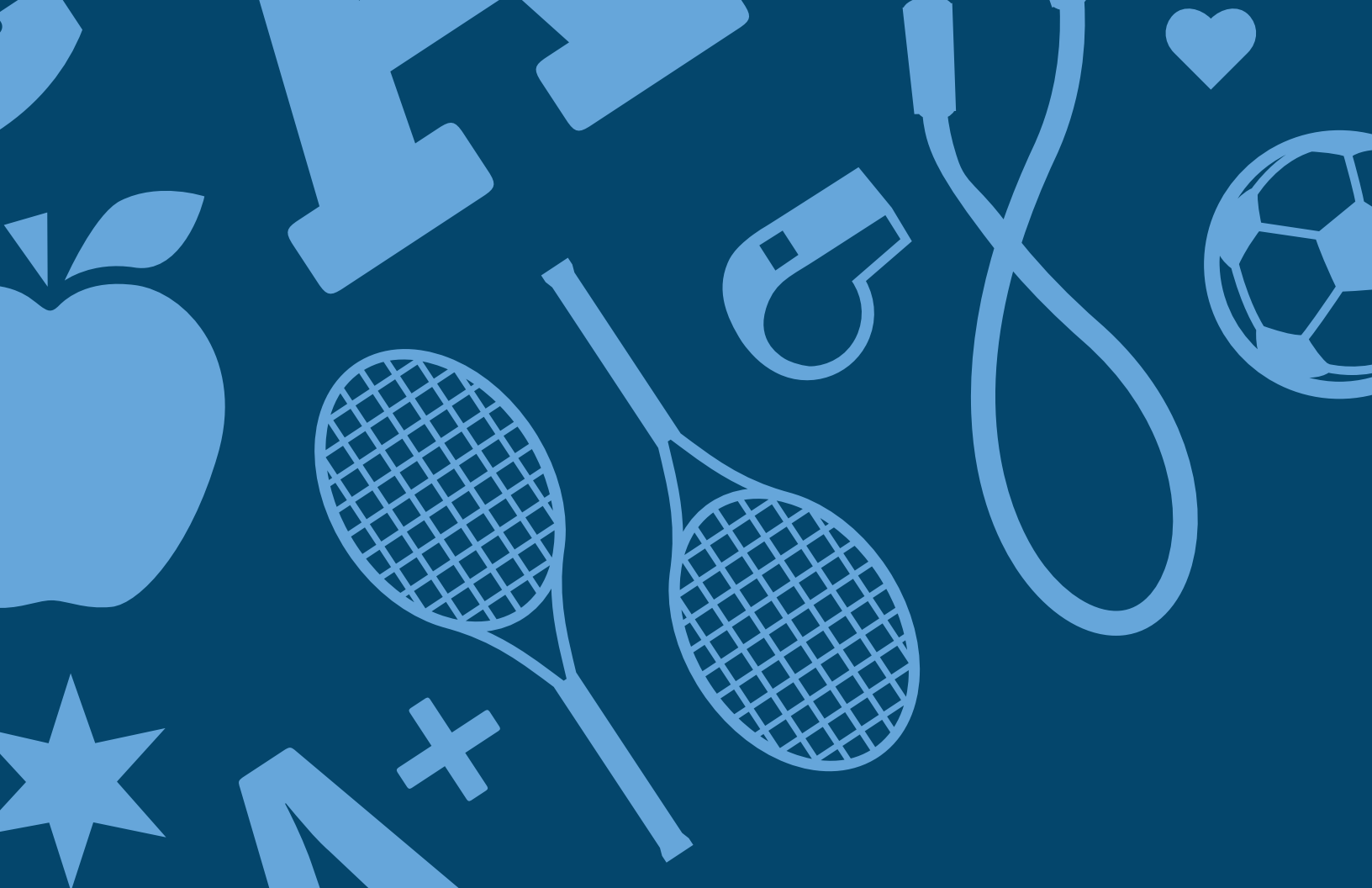




# The *Movement* Movement

A Strategic Plan to Strengthen Physical Education  
in Chicago Public Schools





## Table of Contents

Executive Summary .....	1
Overview of Process .....	2
The <i>Movement</i> Movement Strategic Plan .....	2
Introduction .....	3
Importance of Physical Education .....	4
Across the Country, Physical Education Sidelined .....	5
Physical Education in Illinois and Chicago .....	6
CLOCC and Physical Education: Advocating from Outside the System .....	6
Building Internal Capacity and Momentum at Chicago Public Schools .....	7
Understanding the Current Context: Engaging Internal and External Stakeholders .....	8
The Need .....	9
The Plan: Goals to Strengthen Physical Education in Chicago Public Schools .....	10
Plan in Action: Roles for Various Stakeholders to Strengthen Physical Education in CPS .....	12
Moving Forward: New Physical Education Policy .....	14
References .....	15
Acknowledgments .....	17

## EXECUTIVE SUMMARY

### Mission

*Develop physically literate individuals who have the knowledge, skills and confidence for academic success and lifelong health.*

### Vision

*Physical education is recognized as a Chicago Public Schools core curricular class that is a foundation for health and academic achievement.*

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## BACKGROUND & PURPOSE

The Chicago Public Schools' (CPS) mission is to create a system of schools that prepares every student in every community to succeed in college, career and life. Health and education research point to a clear relationship between academic achievement and health. As the nation's third largest school district, CPS recognizes that it can be a model for the nation in delivering programs that maximize the intersection of education and health. Physical activity is an important contributor to health, and in turn, physical education is a critical element to ensuring that children learn to practice and enjoy physical activity, helping them to establish the foundation for an active and healthy life.

