

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

November 16, 2005

**700 W. State Street, J.R. Williams Bldg.
East Conference Room**

A. PE Rule, Barbara Eisenbarth

A. SUBJECT:

Proposed Rule Amendments to IDAPA 08.02.03.103.02, .104.01, .104.02, .104.03 and .107.06: Revisions to Physical Education Requirements for Grades 1-12

BACKGROUND:

Recent studies have brought national attention to the issue of obesity and diabetes in our country. According to recent statistics, there are 9 million overweight children in our country or about 15% of the nation's children. This is triple what it was in 1980. A lack of daily exercise has contributed to this epidemic.

Physical activity boosts self-discipline, reduces stress, strengthens peer relationships, and improves mental alertness. Growing evidence suggests that the nation's health and education goals are linked. Students with health problems simply are not as ready to learn.

Idaho students are not receiving the training and physical activity that they need. Since the elimination of Idaho's physical education graduation requirement in 1997, many high school programs have been significantly changed and in some cases eliminated. At the elementary level established recommendations and guidelines regarding the amount of time and the type of instruction have been set aside or are often extremely limited. The amount of training, technical assistance, and guidance available to school districts has in many cases been non-existent. Idaho physical educators are concerned with this trend and are asking the State Board of Education and the State Department of Education to provide the leadership necessary to establish physical education requirements that will assist them in playing a more effective role in the battle against obesity and physical inactivity.

DISCUSSION:

Physical education in schools cannot solve the fitness crisis alone, but Idaho is in the position to make an important difference. The Idaho State Board of Education approved the adoption of the grades 1-12 Physical Education Standards at the August 2005 Board meeting. These standards provide important guidance and needed transition from kindergarten to high school. To assist with the implementation of the grades 1-12 Physical Education

Standards, the State Department of Education and the Idaho Association for Health, Physical Education, Recreation, and Dance (IAHPERD) developed the attached recommendations for grades 1-12 physical education requirements. As a result of concerns voiced by a number of administrators during the hearing process related to lack of time, inadequate facilities, and financial issues, the following modifications have been made in the proposed rule: 1) a minimum of 90 minutes of physical education at the elementary level, 2) one year of physical education at the junior high level, and 3) a one-year graduation requirement in physical education.

RECOMMENDATIONS:

To approve revisions to physical education requirements for grades 1-12 high school graduation and the amount of time allotted to physical education in K-12 Idaho schools.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table proposed rule amendments as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. Proposed Rule Amendments to IDAPA 08.02.03.103.02; .104. 01; .104.02; .104.03; and .107.06: Revisions to Physical Education Requirements for 1-12
2. Report of the six state-wide hearings concerning the proposed changes in the physical education requirements
3. Data supporting PE requirements

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

103. CORE OF INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instruction Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-5-00)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

e. Physical Education will include instruction in locomotor and non-locomotor skills, low organized games, team sports/strategies, fitness, and lifetime sports and activities. (4-1-97)()

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools (Grades 1-6). (4-1-97)

a. The following section outlines other information required for all students, as well as other required offerings of the school:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness) - 90 minutes/week by 9-1-09 (4-1-97)()

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. No later than the end of Grade eight (8) all students will

develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)

- a. Other required instruction for all students:
Health (wellness)
Physical Education (fitness) - A minimum of two (2) credits by 9-1-10 (4-1-97)()
- b. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Vocational-Technical Education
Advisory Period (middle school only, encourage in junior high school)
Exploratory (middle school only) (4-1-97)
- c. Additional instructional options as determined by the local school district. For example:
Languages other than English (4-1-97)

03. High Schools (Grades 9-12). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)

- a. Other required instructional offerings of the school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
~~Physical Education (fitness)~~
Humanities
Vocational-Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language) (3-30-01)()
- b. Additional instructional options as determined by the local school district. For example:
Journalism (4-1-97)

105. GRADUATION FROM HIGH SCHOOL.

Graduation from an Idaho high school requires that: (4-1-97)

01. Credit Requirements. All students will demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (4-5-00)

02. Achievement Standards. All students will meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-30-01)

03. Proficiency (Effective January 1, 2006). All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (3-20-04)

- a.** Before appealing to the local school board for an alternate measure, the student must be: (3-20-04)
 - i.** Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)
 - ii.** Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)
 - iii.** Enrolled in the fall semester of the senior year. (3-20-04)
- b.** The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)
- c.** The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)
- d.** The measure must be valid and reliable; and (3-20-04)
- e.** Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the local school board. (3-20-04)

106. (RESERVED).

