

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2354

2007 SENATE EDUCATION

SB 2354

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2354

Senate Education Committee

Check here for Conference Committee

Hearing Date: February 6, 2007

Recorder Job Number: 2928, 2929, 2931

Committee Clerk Signature

Minutes:

Chairman Freborg opened the hearing on SB 2354, a bill relating to instruction in physical education.

All members were present.

Representative Aarsvold testified in favor of the bill. He is a former school administrator and teacher.

He advocates the additional curriculum.

Senator Triplett testified in favor of the bill. (Written testimony attached)

Mary Ann Donnay, President, North Dakota Association for Health, Physical Education, Recreation and Dance, testified in favor of the bill. (Written testimony attached)

Senator Taylor asked about the phrasing in the bill, is it acceptable?

Ms. Donnay said it is right on target. It is an important course. It is offered in the 9th grade in Fargo, they use the same textbook.

Terry Eckman, Assistant Professor of Teacher Education and Human Performance, testified in favor of the bill. (Written testimony attached)

Senator Flakoll asked how many physical education teachers they graduate each year.

Dr. Eckman said she did not know.

Kassie Krebsbach, student at Minot State University, testified in favor of the bill. (Written testimony attached).

June Herman, American Heart Association, testified in favor of the bill. (Written testimony attached).

Lois Mauch, physical education teacher from Fargo, testified in favor of the bill. She was involved in a research project that demonstrated a correlation between fitness and reading scores. Four years of physical education allows time for personal fitness classes. Now is the time to act.

Valerie Fischer, Director of School Health, Department of Public Instruction, testified in favor of the bill. (Written testimony attached)

Senator Flakoll asked how many schools are currently offering what is being proposed in this bill.

Ms. Fischer said she does not know.

Senator Taylor asked how many students take it if it is offered.

Ms. Fischer said she can try to find out.

Gloria Lokken, NDEA, testified in favor of the bill. Quality physical education is important to students. Fitness is a lifetime skill and is important for the body and brain. As a 4th grade teacher, she used physical activity often to help the students with their thinking.

Senator Flakoll asked about the terminology in the bill, is it clear?

Ms. Lokken said if Department of Public Instruction thinks it's clear, she knows the kids understand it and the text book is readily available.

Doug Johnson, North Dakota Council of Educational Leaders, testified in opposition to the bill. (Written testimony attached) He visited with some principals this morning, mostly from small schools. Some already have 8 period days. With 15 students in a class, if half choose to take physical education, it limits the electives a student can take in a small school. It would force them to rearrange their staffing

patterns and might have to drop some electives. Many schools already offer 4 years of physical education. Bismarck requires ½ unit per year.

Senator Flakoll asked about the survey results distributed by Mr. Johnson. Did the other 150 districts agree with the bill?

Mr. Johnson said that is all that responded. He did not rerun the survey for this bill. He did not plan to hand it out until he spoke with the principals this morning and he discovered how concerned they were.

Senator Flakoll asked when the survey was run.

Mr. Johnson said in January, 2005, it is old data used in testimony for HB 1048. That bill included health as well. He can replicate the survey if the committee so desires.

Bev Nielson, North Dakota School Boards Association, testified in opposition to the bill. They have the same concerns as in 2003 and 2005 which are cost, available physical space, physical education teachers that are teaching other courses. The fit and athletic will take physical education every year, the unfit won't.

Senator Taylor asked if there are enough dollars in SB 2200 to make a difference.

Ms. Nielson said there are 16 different bills to add coursework this session. If SB 2200 starts with \$80 million, and \$35 million goes to equity that leaves \$45 million. If TFFR passes, that is another \$10 million; it starts to look like not much more than before. If we concentrate on rigor at all, there is not much increase. Some schools will only get 2% which will barely cover increases in salary.

Senator Flakoll asked for Ms. Fischer to come to the podium.

Senator Flakoll asked what effect this bill would have on home schooled students.

Ms. Fischer said they can take physical education in their home school setting or in their home school district.

Senator Flakoll asked if it applies directly.

Ms. Fischer said no.

Chairman Freborg closed the hearing on SB 2354.

David Rochholz, Minot State University wanted to answer a previous question. At Minot State they graduate 20 – 25 students a year in physical education, they had 24 last spring. He would guess NDSU and UND would be higher and Valley City and Mayville would be lower.