This report reflects the collaborative efforts of CPS and local organizations including the Consortium to Lower Obesity in Chicago Children (CLOCC) working to ensure that CPS students have access to high quality physical education and other opportunities for physical activity throughout the school day.

### The *Movement Movement (TMM)* report aims to provide an overview of:

1. Current health status and obesity rates of CPS students and the state of physical education within the school environment.
2. The importance of physical education and the benefits of student participation, which include academic achievement, positive behavior, improved brain development and functioning, reduced number of disciplinary incidents, attendance and overall improvements in physical and mental health.
3. The status and need for physical education across the country, in Illinois and in Chicago.
4. A description of current advocacy and collaborative efforts.
5. Capacity building activities occurring within CPS.
6. The *TMM* strategic planning process, plan and outcomes.
7. Recommendations for moving forward including outlining roles for various stakeholders to strengthen physical education in CPS.

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## OVERVIEW OF PROCESS

In an effort to strengthen the quality and quantity of physical education and to develop their response to the obesity epidemic, Chicago Public Schools (CPS) launched a strategic planning process called *TMM* that engaged over 500 stakeholders including teachers, administrators, students, parents, partner organizations, and academics. This effort resulted in The *TMM* plan that corresponds with CPS' five year strategic action plan and establishes goals to support quality physical education for central office staff, school administrators, physical education teachers, and students.

Ultimately the hope is that *TMM* serves as a platform by which Chicago can set the stage for Illinois and the nation in prioritizing quality physical education for all students thus improving academic, behavioral, and health outcomes for all students.

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## TMM STRATEGIC PLAN

**Mission:** Develop physically literate individuals who have the knowledge, skills, and confidence for academic success and lifelong health.

**Vision:** Physical education is recognized as a Chicago Public Schools core curricular class that is a foundation for health and academic achievement.

### Recommendations:

**GOAL 1:** Every CPS student receives high-quality physical education instruction every day.

**GOAL 2:** Every CPS student receives physical education instruction from a qualified physical education teacher who demonstrates leadership in school wellness.

**GOAL 3:** Every CPS student has access to a high-quality physical education program that is supported by comprehensive resources and stakeholders.

**GOAL 4:** Every CPS student has access to a physical education program that emphasizes shared accountability at the student, teacher, school, and district level.

The *TMM* process and the resulting strategic plan provides a strong framework for implementing high quality physical education for all students in CPS. As a direct result of the *TMM* plan, which was finalized in September 2013, CPS crafted a Physical Education Policy that was passed by the Chicago Board of Education on January 22, 2014. The new policy requires that all students grades K-12 receive daily physical education, sets standards for high quality instruction, and provides guidelines for allocating resources to physical education. In addition, *TMM*, along with the Physical Education Policy, have set the stage for other districts across the country to model this exemplary commitment to providing children with the opportunity to develop a foundation of skills for lifelong health and academic achievement.

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Former US Surgeon General Jocelyn Elders said that “You can’t educate a child who isn’t healthy and you can’t keep a child healthy who isn’t educated.”

## INTRODUCTION

The Chicago Public Schools’ (CPS) mission is to create a system of schools that prepares every student in every community to succeed in college and career. Health and education research points to a clear relationship between academic achievement and health. As the nation’s third largest school district, CPS recognizes that it can be a model for the nation in delivering programs that maximize the intersection of education and health. Physical activity is an important contributor to health and in turn, physical education is a critical element to ensuring that children learn to practice and enjoy physical activity and establish the foundation for an active and healthy life. CPS serves 400,000 students at over 658 schools, representing 80% of all school-aged children in Chicago. CPS students are at higher risk for physical, emotional, and social health problems than Chicago’s student population as a whole because 87% live in low-income households and are more likely to live in racial and ethnic minority communities that have historically been underserved.

One of the consequences of these factors is a higher risk for obesity. Students who attend CPS are overweight and obese at higher rates than children in other parts of Illinois and the nation.<sup>i, ii, iii</sup> The majority of Chicago’s 77 community areas have extremely elevated youth overweight and obesity prevalence rates, some as high as 52%.<sup>iv</sup> Overweight and obesity rates in these communities are high compared to other areas of the state, which is especially troubling, considering that only three states – Mississippi, Georgia, and Kentucky – have higher overweight and obesity rates than Illinois.<sup>v</sup>

Twenty percent of CPS kindergartners (compared to 12.1% nationally), 29.2% of CPS sixth graders (compared to 18% nationally), and 25.4% of CPS ninth graders (compared to 18.4% nationally) are obese.<sup>vi, vii</sup> Obesity at a young age often starts children on the path to adult onset illnesses such as diabetes, high blood pressure, high cholesterol, and arthritis and can also lead to poor self-esteem and depression.<sup>viii</sup>

The sheer numbers of children in the CPS student body and their higher risk for obesity and its negative effects underscore the need to strengthen the district’s systemic approach to student wellness. Obesity and wellness in general are largely shaped by children’s nutrition and activity behaviors. Overweight and obesity occur when people consume more calories through the foods and beverages they consume than they are able to burn through growth, metabolism, and physical activity.