107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).

The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-20-04)

01. Secondary Language Arts and Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

02. Mathematics and Science. (Eight (8) credits required) a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-00)

03. Social Studies. (Five (5) credits required), including government (two (2) credits), U.S. history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as a social studies requirement. (7-1-00)

04. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or foreign language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (5-3-03)

05. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

06. Physical Education. (Two (2) credits required). A course focusing on fitness and lifetime activities, such as biking, rollerblading, cross-country or downhill skiing, hiking, climbing, etc. ,by 9-1-11, ()

067. Assessment. A proficient or advanced score on the ISAT. The requirement will be phased in providing the following exemptions for the classes of 2006 and 2007. (3-20-04)

a. Class of 2006. (3-20-04)

i. The student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (3-20-04)

ii. The student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (3-20-04)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)

iv. The student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)

v. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)

vi. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)

b. Class of 2007. (3-20-04)

i. The student took the ISAT and was within three (3) RIT points of proficiency; (3-20-04)

ii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)

iii. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)

iv. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)

v. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)

c. Class of 2008 and Subsequent Classes. (3-20-04)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or
(3-20-04)

ii. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03.
(3-20-04)

MEMORANDUM

TO: State Board of Education Members

FROM: Barbara Eisenbarth, Health Education Coordinator

DATE: October 21, 2005

RE: **HEARING TESTIMONY FOR PROPOSED CHANGES IN PHYSICAL EDUCATION REQUIREMENTS**

Attached is a summary of the testimony from the six hearings that were held across the State. This report has been condensed from a 227 - page transcript. There was a great deal of interest in this topic and I have made every effort to capture the flavor of both the positive and negative comments. The transcript is available for your use should you want to obtain a more complete report.

I have also received a great many letters from individuals who were unable to attend the hearings or preferred to submit written testimony. These are also available. The following is an accounting of the letters and the opinions expressed.

	<u>For the Proposal</u>	<u>Opposed to the Proposal</u>
Coeur d'Alene	3	3
Lewiston	32	1
Boise	90	2
Idaho Falls	18	9
Pocatello	2	1
Twin Falls	<u>5</u>	<u>1</u>
Totals	151	17

In addition I received:

- 8 letters sent from physicians in support of the proposal.
- 281 letters from Treasure Valley elementary and middle school students who wrote in support of the proposal.
- 25 letters from middle school students at Madison Middle School who opposed the proposal.

Coeur d'Alene Hearing – September 13, 2006
(25 Individuals Present)

Family Physician: He was in strong support of the proposal for additional physical education. He expressed his alarm in terms of the epidemiology of obesity, hypertension, and early heart disease in children. He noted that statistics suggest 25% of children under ten years of age evidence these problems. In industrialized countries, the U.S. is amongst the leaders in adult obesity. He testified that he sees these problems in both young people and adults in his practice on a daily basis.

Director of Health Promotion, Panhandle Health District: This representative stated that the Idaho Association of District Boards of Health recognized this as a problem in 2002, and at that time developed a resolution supporting the addition of more physical education in the schools. The resolution was based on information obtained from local physicians and other available research.

Manager of Cardiac Rehab and Prevention Programs at Kootenai Medical Center: She stressed that current research supports that fact that physical activity increases brain activity.

Physical Education & Health Teachers: The physical educators were very supportive of the increase in physical education. Because of the number of testimonies, I will only give an overview of the comments. The majority of the speakers were very aware of the issue of obesity, lack of activity outside of school, and the need for increased physical education. Those testifying presented a variety of research studies linking physical education with higher academic achievement including test scores. One physical educator from a local high school discussed an informal study conducted with their freshman students. Although this was not a scientific study it revealed that students regularly involved in physical activity (education) obtained a higher GPA than those who did not participate in these activities. An elementary physical education teacher stressed the importance of recognizing the difference between physical education and athletic programs. She was concerned with this, as well as schools feeling that recess was a substitute for physical education. She stated that this was a critical issue for physical educators to assist students set healthy lifetime habits.

Administrators: Four district administrators attended the hearing. While the majority of them understood that physical education was important and were aware of the obesity epidemic they expressed some strong concerns. These included problems that would be caused by the lack of adequate facilities, the lack of time in the school day, the funding and a concern that this proposal could easily become an unfunded mandate, and concerns that this would impact other elective courses such as music and art. One of the administrators expressed the concern that they had been left out of the process.