Senator Taylor asked if he has information on placement.

Dr. Rochholz said all but 2 found jobs in their field. If you go where the jobs are, they are available.

About 60% go out of state.

Senator Gary Lee asked if they are leaving for other reasons or is it because the jobs aren't here.

Dr. Rochholz said both.

Senator Taylor said we have the outdated financial figures from Doug Johnson; how do we know which bill needs a fiscal note? It would have been helpful with this bill.

Chairman Freborg said it would have been a guess. We could get an impact report from Department of Public Instruction but we would need it soon.

Senator Flakoll said he is thinking of an intern project. Did HB 1048 from last session have a fiscal note?

Senator Taylor said he does not need a fiscal note to make a decision, it would have been helpful.

Chairman Freborg said there will be an impact.

Senator Bakke said there will be an impact to small districts for text books and materials. Would it come out of foundation aid or should we add an appropriation?

Chairman Freborg said now it would come out of foundation aid. Some school districts will not get an increase this year due to declining enrollments.

Senator Flakoll said the intern reported there was no fiscal note on HB 1048.

Chairman Freborg said it had no fiscal impact?

Senator Flakoll said its Department of Public Instruction's call.

Chairman Freborg asked if he believes there is no fiscal impact.

Senator Flakoll said no.

Chairman Freborg said this is a real deviation from what we think of as physical education.

Senator Bakke asked why there is no fiscal note.

Chairman Freborg said he doesn't know. It should show the impact to the districts. Some fiscal notes are so far off, it is unbelievable.

Senator Flakoll said there are two challenges to writing a fiscal note, the Department of Public Instruction doesn't who is currently offering this and there could be a savings on the Human Services budget if there was an increase in fitness. It is a challenge to put together.

Senator Flakoll said he will offer no amendments.

Senator Bakke said she is 100% behind the concept; she is concerned about the additional cost.

Chairman Freborg said it is already viewed as an unfunded mandate.

Senator Flakoll said the FTE dollars would be available.

Senator Taylor said the personal fitness based course might be more appropriate in a health course.

Grand Forks uses it as physical education.

Chairman Freborg said diet was mentioned. We might curtail pop in the schools and do just as much for the children

Senator Flakoll moved a Do Pass on SB 2354, seconded by Senator Bakke.

Senator Flakoll said Bev Nielson made a point, we can offer it but we can't guess who will take it.

The motion passed 4-1-0. Senator Flakoll will carry the bill.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2354

Senate Education Committee

Check here for Conference Committee

Hearing Date: February 7, 2007

Recorder Job Number: 2999

Committee Clerk Signature

Minutes:

Chairman Freborg opened the discussion on SB 2354.

Valerie Fischer, Department of Public Instruction, presented information to the committee regarding schools and their physical education offerings. (Written testimony attached) Some schools have physical education enrollment that exceeds their enrollment and that is due to home educated students participating in physical education. The Division of Independent Study does not show enrollment because it changes every day. 190 schools offer physical education in grades 9 – 12 and 23,945 students are involved. That is 11,000 students short of all students which the bill would require to have the opportunity.

Senator Taylor confirmed that 190 schools offer physical education.

Ms. Fischer said yes, this year.

Senator Gary Lee said when looking at Alexander school, it shows kids are taking it in grades 9 and 10. Does that mean they are not taking it in grades 11 and 12 or they are not offering it?

Ms. Fischer said that is a good question and she doesn't know.

Chairman Freborg closed the discussion of SB 2354.

REPORT OF STANDING COMMITTEE

SB 2354: Education Committee (Sen. Freborg, Chairman) recommends DO PASS
(4 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). SB 2354 was placed on the
Eleventh order on the calendar.

2007 HOUSE EDUCATION

SB 2354

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. **SB 2354**

House Education Committee

Check here for Conference Committee

Hearing Date: **27 Feb 07**

Recorder Job Number: **3958**

Committee Clerk Signature



Minutes:

Senator Connie Triplett, District 18, introduced the bill. (Testimony Attached.)

Representative Hunsakor: Would each student in each grade have to have available to them this PE course?

Senator Triplett: Yes, there should be in the curriculum each year this concept-based class that a student can take once.