The district has taken significant steps toward improving nutrition education and the food environment in and around schools.<sup>ix</sup> Equally important is providing regular, high-quality physical education and other opportunities for physical activity to all students. National experts recognize that physical education is critical to educating the “whole” student and helps form the necessary links between the mind and the body to optimize learning and educational attainment.<sup>x</sup>

In order to engage key stakeholders in developing CPS’ response to the obesity epidemic and the district’s efforts to ensure adequate physical education for students, CPS created the Physical Education Stakeholders Committee. The committee is comprised of parents, teachers, school administrators, and community organizations to strengthen physical education by increasing both its quality and quantity and to build a broad base of support. This report reflects the collaborative efforts of CPS and the Consortium to Lower Obesity in Chicago Children (CLOCC), one of the lead agencies engaged in the Physical Education Stakeholders Committee.

### Childhood Obesity Prevalence

CPS	National
20%	12.1%
Kindergarten	
29.2%	18%
6th Grade	
25.4%	18.4%
9th Grade	

## IMPORTANCE OF PHYSICAL EDUCATION



Physical education is the cornerstone of a robust school-based physical activity program. According to the National Association of Sport and Physical Education (NASPE), physical education aims to “develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.”<sup>xi</sup> Physical education is the single academic subject that provides standards-based instruction focused on the combination of motor skills and movement, physical activity, and fitness, as well as personal and social responsibility. Notable components of a high quality physical education program include meeting the needs of diverse learners, keeping students active and engaged in moderate to vigorous physical activity for majority of the class time, and focusing on lifelong skills and self-monitoring.<sup>xii</sup>

Many leading national experts call for high levels of daily physical activity for youth. For example, NASPE recommends that students receive 150 minutes of high quality physical education per week at the elementary level and 225 minutes per week at the middle and high school levels.<sup>xiii</sup> Establishing active school environments that enable students to receive at least 60 minutes of daily physical activity is a recommendation of the Centers for Disease Control and Prevention (CDC) and also a top priority of First Lady Michelle Obama’s *Let’s Move* campaign. In February 2013, the First Lady launched her national *Let’s Move! Active Schools* (LMAS) initiative at an event in Chicago. LMAS challenges schools across the country to provide 60 minutes of daily physical activity to all students and highlights physical education as a key component of any active school.

To substantiate these recommendations, research illustrates the countless benefits that students and schools are experiencing through engaged participation in high quality physical education. Some of this research is summarized below.

### Academic Achievement

Multiple studies have found that physical activity levels are significantly and positively associated with academic performance as measured by standardized test scores and student grades. For example, both elementary and high school students who participated in regular physical activity, particularly through structured and high quality physical education, were found to perform better on state standardized tests.<sup>xiv</sup> These students were also 20% more likely to earn an “A” in math or English.<sup>xv, xvi</sup> Similarly, a recently-published study in Illinois found that students in the FitnessGram® ‘Healthy Fitness Zone’ for aerobic capacity were more than twice as likely to meet or exceed the Illinois Standardized Achievement Test (ISAT) for reading and math as compared with less fit students.<sup>xvii</sup> Other studies substantiate evidence that as fitness levels increase, so does academic achievement.<sup>xviii</sup>

*Research demonstrates a positive correlation between adequate physical education and improved student diet.*

### Brain Development and Functioning

Higher concentration levels and increased memory are also associated with active and engaged physical education.<sup>xix</sup> Physical activity spurs cognitive functioning, and in turn improves a student’s ability to store and retrieve key information.<sup>xx</sup> A recent Institute of Medicine Report, *Educating the Student Body: Taking Physical Activity and Physical Education to School*, noted that moderate to vigorous physical activity improves brain function: “Children who are more active show greater attention, have faster cognitive processing speed, and perform better on tests than children who are less active.”<sup>xxi</sup>

## Behavior

Physical education provides an opportunity for students to set personal goals focused on taking responsibility for their own health and fitness. Furthermore, physical education is a major facilitator in helping children learn to socialize with their peers in a successful and positive environment.<sup>xxii</sup> Studies show that physical education can improve social and emotional learning due to the numerous opportunities created for communication and interaction.<sup>xxiii, xxiv</sup> Additionally, quality physical education allows students to learn valuable personal skills like self-management, self-concept, and decision-making.<sup>xxv</sup>

Principal Fernando Kim of Gunsaulus Scholastic Academy confirms this research. He stated, “We have noticed a 60% drop in suspensions in our school from the year when we only had one physical education teacher to the year that we have two.”