Music: There was one person representing his music program. He was concerned that if physical education was increased, it would result in the elimination of music programs.

Lewiston Hearing – September 14, 2006
(45 Individuals Signed in, but 30+ Came Later in the Hearing)

Parents: A parent who was in support of the proposal said that she would be willing to spend extra money to make it happen. She also said that kids model their parents and their teachers. If parents are active, their kids will be active. If they are active in school, they will continue to be active. Another parent in support of the proposal indicated that he did not have children, but understood the importance of physical education. As a taxpayer, because of the importance of the issue, he would be willing to have his taxes raised to put this in place. A parent of 5 kids was also very supportive of the proposal and said if it would be necessary to add 30 minutes to the school day so that it could be included, she would support it.

College/University Educators: Strongly support the proposal. They understand the concern over academic subjects, but feel that schools should not ignore the importance of learning about an active body. The balance of healthy body and healthy mind is supported scientifically. One study identified that activity may play an important role in spatial learning, associative skills, and language processing. One professor who strongly supported the proposal donated \$50, saying that at least one child could have daily P.E! She discussed a national survey where the question was asked – Should students be required to take daily physical education? 81% of parents said yes. One researcher who had conducted a survey with local junior high students found that 21% of them had no physical activity, and 65% of those tested were obese, or did not meet the BMI standards. A U of I coordinator of dance supported the proposal 100%. He strongly emphasized the mind – body connection. Six U of I students came to voice their support of the proposal. Their hope is to be physical educators and work with students on these issues.

Physical Education Teachers: A physical education teacher strongly supported the proposal and discussed the physical changes that were made when students return to school and physical education class. Students are not active in the summer and lose the strength gained throughout the school year.

Administrators: There were four administrators present. All but one was supportive of the proposal, however there were concerns expressed. One concern was if this would provide adequate funding to support highly qualified teachers in those districts that may be looking at cutting staff. The remainder of the administrators were concerned with funding. One indicated that at the junior high and high school levels the proposal would be a “cinch”. A different administrator emphasized the difference in physical education today in comparison to the “rollout” the ball type of class in the past. He supported the proposal. A superintendent observed that it didn’t take very long when walking through their halls to see that obesity is rampant. She strongly endorsed the proposal and was in support of the elementary proposal, but had concerns over getting sufficient funding. To support it.

**Boise Hearing – September 15, 2006
(105 Individuals Present)**

Physicians: **Kevin Rich, President of the Idaho Academy of Family Physicians.** He was representing all Family Physicians in the state. They are in support of the proposal. He sees disturbing trends in medicine with obesity, a precursor to Type II Diabetes, high blood pressure, coronary disease and stroke. Type II Diabetes wasn't talked about in medical school and did not exist 10-15 years ago. In a study completed by Dr. Laura Terrell in Canyon County, she found that 29% of 5th & 6th graders were obese. There is a definite need for physical education. The Academy supports physical education. **Dr. Patricia Burns, President of the Idaho Medical Association** (over 1,800 members) came to represent the group and their support of the proposal. She also said that as a parent she counts on the schools to teach her kids physical education. We have colleges and universities training these teachers, let them teach our kids. **Dr. Laura Terrell, Family Physician.** She represented **Action for Healthy Kids**, an organization that supports the proposal. In 2003, she did a phone survey of 9-12 year old kids. One third of the children in Idaho. (33%) did not engage in physical education in at least 3 of the past 7 days and 70% of these 9-12 old youth did not attend physical education on a daily basis. This is Idaho data! Denying children daily quality physical education is like denying them immunizations. As a parent I would do anything to protect my child. Quality physical education is the answer. **SueAnn Reese, American Heart Association.** The AHA supports the proposal and is committed to seeing physical education improved in every school in the state.

Parents: A mother expressed concerns that her daughter is expected to do homework and independent reading, which amounts to 8 hours a day developing her mind. There needs to be a balance between healthy mind & healthy body. Another mother quoted a study done by the University of Baltimore that gave Idaho an "F" in its efforts to control obesity. The SBOE has a social obligation to do their part in controlling childhood obesity. A parent was concerned that adding this additional physical education would ignore the needs of the musicians, artists, and actors. A parent of three active children said that she was thrilled that we might offer more physical education. A parent was very concerned that if there was an emphasis placed on physical education, her daughter's activities in orchestra would suffer. A father came to support the proposal because of his belief in the value of physical education. He was not able to afford the athletic activities, so relied on physical education to help him in many ways. A parent spoke to the fact that while she did not disagree with those there, she did have a lot of concerns over how the addition of required physical education in the high schools would require her children to drop many of their. A PTA member talked about the fact that PTA had been very concerned about physical education 5 years ago, and was extremely excited to hear that the SBOE was making this proposal. A father feared that because his kids were active in out-of-school sports they would have too much activity with additional physical education.