Representative Hunsakor: One of the things we hear from the smaller schools is that we are going to have to hire another PE teacher. Is this going to require that many more PE classes that the school has to put another staff person on?

Senator Triplett: That I cannot answer. It is not a requirement that every student is required take PE year. I would imagine they would have to assess their own situation.

Representative Herbel: The qualifications for being qualified to teach this would be a major in physical education? Has that been checked out the DPI?

Senator Triplett: I would hope so. I met with the DPI and it was not mentioned.

Representative Herbel: If this is to be made available every four years it is conceivable then that the person taking it could choose to take it as a senior. Could the freshmen, sophomores and juniors all be in that same class?

Senator Triplett: They would offer it every year and encourage it at a lower level like 9th or 10th grade. I did this at once in four years at the recommendation of Legislative Council to make it possible for the smaller schools to comply.

Representative Haas: Did you consider introducing this fitness for life concept even at the lower elementary or mid elementary level.

Senator Triplett: I did. From what I have read the activity starts falling off in terms of choosing to be involved is most dramatic in the high school.

Representative Mueller: How big a challenge is going to be if we pass this, for folks to come up with a curriculum that deals with this?

Senator Triplett: I don't think it will be a problem at all. There are a number of curricula out there.

June Herman, senior advocacy director, American Heart Association, testified in favor of the bill. (Testimony Attached.)

Amy Heuer, president-elect, ND Association for Health, Physical Education, Recreation and Dance, testified in favor of the bill. (Testimony Attached.) She also read the written testimony of **Lois Mauch, physical education specialist, Fargo Public Schools (attached)** and that of **Terry Eckmann, associate professor Teacher Education and Human Performance, Minot State University (attached).**

Representative Karls: I'm seeing on the testimony that children spend a greater number of hours watching television—how does that apply when kids sit in front of a computer for so long?

Heuer: It would be some more of the same but it is a little more interactive; but you are not getting the physical activity and your body is not *producing* the endorphins that help the brain.

Heuer then introduced "***Position Statement Physical Education in the School***" of the **Building a Healthy North Dakota Alliance, a summary of the CA Department of**

and the summary of the CDC Guidelines for School Health Programs to Promote

Physical Activity (attached).

Representative Herbel: We're changing the way we are doing PE and kids are getting fatter, maybe we ought to go back?

Heuer: We are still trying to fight the damage that has been done the past 20-25 years.

Valerie Fisher, director of School Health, DPI, testified in favor of the bill. (Testimony Attached.)

Representative Karls: What about the students that are active after school in basketball, soccer, etc. It seems to me if they are also taking this in school; they are going to be dead.

Fisher: There are many students that are involved in travel and sport teams as you identify that have very full schedules. Right now there is no correlation between that and PE received at the school and they do not receive credit for that.

Representative Myxter: Sixty to Seventy percent of kids take PE in the summer because they don't want to sweat and then go back to class.

Fisher: Many schools, particularly the larger schools, do offer PE in summer and students will take it for that very reason. They get involved in something that is very physically demanding and they sweat and then go home. It also offers a greater a variety of the types of classes and activities so it is a very appropriate place to offer PE.

Representative Myxter: Are there credits for PE required for graduation in ND?

Fisher: That information is not known to us because we do not require schools to report to us what they require for graduation. The state doesn't require it.

LeAnn Nelson, NDEA, testified in favor of the bill. NDEA supports this bill. With all the studies and research and reports on obesity and inactivity, we felt this was a good idea. We

do realize that there may be some funding issue that comes into play with this and we hope that the state would help fund those that need to hire additional staff.

Mary Wall, ND Council of Educational Leaders, testified in Opposition to the bill.

(Testimony Attached.)

Representative Hanson: In a few days we will have SB 2309 up, are you going to support it or be in opposition to it.

Wahl: Our position is that it is premature until it becomes a part of the whole adequacy study.

Representative Mueller: You referenced resolution 3046 and other things that speak to where you think we are going to be—adequacy is a good point. Can you imagine if some of these other issues you referenced would be against the language in this bill?

Wahl: We just feel the language in this bill is inadequate to address the entire problem. It is premature because we have not fully determined what an adequate education is. Secondly, we think it is a mistake to go forward passing legislation under the assumption that the problem is that we just don't have enough PE offered at the high school level. We think the problem is much larger than that and we think the study would substantiate that claim. We need to go forward with in a more collaborative effort with all the people that have a stake in this.