*“We have noticed a  
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–Principal Fernando Kim,  
Gunsaulus Elementary

## Discipline and Attendance

Studies have concluded that physically active students have fewer disciplinary problems in school. A Kansas City school saw significantly fewer violent discipline incidents and suspensions after they began offering physical education five days a week as opposed to only one day a week.<sup>xxvi</sup> In addition, students who achieve cardiovascular fitness have been found to have significantly improved school attendance in comparison to their non-fit peers.<sup>xxvii</sup>

## Physical and Mental Health

Numerous health benefits have been linked to regular physical activity including the maintenance of a healthy body weight, improved musculoskeletal development, and improved cardiovascular health.<sup>xxviii</sup> In addition, evidence-based data strongly support the effects of physical activity on mental health including improved self-concept, reduction in anxiety/stress levels, and reduction in symptoms of depression.<sup>xxix, xxx</sup>

## ACROSS THE COUNTRY, PHYSICAL EDUCATION SIDELINED

Despite a myriad of benefits, school districts across the nation have reduced or eliminated physical education for students, citing budget constraints and instructional requirements in core courses that take priority over physical education as well as art, library, and music. Since the advent of No Child Left Behind (NCLB) in 2002, which links federal funding to adequate yearly progress in reading and mathematics, schools have significantly increased instructional minutes in these areas at the expense of other areas of the curriculum including physical education, which is often considered non-essential.

The Center on Education Policy conducted a national study in 2007 which found that 44% of school districts cut time spent in areas such as social studies, arts, physical education, and recess to accommodate more instruction in reading and math. Unfortunately, eliminating physical education did not achieve the desired outcome. There is no evidence that sacrificing time spent in physical education leads to higher achievement in reading and math – subjects that are considered to be “essential” or “core.” In fact, research shows that academic achievement is either unaffected by time allocated to physical education or, as previously stated, that students showed improved academic performance as a result of time spent in physical education.<sup>xxxi</sup>

Additionally, childhood obesity rates have tripled over the past three decades resulting in a public health crisis that will lead to an increase in chronic disease and even premature death for our nation’s students.<sup>xxxii</sup> Both the Surgeon General of the United States and the Institute of Medicine recommend daily physical education classes in schools as a measure to prevent childhood obesity.

## PHYSICAL EDUCATION IN ILLINOIS AND CHICAGO

Illinois has long been a leader in placing strong importance on children's health and education. In fact, Illinois has some of the most aggressive requirements for physical education in the country – every student from kindergarten through 12th grade is required to take daily physical education. However, state school code allows districts to apply for waivers to circumvent the requirement for some or all of their students. Moreover, the State Board of Education does not have the capacity to monitor districts to ensure that they are in compliance with the state requirements.

As of July 2013, over 70 districts across Illinois have active physical education waivers, and many more are likely out of compliance but have not yet been audited. Chicago Public Schools, like many districts across the nation and Illinois, is no exception. Since 1997, CPS has received a waiver that exempts 11th and 12th grade students from physical education. As a result, high school students currently receive roughly two semesters of physical education during their high school career – freshmen receive one semester of physical education and one semester of health while sophomores take physical education and 10 weeks of driver's education.

Although juniors and seniors may elect to take physical education if it is offered, they are not required to do so. According to the 2010 Youth Risk Behavior Survey (YRBS), 57.5% of CPS high school students reported they did not attend daily physical education. Additionally, the YRBS reports that an astounding 81.8% of CPS high school students were not physically active for a total of 60 minutes a day. These local statistics indicate that CPS falls far below the national recommendations set forth by the CDC and NASPE and serve as a call to action to change the culture of physical education and physical activity for our students.

## CLOCC AND PHYSICAL EDUCATION: ADVOCATING FROM OUTSIDE THE SYSTEM



The Consortium to Lower Obesity in Chicago Children (CLOCC) has been an active advocate for physical education in Illinois schools since its formation in 2002. A program of Ann and Robert H. Lurie Children's Hospital of Chicago, CLOCC is a nationally recognized leader for community-based childhood obesity prevention, supporting and coordinating the activities of more than 1,300 participating organizations with a wide variety of missions and areas of expertise.

One of CLOCC's earliest actions on physical education came in 2004 with the creation of the Illinois Childhood Obesity Consensus Agenda. The Consensus Agenda, led by CLOCC staff, was developed with the participation of over 80 consortium partners to reflect the multi-sector approach needed to combat childhood obesity. This approach recognizes the importance of healthy eating and physical activity and addresses the complex risk and protective factors that influence individuals, families, institutions, and communities.

Many Public Acts emerged from the Consensus Agenda including one focused on education, Public Act 094-0198, which reformed the physical education waiver process by doubling the amount of time the General Assembly could take to approve or deny a school district's application for a waiver, creating more opportunity for advocates to express concerns over an application. The Public Act extended the 30-day review period to 60 days. Subsequent advocacy to strengthen the state's physical education requirement came in 2008. CLOCC partners, under the leadership of the Midwest Affiliate of the American Heart Association and the Illinois Association for Health, Physical Education, Recreation, and Dance (IAHPERD), worked to advance a House Bill that became Public Act 95-0223. This act limited the duration of a single physical education waiver from five school years to two and set the maximum allowable number of waivers per district to three (the original, plus two renewals), whereas prior to the Public Act there were no limits. This effort essentially reduced the maximum allowable years for a single district to waive the physical education requirement to six years. CLOCC partners continue to mobilize when there are attempts to reverse these important improvements in the Illinois physical education requirement or when individual districts attempt to circumvent the new six-year limit.



