Ropes for Heart events.

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

Loudon County and Lenoir City School

P3 is a symbol for "Positive Peer Pressure." Students in this organization work to use their positive influence on their peers to help them make healthy lifestyle choices. We provide leadership opportunities through conferences, camps, and trainings. These leadership opportunities include Tennessee Teen Institute (week long leadership conference held at Tennessee Tech) and the Fall P3 Leadership Conference, both of which allow students to develop leadership skills, learn strategic planning and create action plans for their individual schools. The rest of the school year finds P3 Clubs carrying out their action plans at their schools. Quest camps are week-long, free day camps in Loudon County for students in grades K-8 from both school systems. This is our third year of offering FREE lifetime physical activity, nutrition and STEM camps. We started with about 75 students three years ago and now have grown to 220 students between the city and county school systems. Expansion includes K-2, 3-5 and 6-8 camps all of which emphasize physical activities such as swimming, hiking, rock climbing, fishing, archery and pickle ball as sports that can continue for a lifetime. Nutrition is a big focus, particularly gardening as most of the sites are located at or near a school or community garden. Other health related topics such as the harmful effects of tobacco are also explored. High school students participate as counselors and at least half of my counselors are in their second or third year. Parents are encouraged to participate in family night where the students can show off their experiments and new found skills. While we do not charge for this camp experience, a great deal of time is spent throughout the year seeking funding to support these camps. Walmart, the Loudon

County Education Foundation, the Loudon County Health Department and Health Improvement Council as well as the schools help provide the \$30,000 needed to operate these six camps. The PLAYLoudon task force is a community group focused on educating and encouraging the importance of healthy eating and exercise, and living an overall healthy lifestyle. PLAYLoudon is a sub-committee of the Loudon County Health Improvement Council, which the CSH Coordinator is the current chair and the Health Educator co-chairs PLAYLoudon. PLAYLoudon has launched several initiatives aimed at providing local residents with the tools and infrastructure needed to adopt healthy lifestyle practices.

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

Williamson County

WCS is proud to report one of its most successful obesity campaigns to date remains to be "Walk Across Williamson". This was the campaign's 6th year. WCS CSH department partners with the Williamson County Health Council and many community members to hold the annual activity challenge. This year we had over 7,000 participants and 15,000,000 minutes of activity logged. 6,663 participants 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. It demonstrates our community's leadership and commitment to health and wellness.

WCS continues to have the lowest BMI in the state at less than 24%, and Williamson County is again reported the healthiest county in our state. No one department or organization can take credit for this impressive achievement. It's the rare quality of Williamson County to partner, share, lead and collaborate that makes this possible. From our PE and Lifetime Wellness teachers seamlessly integrating physical education, to our visionary Food Services Department offering attractive healthy foods our team has a common goal. Our administrators provide more than lip services to support and encourage these efforts by championing the "whole student". The "whole student" is a healthy student.

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

Bradley County

We have in place a comprehensive physical education curriculum K-12 in which all teachers have been trained and refreshed on proper use of the curriculum. We offer indoor and outdoor adventure activities to all students through the use of climbing walls, sport walls, high ropes courses, outdoor mountain biking classes, spin classes, and other fitness related activities provided in the gym and in fitness rooms. All schools, with the exception of one, within our district have walking trails that are utilized during the school day and after school hours by students, family, and community. We work closely with the local YMCA to continue after school activity time at all elementary locations.

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

Maury County Public Schools

Staff wellness has been a focus this school year, as positive role models are one more approach in creating a healthy environment. Team of Mules was a community wide weight loss initiative challenging Maury County to lose the weight of a TEAM OF MULES by Mule Day 2015. Overall, a total of 73 community teams formed for the Team of Mules challenge in the entire county; out of those, 16 teams were schools from within the district. All of the 73 community teams together lost 3809 pounds – and 1158 of those pounds – 30% of the county’s entire weight loss were lost by school staff! Out of the top 5 winning weight loss teams, 2 of those were schools. Mt. Pleasant Elementary, with total weight loss of 261 pounds, placed second; and Hampshire Unit School, with 218 total pounds of weight lost, placed third, out of 73 weight loss teams in the overall county competition! Coordinated School Health awarded both of those schools with \$500 each for their PE/health program. Out of the top 10 teams, 7 of those were schools! The culminating event of the challenge, the Mule Kick 5 K and family fun trot were held on Mule Day. Coordinated School Health’s mascot, Victor E. ran in the family fun trot, and cheered participants on throughout the race. He was available at the community wide ceremony to distribute prizes to our top school team’s representatives. No funds were expended on this effort by the school system; all costs were covered by local partners totaling approximately \$2,792.

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.

Over the last three years, professional development, specific to physical education and physical activity, has become an important part of our physical education teachers professional practices. Historically, in Coffee County Schools, PE teachers frequently attended instructional PD that was focused on classroom teaching.

Due to a strong partnership with the Tennessee Office of Coordinated School Health, Coffee County Schools is offering appropriate professional development to PE teachers. The teachers report they are thankful and have benefitted from the support Christine Hollifield has given us through continued updates, training in our system, opportunities to partner with neighboring systems, and grant opportunities.

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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