Representative Mueller: I don't disagree with you at all about any of the points you are making. The fact is this is the Education Committee and we control only certain things and this one area that we do have some say in and that's why it is here before us today.

Representative Hunsakor: If what you say is true and we've got this broad spectrum to work on. This is part of the answer so why wouldn't we begin with this. It would not be wise to throw this out. We do need this; it's going to be part of the answer.

Wahl: We have two thrusts in my presentation. One is that this is premature in the sense that until we know what an adequate education is that it is premature to be talking about adding 3 units of PE. Secondly, do we really know that this legislation is going to be part of a

comprehensive plan to address the problem? If you are really going talk about PE in high school addressing the problem, then perhaps we need to talk about requiring PE as opposed to offering it.

Doug Johnson, executive director, ND Council of Educational Leaders, testified in Opposition to the bill. (Testimony Attached.) He also distributed the results of a survey taken of superintendents across the state **(attached)**.

Representative Hanson: Are you going to run the same survey on 2309. It's going to cost a lot more than this.

Johnson: No. We are not going to take a position against that. You are right, that will cost a lot more.

Representative Hunskor: It would seem to me that the concept-based PE should be a requirement. If our aim is to keep them healthy after they get out of school, then in their brain they should know how to do that.

Johnson: I do know that most of the school districts require four ½ units of PE and they have concept-based programs. I think that happens in many of these course offerings already.

Bev Nielson, ND School Boards Association: I will agree with Doug's comments.

Brian Nelson, superintendent, Lewis & Clark School District, testified in opposition to the bill. Our district is opposed to this. It seems unclear to me. In 2006 I looked at myself and saw how overweight I was. So I changed some things—diet and exercise. I hear nothing mentioned about diet. If you look at our school hot lunch programs that make sure there is no fat being served. We have a PE teacher that teaches K through 12 grade—240 kids. She sees those children each day. She doesn't have any more room to add on to the schedule. We offer activities that the DPI will not let us give credit for. Parents need to model behavior. Be careful about pinpointing PE, diet is a big part. This bill seems so unclear and I don't think this is not a good bill for kids. I don't think it's going to solve the problem.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. **SB 2354**

House Education Committee

Check here for Conference Committee

Hearing Date: **27 February 2007**

Recorder Job Number: **4012**

Committee Clerk Signature	<i>Jan Prindle</i>
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Minutes:

Chairman Kelsch opened discussion of SB 2354.

Representative Johnson: Physical Education is fine but we need to look at a lot more than PE, look at the hot lunches and pop (after school), etc. The small schools that I have been in contact with are concerned extra positions and room available. I'm going to resist this bill.

Vice Chairman Meier: We did get the pop machines out. We shouldn't have to worry about pop.

Representative Johnson: They are open after school for those activities.

Chairman Kelsch: I found it interesting and we can hold off on this bill if you would like to. I found it interesting because there were a lot of superintendents that really didn't care if it's offered or not because a lot of them are currently doing so. I find some of the arguments a little bit interesting when they say they would have to offer fewer academic classes. That was kind of a bad one. The other was "almost all of our students are in sports and we don't feel we should have to reduce our academic offerings." I understand that kids are in sports, but not all kids are in sports and I'm not sure all kids put the same effort forward and you actually have some book learning when you are in a class and not when you are in sports.

Representative Herbel: What is preventing schools from doing this without legislation?

Chairman Kelsch: My guess is that a lot of the larger school districts are probably doing this.

Again it goes back to the disparity between offerings between a large school district and a small school district. They could do it now.

Representative Hunsakor: Isn't the personal fitness end of it covered somewhat in health classes. Don't they have to take a half unit of health already?

Representative Haas: We would have to look at the benchmarks and standards.

Representative Johnson: As Representative Myxter pointed out, you could fit this in the summer program. The other argument that the ones getting exercise are more aggressive in learning, I think you will find that the ones that are aggressive and active are the ones that participate.

Representative Hanson: Was anything ever brought up about co-ed phy ed? If you only have 3 boys and 10 girls, you can have one class.

Chairman Kelsch: I think a lot of the classes are co-ed.