In addition to this legislative activity, CLOCC disseminates best practice strategies and emerging research about the importance of physical education and other forms of physical activity in schools. For example, in November 2008, CLOCC held a “Physical Activity in Schools Summit” to engage partners in learning about the differences between physical education, recess, and other strategies for integrating physical activity into the school day. Participants learned from national, state, and local experts about the ideal goals of each strategy, national recommended standards, institutional barriers facing CPS and the Illinois State Board of Education (ISBE) pertaining to staffing and limited resources, and national best practices for integrating physical activity into the school day and curriculum. Advocates left the summit more informed about each of these important strategies and better able to make advocacy decisions to support physical education and activity in schools.

Most recently, CLOCC serves by invitation on both ISBE’s Enhanced Physical Education Task Force and the CPS Physical Education Stakeholders Committee. Each of these bodies works with state and local school officials to identify, disseminate, and create action plans for quality physical education in all public schools.

## BUILDING INTERNAL CAPACITY AND MOMENTUM AT CHICAGO PUBLIC SCHOOLS

Since summer 2011, CPS has taken important steps to strengthen physical education and ensure that all students have healthy school environments in which to learn and play. The establishment of a new Office of Student Health and Wellness (OSHW), combined with research demonstrating the impact of physical education on health and academic indicators, have begun to swing the pendulum back toward valuing physical education as an integral part of the school day at CPS. Highlights from these activities include:

- Partnered with the Chicago Department of Public Health on Healthy Places, part of the Centers for Disease Control and Prevention’s Communities Putting Prevention to Work initiative which included efforts to create healthier school environments.
- Received over 400 nominations for school-based “Wellness Champions,” staff who are identified by principals to lead student wellness efforts.
- Convened the Physical Education Leadership Team (PELT), a group of exemplary physical education teachers who advise the district on physical education strategy.
- Developed two policies to advance student wellness in the district, including an updated Local School Wellness Policy and a new Healthy Snack and Beverage Policy that were passed by the Chicago Board of Education in fall 2012.
- Convened the Physical Education Stakeholders Committee which includes teacher, parent, school administrator and nonprofit representatives to help set the direction for physical education in the district.
- Received a \$4.38M grant from the Centers for Disease Control and Prevention to support implementation of the district’s new Local School Wellness and Healthy Snack and Beverage Policies, implement district-wide nutrition education and strengthen physical education.

### October 2011

Convened internal CPS PE Leadership Team

### April 2012

Hosted professional development for over 300 CPS PE teachers

### July 2012

Office of Student Health and Wellness formed; assumed responsibility for physical education

### August 2012

Convened PE Stakeholders Committee

### September 2012

\$4.5 million Community Transformation Grant received

### December 2012

Invited to participate in the CDC’s National Urban PE Coalition

### February 2013

Released scope and sequence professional development for over 400 PE teachers and began *TMM*

### August 2013

Finalized *TMM*; piloted 30+20+10 at 30 elementary schools

### January 2014

Board of Education adopted CPS Physical Education Policy

- As of April 2012, planned and implemented over ten professional development opportunities for physical education teachers, the first of their kind in over five years with over 700 teachers participating.
- Received a three-year \$2.25M Carol M. White Physical Education Program (PEP) grant from the U.S. Department of Education to undertake the following efforts to advance and institutionalize the changes to CPS' physical and health education program: 1) increasing the amount of physical education students receive; 2) increasing the quality of physical education students receive; 3) developing, disseminating, and refining instructional tools for teachers, including professional development and; 4) coordinating robust health and nutrition education programming for schools.

Lastly, reflecting this increased momentum, CPS' five year strategic action plan, *The Next Generation: Chicago's Children*, includes five key pillars to drive positive outcomes for Chicago students. Physical education aligns with all five pillars, in particular the first one, which recognizes physical education as an integral aspect of core instruction and advocates for high standards, rigorous curriculum, and powerful instruction in every classroom. The action plan calls for a holistic approach that will promote children's health and safety, social and emotional development, school attendance, and college and career preparation. CPS understands that physical education is an essential element of this plan.

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## UNDERSTANDING THE CURRENT CONTEXT: ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS

With the establishment of the Office of Student Health and Wellness, CPS was able to implement a comprehensive strategy to understand the state of physical education in the district. During the summer of 2012, data were collected from physical education teachers across the district. Staff and interns from the Office of Student Health and Wellness conducted a study using mixed methods to inform the development of an evaluation framework for physical education that included a literature review, interviews with central office staff, five focus groups with CPS physical education teachers, and a comprehensive online survey distributed to all CPS physical education teachers.

According to the survey data, most schools at the elementary level (K-8) offered an average of 50-60 minutes of physical education per week. While this is far below NASPE's recommended 150 minutes of weekly physical education for elementary students, it represents a significant increase from previous years due to Mayor Rahm Emanuel's initiative to expand the length of the school day from 5.75 to 7 hours which was implemented in the 2011-2012 school year.