College/University Educators: All of the teacher educators supported the research that had been discussed and strongly supported the proposal. They talked about the quality of physical education and the new teachers that were going into the field. The Chair of the Kinesiology Department at Boise State said that they would be glad to ensure that there would be good teachers available.

Physical Educators and physical education majors/grad students: There were many physical educators and physical education majors present. They echoed most of the other comments including the research and their support of the proposal. (I will not be able to give all of the testimony because of lack of space).

Idaho Falls Hearing – September 20, 2005 (40 Individuals Present)

Nurse: She questioned the research connecting physical education to a decrease in obesity or an impact on academic achievement.

Parents: One parent questioned spending money on physical education while feeding the students donuts and pop tarts. She felt that that more needed to be done with the school lunch program. Another parent suggested that diet was much more important than exercise. She was also concerned that changes in physical education would impact the Fine Arts program.

School Counselor: Felt that they needed to look at the importance of physical education from the standpoint of how aggression and poor behaviors lessen, when emotions and tensions can be released through activity.

Physical Educators: Several physical education teachers commented at the hearing. Two middle school teachers talked about the \$300,000 PEP grant that the Idaho Falls School District had received for physical education. This money was used to improve physical education across the district. As a part of the grant application, informal research was conducted that indicated that approximately 30% of the district's school students were overweight. One of the teachers talked about the tendency to have 20/20 vision after the fact. He hoped that the schools would consider it important now when something could be done, rather than waiting 15 years when there would be a much bigger problem. Another physical educator challenged people to think out of the box. He stated that they could be doing better than they were. A former teacher questioned the assertion made by one of the administrators that there was not enough equipment. An elementary teacher said that she already taught the students 90 minutes a week and this had provided the classroom teachers a needed prep time.

University Student: A graduate student stated that while observing in the schools, she saw a great deal of wasted time that could be used for physical education.

Administrators: There were six administrators at the hearing representing both principals and superintendents. Although most of them understood that there was a problem with obesity they did not feel it was up to the schools to address it through additional physical education. They were concerned with most of the same issues that were voiced in other areas of the state. They did not have adequate facilities, enough time in the day, and they feared it would become an unfunded mandate. Several questioned the validity of the research concerning obesity, lack of activity, and Type II Diabetes. Several felt that it was a nutritional and societal problem, not a physical activity issue. Most mentioned the pressure of AYP.

Pocatello Hearing – September 21, 2005

(51 Individuals Present)

Physicians: There were two pediatricians in attendance. One was the Vice-President of the American Academy of Pediatrics in Idaho. He said that nutrition in school and vending machines were a big problem, but felt that physical education could make a difference. In his practice over 50% of his Hispanic and Native American patients were overweight and 1/3 of the Caucasian patients. He stated that 75% of obese teenagers will become obese adults. Another pediatrician in attendance strongly supported the proposal. He stated that physical education was not the only answer, but felt that it was a very important and necessary start.

Parents: Two parents testified. One was very supportive of the proposal and felt that it was very important. The other parent felt physical health was not the schools responsibility, but should be handled by the parents.

Citizen – This individual lives across the street from an elementary school. She was very concerned and supportive. She said that she had witnessed the students getting more and more overweight throughout the years.

PTA President: Indicated that she was in support of the program.

Classroom Teachers: Three of 6 teachers testified that their days were already too full to add another requirement. However one teacher discussed being in a situation where students had 30 minutes of physical education every morning. He said that was one of the best classes he ever taught. Very few discipline problems and students ready to learn. Another teacher supported the proposal saying that we are at a crossroad as far as the health of our nation and we needed to do something. A high school teacher brought a petition with 30 high school teacher signatures supporting the proposal.

University Professors: Three testified. One discussed the national research and the research that he was currently conducting concerning physical education and academics. The second speaker felt that most of society does not know what is happening in physical education today. It is not as it once was. He strongly supported the proposal. A third professor felt that it was important to address the mental health benefits. Participation in physical education helped to build confidence, teamwork, leadership, character, and others attributes.