Representative Mueller: Amy Heuer spoke to the Bismarck program that they are on line with and moving ahead with. The implication there is that it is different than the health unit. I think there are other things that happen and need to happen in that one out of four years that talks about healthy life styles. Certainly they are connected but I imagine there is a different approach and there's a different curriculum. I think that's a really strong piece of this bill.

Representative Herbel: Do you think once every four years is often enough to be effective.

Chairman Kelsch: That was a concern for me but I understand why they did it that way—to try to ease some of the concerns of the small school districts. I wonder if the JPAs are doing anything with PE as far as offering some things interactively. I think that would one that was fairly simple to do because they have personal fitness on TV all the time.

Bev Nielson: I imagine they could do it but it wouldn't be free.

Representative Wall: The JPA in my area offers PE in the summer. Last year 190 kids participated.

Chairman Kelsch: What they do in Mandan is take the swimming part in the summer because the girls don't want to have the wet hair in class.

Representative Myxter: This is all voluntary, none of it is required. So if they have a choice between taking a phy ed class of swimming versus sitting in a class being told what they are to eat, what are they going to sign up for. How many will voluntarily sign up for a class that's going to tell them how to eat or exercise if they can go play volleyball, golf, biking.

Representative Karls: My concern too is that if you weigh this against academic, band is the one that suffers.

Vice Chairman Meier: It is unfortunate that we have come to an era in our lifetime where being overweight is an issue and health is an issue. I know that it should start from home but I see this bill and I know that Bismarck currently does offer what is in this bill. I support that. I think that whatever we can do to encourage healthy living for our youth is very important.

Representative Wall: It was brought up when we address adequacy, this would be addressed. When adequacy is dealt with will PE be dealt with?

Chairman Kelsch: When we talked about adequacy during the P-16 meetings this summer, PE was just kind of mentioned it wasn't really talked about. I think when most people talk about adequacy they kind of forget about the arts, music, PE. They talk about math, science, etc. Sometimes there are areas that overlooked. It is an appropriate time to be looking at it but I think this is the area is glossed over. I believe a well-balanced student has all of these in their curriculum every year. We can't just have the math, science, English; we have to have all of these. I am probably going to support this bill and the reason is that I was told by a constituent that every one of us should have to have body mass index published in the newspaper.

Representative Hunskor: It seems what should come out of here is what's going to stick in a kid's mind so they have a better healthy life style when they get out of high school. Just to make PE for 4 years or offer it for 4 years; they can have their fun but when they get out of school has that encouraged them to continue with that. Then we get back to the concept thing where they get into a classroom and see why and what you should eat—just being active doesn't mean they are going to carry it over and continue it that way.

Representative Mueller: I move a Do Pass.

Vice Chairman Meier: I second.

A roll call vote was taken: Yes: 8, No: 5, Absent: 0.

Representative Mueller will carry the bill.

Date: 27 Feb 07
Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. SB 2354

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken No Pass

Motion Made By Mueller Seconded By Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep Hanson	✓	
V Chairman Meier	✓		Rep Hunskor		✓
Rep Haas	✓		Rep Mueller	✓	
Rep Herbel		✓	Rep Myxter	✓	
Rep Johnson		✓	Rep Solberg	✓	
Rep Karls		✓			
Rep Sukut	✓				
Rep Wall		✓			

Total Yes 8 No 5

Absent 0

Floor Assignment Mueller

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
February 27, 2007 3:33 p.m.

Module No: HR-37-4055
Carrier: Mueller
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2354: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS
(8 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING). SB 2354 was placed on the
Fourteenth order on the calendar.

2007 TESTIMONY

SB 2354

Senate Education Committee
Sen. Layton Freborg, Chair
February 6, 2007
Senate Bill 2354

*Same to
House*

Chairman Freborg and members of the committee, my name is Connie Triplett, Senator from District 18 in Grand Forks. I am pleased to sponsor SB 2354, relating to physical education instruction in the high school curriculum.

This bill requires that high schools in our state make available to students at least one-half unit of physical education in each year. In addition, at least once every four years, the physical education unit must be a concept-based fitness class that includes instruction in the assessment, improvement, and maintenance of personal fitness.