The survey also found that approximately 36% of physical education teachers reported offering more than one day of physical education per week, about half offered physical education more than 45 minutes of per week, and 11% offered more than 90 minutes of physical education per week. While these calculations identified the amount of time students were *offered* physical education class, they do not take into account actual student enrollment in these classes.

*Both the Surgeon General of the United States and the Institute of Medicine recommend daily physical education classes in schools as a measure to prevent childhood obesity.*

## THE NEED

In an effort to strengthen the quality and quantity of physical education, CPS Office of Student Health and Wellness undertook a strategic planning process called The *Movement* Movement (*TMM*) that engaged over 500 stakeholders including teachers, administrators, students, parents, partner organizations, and academics. Through *TMM*, CPS aims to build a physical education program that develops “physically literate” individuals who have the knowledge, skills, and confidence for academic success and lifelong health by providing first-class physical education to every student.

The process for *TMM* has entailed the following sequential activities:

- **February-March 2013: Stakeholder Engagement**

A diverse group of stakeholders including teachers, students, parents, principals, and representatives from non-governmental organizations and local universities were convened in separate sessions and asked to share their vision for physical education in CPS in an ideal world. A total of 265 individuals participated in 17 different forums held at multiple locations across the city. At 42% of the total number of participants, physical education teachers were the majority stakeholder group represented. The two next largest groups of stakeholders represented were parents and non-governmental organizations, each with about 20% of the total number of participants. Students followed with 15%. Representatives from universities and principals were the groups with the lowest number of participants.

- **April-May 2013: Emergent Themes**

With guidance from the Physical Education Stakeholders Committee members, including CLOCC, CPS staff analyzed the qualitative data that was collected from all of the forums. Twenty eight major themes emerged from this process. In order to further refine the data, these themes were placed on an online survey for all stakeholders to vote on those they felt were most salient.

- **May-June 2013: Draft Plan and Revisions**

Based on stakeholder input, CPS drafted a vision and four major goals with corresponding recommendations which were then presented to the stakeholder groups at a series of meetings. A total of 165 individuals participated the second round of stakeholder forums. The plan was then revised to more accurately reflect stakeholder feedback collected from the second round of meetings.

- **July 2013: Steering Committee Meeting**

The *TMM* Steering Committee met to provide leadership and further support for the plan Led by CPS CEO, participants included, members of the Chicago Board of Education; local, state, and national elected officials; and representatives from the Chicago Teacher’s Union.

- **Fall 2013: Physical Education Policy**

The *TMM* plan was used as a guiding document to draft a district-wide physical education policy to increase the quality and quantity of physical education that all students receive.

If implemented with fidelity, *TMM* will serve as a platform for Chicago to lead Illinois and the nation in prioritizing quality physical education for all students as a strategy for increasing academic, behavioral, and, health outcomes for students. Dr. Leslie Boozer, formerly Chief Network Officer for the Northside High School Network of CPS and now Superintendent of Fontana Unified School District in Fontana, California, advocated for quality physical education across the district, stating, “PE should always be a priority in schools.”

## THE PLAN: GOALS TO STRENGTHEN PHYSICAL EDUCATION IN CHICAGO PUBLIC SCHOOLS



### GOAL 1

Every CPS student receives high-quality physical education instruction every day.

#### Physical education class:

- a. Consists of instruction developed from standards-based curriculum and informed by regular and varied assessment.
- b. Serves as a foundation to teach health-related concepts and skills for life-long health.
- c. Is offered daily for all students in increments of at least 30 minutes at the elementary school level (grades K-8).
- d. Is offered daily for all students in the same time increments as other core content areas at the high school level (grades 9-12).
- e. Is inclusive of all diverse learners, abilities, fitness levels, ethnicities, and genders.
- f. Maximizes moderate to vigorous physical activity time for all students to achieve and maintain a health-enhancing level of physical fitness.
- g. Exposes students to a wide variety of multi-cultural activities.
- h. Reinforces core content to support academic success.
- i. Has a student to teacher ratio that is equivalent to other core classes.



### GOAL 2

Every CPS student receives physical education instruction from a qualified physical education teacher who demonstrates leadership in school wellness.

#### Physical education teachers:

- a. Are valued as school leaders and included in school-wide decision making.
- b. Are engaged in regular, relevant, and quality professional development and apprised of current research.
- c. Are involved in efforts and equipped to modify instruction for diverse learners.
- d. Apply recognized effective practices for delivering high-quality instruction.
- e. Are qualified to teach physical education and prepared to deliver instruction in varied content.
- f. Serve as role models and champions for school wellness.
- g. Collaborate with staff across the school community to integrate content into physical activity and health-related concepts into other core subjects.

*Elementary and high school students who participated in regular physical activity were 20% more likely to earn an “A” in math or English.*



### GOAL 3

Every CPS student has access to a high-quality physical education program that is supported by comprehensive resources and stakeholders.