Music Teacher: She did not support the proposal because she felt that she could lose her music program. She said that students in her district get 20 minutes of physical education and music every 2 weeks.

Twin Falls Hearing – September 22 (11 Individuals Present)

Health Director for South Central District Health: He made the statement that the obesity epidemic and those things associated with it, will soon surpass tobacco use as the leading cause of preventable deaths.

Chair of the Education Department, College of Southern Idaho: He stated on behalf of his kindergarten daughter, and the Physical Education Department at CSI that they were most certainly in support of the physical education proposal. He stressed that just the research that had been brought forth, all the things we read in the media, and the things that we see in our young kids, is enough reason to support this.

Instructor, College of Southern Idaho: He spoke of the concern he had for his daughter who has Type I Diabetes, but said that he was now even more concerned with the number of kids getting Type II Diabetes. He said that he could see administrators cringing at the challenge of fitting this into an already busy schedule, but felt that through a cooperative effort among schools and teachers we could make it happen.

Physical Education Teachers: A teacher representing Shoshone School talked about physical education as not just being a class, but a way of life. She brought up the obesity epidemic, the increase in Type II Diabetes, the fact that many children have high cholesterol and high blood pressure levels. She considered physical education as being more important than ever and that schools that support this could have a significant impact on reducing these problems. She went on to say that physical education has been associated with increased academic performance, self-esteem, and mental health. A teacher who has taught physical education for 30 years said that she has witnessed the decline of children's physical abilities and conditioning. She was not sure that 30 minutes a day was enough physical education and stressed that it was important to discriminate between what is physical education and what is physical activity. Recess is activity not physical education. She supported the proposal, but was concerned about what it would take. She acknowledged the overloaded teachers and Reading First (90 minutes that are untouchable). Then went on to say that the core curriculum is important, but if students don't have a healthy body with a healthy brain, the core curriculum doesn't mean much.

Administrators: Two administrators were present, but only one testified. A high school principal commended the SDE and SBOE for the increased graduation requirements. He stated that everybody at the hearing had emphasized the physical side of physical education, but he wanted to speak about the academic side of the issue. He stressed that it was well documented and proven that students do much better when they have physical activity and physical education every day. The heart rate needs to be up and the blood needs to be flowing to the brain, or we are not able to learn. He was definitely in favor of the proposal. He did suggest that the Board and SDE take a look at extending the school day and/or school year.

Data Supporting the Proposed Physical Education Requirements

There are the beginnings of research and data gathering occurring in Idaho concerning the issue of obesity, lack of physical education (activity) and Diabetes II, but at this point most results are not available. This is due in part to the recent awareness of these problems and the lack of funding. There are anecdotal reports from Idaho physicians, diabetes educators, university researchers, and physical educators.

Most of the information released to date has come from national data. Much of this data is based on samples from each state or on evidence that results from one state are reflective of those from other states. This research includes studies conducted by the Centers for Disease Control, the American Medical Association, the American Heart Association, the American Alliance for Health, Physical, Education, Recreation, and Dance, the President's Council on Physical Education, and a large number of other national organizations.

Anecdotal information has been gathered from a number of individuals and groups. As it was necessary to condense the 227 pages of the hearing transcript to six, I was unable to include all comments. I have also received over 200 letters from individuals who were unable to testify but wanted their voices heard. All of the physicians involved in this hearing indicated that they were seeing a large increase in the overweight and obesity of their young patients. They also reported that they were seeing more Type II Diabetes. This had not been a problem until recently.

The following formal and informal research has been conducted with our students:

Dr. Laura Terrell, Family Physician. In 2002 she conducted a telephone survey of 9 – 12 grade students in Canyon County. Of these students, 1/3 had not engaged in physical education 3 of the past 7 days. 70% of the students did not attend daily physical education. 29% of 5th and 6th graders in Canyon County were obese (based in BMI).

Idaho Falls Study – Jeff Crouch & Dr. Susan Schultz. A study was conducted in which junior high school teachers in the Idaho Falls District determined the BMI of each of their students. This informal research indicated that 30% of those students in the study were overweight.

Lewis-Clark State College Researcher. A study was conducted with local junior high school students. Results found that 21% had no physical activity and that 65% of those tested were obese or did not meet BMI standards.

Lewis-Clark State College Researcher. A study is about to be completed that shows a link between physical inactivity and early signs of osteoporosis in young women.