I will freely acknowledge that there is not an original thought in this bill. Those of you who have been here awhile will recognize the half-unit per year. It was in the statute once and then was removed. The notion of the concept-based class I got from Dr. Mark Sanford, Superintendent of the Grand Forks Public Schools. He tells me that he got the idea from the fact that several other states are now requiring such classes. I asked for a copy of the policy that Grand Forks is working on and it seemed like such a great idea to me that I decided I had an obligation to share it in this legislative session.

I am aware that there was opposition to the idea of a half-unit of physical education from some smaller schools last session, but my recollection is that the opposition was based largely on a perceived lack of resources by some schools. Since we are all working diligently this session to increase resources to schools in a significant way, I am hoping that the opposition will be more muted than it was last session.

Also, the looming health care crisis caused by so many obese and inactive young people is becoming clearer every day. The early onset of type II diabetes is one of the most alarming facts of life in America to me. There are others here today who can describe the health needs of our youth in more detail, but I would ask you to flip through the curriculum proposal from Grand Forks to get an idea of what I mean by a "concept-based fitness class".

In Grand Forks they are proposing to require this class at the ninth-grade level. They plan to offer the class every year to ninth graders. This bill, on the other hand, only requires that such a class be offered once every four years. That is in recognition of the fact that smaller schools may not be able to offer every class every year. My hope would be that most schools would consider offering this class at least once every two years so that students could take it in ninth or tenth grade, when I think it would be more useful than it would be later.

Thank you for considering this idea.

2006-07 Physical Education Curriculum Proposal

"Fitness for Life"

Introduction:

The high schools of Grand Forks Public Schools are proposing that a conceptual physical education class be required at both high schools. The class is designed to be a classroom/lab based class which will focus on the concepts of fitness. Students would be required to complete the class in the ninth grade year. This class will replace the Physical Education I (Freshman PE) course. After students complete the "Fitness for Life" class, they will complete their remaining PE credits in classes that they choose (selectives).

Rationale:

Physical activity participation is very low among adults in the United States. Lack of physical activity in adults is associated with an increase in chronic diseases and premature death. Research indicates the steepest decline in activity participation occurs during the high school years. According to the Youth Risk Behavior Surveillance System Survey, more than one-third of young people in grades 9-12 do not regularly engage in vigorous physical activity. While, 43 percent of students in grades 9-12 watch television more than two hours per day. Furthermore, girls are significantly less likely than boys to participate regularly in vigorous physical activity. Vigorous physical activity was defined as exercise that made the respondent sweat and breathe hard for at least 20 minutes on 3 or more of the 7 days preceding the survey.

(SOURCE: Youth Risk Behavior Surveillance System, CDC, NCCDPHP).

In addition, the rates of obesity and diabetes continue to increase in America's children and teens. The overweight and obesity epidemic is not limited to adults. What is particularly alarming is that the percentage of young people who are overweight has almost doubled in the last 20 years for children aged 6-11 and almost tripled for adolescents aged 12-19. In children and adolescents, overweight has been defined as a sex- and age- specific BMI at or above the 95th percentile for a reference population, based on Centers for Disease Control and Prevention (CDC) growth charts as reported in the United States Department of Health and Human Services report "Physical Activity Fundamental To Preventing Disease" in June of 2002. Now, more than ever, the importance of physical activity and good nutrition need to be learned and used as preventive medicine.

Purpose:

The purpose of the "Fitness for Life" class is to help students become informed, independent decision makers. It will help students become capable of planning for enjoyable lifetime fitness and physical activity while achieving personal fitness and activity goals. Conceptual based fitness classes are not new. Seven states now require a concept based physical education class for graduation. The trend first began in 1986 when the Florida state legislature required all students complete a physical education class focusing on the assessment, improvement, and maintenance of personal fitness. The first personal fitness course was developed by the state of Florida to meet this requirement.

Sen. Triplett 2354

2006-07 Physical Education Curriculum Proposal

"Fitness for Life"

The content of the course fell into eight categories:

1. Knowledge of the importance of physical fitness.
2. Assessment of the health related components of physical fitness.
3. Knowledge of health problems associated with inadequate fitness levels.
4. Knowledge and application of biomechanical and physiological principles to improve and maintain the health related components of physical fitness.
5. Knowledge of safety practices associated with physical fitness.
6. Knowledge of the psychological values of physical fitness, including stress management.
7. Knowledge of how sound nutritional practices relate to physical fitness.
8. Knowledge of consumer issues related to physical fitness.