#### Physical education programs are supported by:

- a. Dedicated, sustainable funding allocated to every school.
- b. Safe, clean, maintained facilities designated for physical education, both indoor and outdoor.
- c. Specialized and functional equipment that supports all students and all aspects of the curriculum.
- d. Access to tools and technology for instruction, evaluation, and communication.
- e. Relationships with school stakeholders including parents, non- and for-profit organizations, and academic institutions.
- f. Responsive district-level leadership to provide infrastructure for sustainable, integrated programming.



### GOAL 4

Every CPS student has access to a physical education program that emphasizes shared accountability at the student, teacher, school, and district level.

#### A commitment to physical education is reflected by:

- a. Student performance indicators such as grade point average, student report cards, and graduation requirements.
- b. Student assessment that is objective and varied.
- c. Student grading criteria that is comprehensive and transparent.
- d. Teacher evaluation that is consistent with the characteristics of quality physical education instruction.
- e. School accountability measures that include physical education indicators such as minutes of physical education time offered, percentage of physical education instruction spent in moderate to vigorous physical activity, and creation of school wide goals for improving student fitness levels as measured by fitness testing.
- f. District-level infrastructure for capturing student level fitness data.
- g. District-level Physical Education Steering Committee that meets regularly to galvanize support and resources and provides strategic direction for continued development of physical education initiatives.
- h. Board of Education physical education policy that aligns with the priorities outlined in this plan.



## PLAN IN ACTION: ROLES FOR VARIOUS STAKEHOLDERS TO STRENGTHEN PHYSICAL EDUCATION IN CPS

School stakeholders are critical to implementing *TMM* and establishing Chicago as a national leader in supporting quality physical education for all students. The following section represents a non-exhaustive list of activities and initiatives in which various stakeholders can participate to ensure that the plan is implemented with fidelity.

### Administrators

- Elementary school principals: Schedule all elementary school students for 30 minutes of physical education per day or the equivalent of 150 minutes per week.
- High school principals: Schedule high school students for physical education in the same time increments as other core content areas (e.g., an 11th grade student who receives 51 minutes of math per day should receive 51 minutes of physical education).
- Identify opportunities for common prep times for physical education teacher(s) and core content teachers so they can collaborate and integrate each other's material into their own respective instruction.
- Encourage the physical education teacher to attend district- and state-level physical education professional development.
- Request that physical education teacher(s) provide school-wide professional development regarding the importance of physical education and its impact on academic performance.
- Ensure that the gymnasium is not used for other events during scheduled physical education classes.
- Include physical education indicators on the schools strategic plan (including the Continuous Improvement Work Plan) and other reports that contain school accountability measures.
- Ensure updates on the school's physical education program are addressed at Local School Council meetings, Bilingual Action Committee meetings, and School Wellness Team meetings.



Schedule all elementary students for a minimum of 150 minutes of physical education per day and high school students for 225 minutes per week.

### Physical Education Teachers

- Invite your principal and other staff members to visit PE class once a month to see you in action.
- Invite administrators and school staff to participate in your class with the students.
- Offer to conduct a presentation during school-wide professional development about the importance of physical education and its impact on academic performance.
- Modify instruction to include all diverse learners, ability levels, fitness levels, ethnicities, and genders.
- Maximize moderate to vigorous physical activity by beginning class with an immediate active warm-up while taking attendance and modifying traditional games and activities to incorporate more activity.
- Collaborate with classroom teachers to incorporate common core concepts into your lesson plans and physical activity in their classrooms.
- Ask to be included in meetings to develop and contribute to the school schedule and also in Individualized Education Plan meetings.
- Apply recognized effective practices for delivering high-quality instruction.



Collaborate with classroom teachers to incorporate core concepts into their lesson plans.

- Plan and implement clearly defined grading criteria that is comprehensive and transparent.
- Take initiative to educate your administration about what a quality physical education program should include and its benefits to students.

### Classroom Teachers

- Reinforce the value and importance of physical education with your colleagues, students, and parents/guardians.
- Incorporate physical activity into your lesson plans to improve student focus and reinforce learning.
- Refrain from pulling students out of physical education class for activities, services, or punishment.
- Collaborate with the physical education teacher(s) at your school to incorporate core content into physical education and physical activity into your classroom.

### Researchers

- Share relevant research and findings with CPS physical education administrators, physical education teachers, and other stakeholders.
- Collaborate with CPS to pursue research and evaluation opportunities related to physical education.
- Lead high quality, engaging professional development sessions for CPS physical education teachers when appropriate.

### Physical Education Programs at Local Universities

- Collaborate with CPS to identify opportunities to place physical education student teachers in CPS.
- Incorporate curriculum content regarding leadership, advocacy, and cross-curricular integration into undergraduate and graduate level physical education courses.

### Community Partners

- Educate your stakeholders/constituents about the importance of physical education and its impact on health and academic performance.
- Advocate for increased time devoted to quality physical education among your constituents including principals, parents, aldermen, and other decision makers.
- Provide relevant research and resources to CPS regarding physical education.
- Collect and share success stories about improving the quality and quantity of physical education at schools to serve as compelling case studies.
- Assist schools with identifying the linkages between physical education and the health and wellness programs your organization provides to schools.

### Parents

- Get to know your child's physical education teacher.
- Request an appointment to observe your child's physical education class.
- Ask your child what he/she learned in physical education each day.
- Ask your principal to schedule daily physical education.
- Learn how your school is currently implementing physical education  
Attend a Local School Council meeting to discuss opportunities to provide more physical education time.



Educate your stakeholders/constituents about the importance of physical education and its impact on health and academic performance.



Ask questions about your child's physical education program.

- Ensure your child is prepared and ready for physical education class including the appropriate clothes and shoes.
- Serve as a role model for your child – get active at home!

### Students

- Be prepared for physical education class – wear the appropriate clothes and shoes.
- Take responsibility for your own learning!
- Ask your physical education teacher what the class learning objective is each day.
- Ask your principal to schedule daily physical education.
- Talk to your friends and parents about the importance of physical activity.
- Talk to your friends and parents about what you learned in physical education.
- Get active outside of school – you should receive at least 60 minutes of physical activity each day.
- Ask to be included in developing the school schedule and in Individualized Education Plan meetings.

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## MOVING FORWARD: NEW PHYSICAL EDUCATION POLICY

As a direct result of the *TMM* plan, which was finalized in September 2013, the Chicago Public Schools crafted a Physical Education Policy that was passed by the Chicago Board of Education on January 22, 2014. The new policy requires that all students grades K-12 receive daily physical education, sets standards for high quality instruction, and provides guidelines for allocating resources to physical education. In addition, *TMM*, along with the Physical Education Policy, have set the stage for other districts across the country to model this exemplary commitment to providing children with the opportunity to develop a foundation of skills for lifelong health and academic achievement.

*Physical education is the cornerstone of a robust school-based physical activity program. It is the single academic subject that provides standards-based instruction focused on motor skills and movement, physical activity, fitness, and personal and social responsibility as well as valuing physical activity for its many benefits.*



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### Organizations Represented

Action for Healthy Kids  
Active Transportation Alliance  
Americorps  
American Heart Association\*  
Become, INC  
Brighton Park Neighborhood Council  
Center for New Horizons  
Chicago Children's Museum  
Chicago Commons  
Chicago Department of Public Health  
Chicago Public Schools Office of Sports Administration\*  
Chicago Public Schools PTA Advisory Committee  
Chicago Run  
Chicago State University\*  
ChildServ  
Coach Across America  
Consortium to Lower Obesity in Chicago Children (CLOCC)\*  
Dancing with Class  
DePaul University  
Dominican University  
Elmhurst College  
Girls in the Game  
Healthy Schools Campaign\*  
Illinois Association of Health, Physical Education, Recreation and Dance\*  
Illinois Department of Human Services  
Illinois Public Health Institute\*  
Illinois State University  
La Casa Norte  
Ann & Robert H. Lurie Children's Hospital  
Midwest Dairy Council  
Mindful Practices  
North Park University  
Northeastern Illinois University  
Northern Illinois University  
Northwestern University  
Parents United for Healthy Schools  
PCC Community Wellness Center

Playworks  
Quaker Oats  
Real Men Charities  
Rush University Medical Center  
Tennis with D  
The Kitchen Community  
Urban Initiatives  
Urban Ninja Project  
University of Illinois Extension  
Wellness and You  
Western Illinois University  
YMCA of Metropolitan Chicago\*  
Youth Empowering Strategies

### Chicago Public Schools Represented

Addams  
Agassiz  
Armour  
Barnard  
Barry  
Bass  
Beard  
Beasley  
Bell  
Belmont-Craigin  
Bond  
Bouchet  
Brighton Park  
Bronzeville  
Brooks  
Brown  
Burbank  
Burke  
Burroughs  
Camras  
Carl Von Linne  
Castellanos  
Betsy Ross  
Chatham  
Cooper  
Corkery  
Crown  
Daley  
Davis  
Decatur

DePriest  
Disney II  
DuSable  
Earle  
Edison Park  
Edwards  
Eli Whitney  
Falconer  
Farnsworth  
Fenger  
Finkl  
Foreman  
Gage Park  
Gary  
Goethe  
Graham  
Hammond  
Hay  
Hibbard  
Hitch  
Hurley  
Irving  
Jordan  
Juarez  
Jungman  
Kanoon  
Kellman  
Kenwood  
King  
Kinzie  
Lake View  
Langford  
Lee  
Lenart  
Little Village  
Lorca  
Luther Burbank  
Manierre  
Manley  
Marshall Middle  
McCormick  
McKay  
Morgan Park  
Mount Greenwood  
Nicholson  
Nobel  
O'Toole

Oglesby  
Orozco  
Ortiz  
Owen  
Paderewski  
Palmer  
Park Manor  
Payton  
Perez  
Phoenix Military  
Pickard  
Pilsen  
Portage Park  
Prescott  
Richards  
Robinson  
Ruggles  
Ruiz  
Sabin  
Saucedo  
Sexton  
Sheridan  
Social Justice  
South Loop  
South Shore  
Spry  
Stevenson  
Taft  
Taylor  
Tonti  
Volta  
Von Steuben  
Wacker  
Walsh  
Warren  
Wells Prep  
Wendell Smith  
Wentworth  
Whistler  
White Career Academy  
Whitney Young  
Whittier  
Williams  
Zapata

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