Student surveys showed the students who took the fitness concepts course remained more active after taking the class. There was an increase in student enrollment in physical education electives and students continued to be active even after leaving high school. This is what we want for the students of Grand Forks Public Schools.

The "Fitness for Life" class will help students accomplish three main objectives.

1. Acquire knowledge of fitness benefits and principles: Students will learn concepts of personal fitness. They will learn the value and benefits of physical activity in reducing risk or various diseases and physical conditions and in promoting health and wellness. They will learn the benefits of the five components of health related fitness (muscular strength, cardiovascular endurance, flexibility, muscular strength, and body composition) and the principles of overload, progression, and specificity and how to apply them by using the FIT formula (frequency, intensity, and time) to determine how much exercise is enough.
2. Acquire and use self-management skills: Self-management skills can be learned and with practice, used to promote healthy lifestyles. The management skills learned will include self-assessment, goal setting, self-monitoring, self-planning, and time management.
3. Become physically active and build fitness: this class will teach students the types of physical activities that are most beneficial to build all parts of fitness. Students will be exposed to and learn the differences between lifestyle physical activity, active aerobics, active sports and recreation, exercises for flexibility, and exercises for strength and muscular endurance, along with rest or inactivity.

We believe the development of this class will enhance the opportunities for teaching the National, North Dakota, and Grand Forks Public Schools standards and benchmarks. The students will have a solid scope and sequence for the semester. We believe once students understand the "whys" of physical fitness and activity they will make positive choices to stay active. Students will have a better understanding of the knowledge and how it affects their lives because classroom lessons can be put into immediate practice on

2006-07 Physical Education Curriculum Proposal

“Fitness for Life”

activity days in the gym and lab. This class will help students plan their own personal fitness program. We want the students to move from just doing exercise to people who are active and responsible for their own fitness for a lifetime.

How will this change our curriculum?

With the approval of the “Fitness for Life” class the Physical Education II and III classes will need to be modified. Once the students have learned the concepts of fitness they will be allowed to select appropriate classes based on individual interests rather than taking general physical education classes.

We intend to call these classes “selectives” because the students will be required to take a specified number of classes rather than choosing to take electives. The selective classes will be developed during the 2006-07 school year and will be presented for approval to the Review Committee in the fall of 2007-2008.

This revision in the overall curriculum will still require the student to complete 1.5 credits of physical education for graduation.

What will the school district need to provide?

The following is a list of items that will need to be provided by the district for the success of this class.

- Classroom
- Textbook for each student
- Ancillary materials for text series
- Support materials for lab activities
- Teacher training

2006-07 Physical Education Curriculum Proposal

"Fitness for Life"

"Fitness For Life"

Course Description

Fitness for Life is a one half credit required course that focuses on the benefits of fitness. It promotes knowledge of fitness benefits and principles, the acquisition and use of self-management skills, and provides opportunities for students to be physically active while building fitness.

Course Objectives:

1. Acquire knowledge about the benefits of physical activity to health and wellness and about the principles of fitness.
2. Acquire and use self-management skills to promote lifelong physical activity.
3. Become physically active while pursuing goals to become physically fit.
4. Become an independent decision maker who can plan his or her own personal fitness program.

Course Outline: (Taken from Human Kinetics fifth edition text *Fitness for Life* by Charles B. Corbin and Ruth Lindsey)

Unit 1 Getting Started

A. Fitness and Wellness for All

- a. Starter workout
- b. Fitness for Life
- c. Exercise Basics
- d. Fitness through physical activity
- e. Learning to self-assess
- f. Health- and skill- related fitness stunts

B. Safe and Smart Physical Activity

- a. Fitness games
- b. Getting ready for physical activity
- c. FitnessGram1 self assessment Strength and Muscular endurance
- d. Physical activity and injury
- e. Building self-confidence
- f. Recognizing and resolving conflict in new activities
- g. Safe exercise circuit

C. Benefits of Physical Activity

- a. Cooperative games
- b. Health and wellness benefits
- c. Healthy back test

2006-07 Physical Education Curriculum Proposal

"Fitness for Life"

- d. Healthy back and good posture
- e. Reducing risk factors
- f. Back exercise circuit

Unit II Becoming and Staying Physically Active

- A. How Much is Enough?
 - a. Line exercise
 - b. How much physical activity is enough?
 - c. Assessing your posture
 - d. How much fitness is enough?
 - e. Choosing good activity
 - f. Circuit workout

- B. Learning Self-Management Skills
 - a. Fitness trail
 - b. Learning Self-management skills
 - c. FitnessGram 2- Body composition and flexibility
 - d. Goal setting
 - e. Elastic Band Exercise circuit

- C. Lifestyle Physical Activity and Positive Attitudes
 - a. School stepping
 - b. Activities for a lifetime-choices from the pyramid
 - c. Walking test
 - d. Attitudes
 - e. Building positive attitudes
 - f. Walking for wellness

Unit III Physical Activity Pyramid: Level 2 Activities

- A. Cardiovascular Fitness
 - a. Aerobic dance routine
 - b. Cardiovascular fitness facts
 - c. Cardiovascular fitness-step test and one-mile run
 - d. Building cardiovascular fitness
 - e. Learning to self-monitor
 - f. Cardiovascular fitness-how much is enough?

- B. Active Aerobics and Recreation
 - a. Step aerobics
 - b. Active aerobics
 - c. FitnessGram 3-Cardiovascular fitness, flexibility and strength

2006-07 Physical Education Curriculum Proposal

"Fitness for Life"

- d. Active recreation
- e. Finding social support
- f. Jogging: biomechanical principles and guidelines

C. Active Sports and Skill-Related Physical Fitness

- a. Orienteering
- b. Skills and Skill-related fitness
- c. Assessing skill-related fitness
- d. Active sports
- e. Building performance skills
- f. Resolving conflict in sports

Unit IV Physical Activity Pyramid: Level 3 Activities

A. Flexibility

- a. Jump and stretch routine
- b. Flexibility facts
- c. Arm, leg, and trunk flexibility
- d. Improving flexibility
- e. Building intrinsic motivation
- f. The basic 10: Flexibility exercise circuit

B. Muscle Fitness: Basic Principles and Strength

- a. Partner resistance exercises
- b. Muscle fitness basics
- c. Determining a modified 1 rep max and grip strength
- d. Building strength
- e. Preventing relapse
- f. Developing and enforcing rules
- g. Fundamentals of Weight and resistance training

C. Muscle Fitness: Muscular Endurance and General Muscle Fitness Information

- a. Homemade weights
- b. Improving muscular endurance
- c. Muscle fitness
- d. Managing time
- e. Muscular endurance exercise circuit

Unit V Healthy Choices

A. Body composition

- a. Exercise Circuit
- b. Facts about body composition

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"Fitness for Life"

- c. Skinfold measurements and height-weight charts
- d. Controlling body fatness
- e. Improving physical self-perceptions
- f. Muscle fitness exercises with resistance machines

B. Choosing Nutritious Food

- a. Jollyball
- b. A Healthy diet
- c. Body measurements
- d. Making food choices
- e. Saying "no"
- f. Cooperative aerobics

C. Making Consumer Choices

- a. Continuous rhythmical exercise
- b. Health and fitness quackery
- c. Reassessing body composition, flexibility, and strength
- d. Evaluating health clubs, equipment, media and internet materials
- e. Learning to think critically
- f. Isometric exercise circuit

Unit VI Wellness and Personal Program Planning

A. A Wellness Perspective

- a. Cooper's aerobics
- b. All about health and wellness
- c. Reassessing cardiovascular fitness and muscular endurance
- d. Wellness
- e. Healthy lifestyles and environment
- f. Thinking success
- g. Your health and fitness club

B. Stress Management

- a. Frisbee golf
- b. Facts about stress
- c. Identifying signs of stress
- d. Managing stress
- e. Controlling competitive stress
- f. Relaxation exercises for stress management

C. Personal Program Planning

- a. Exercising at home
- b. Program planning
- c. Evaluating your personal program
- d. Staying fit and active

2006-07 Physical Education Curriculum Proposal

"Fitness for Life"

- e. Overcoming barriers
- f. Sticking with a plan
- g. Performing you plan

Testimony
Senate Bill 2354

Tuesday February 6, 2007

Mary Ann Donnay
President North Dakota Association for Health, Physical Education,
Recreation and Dance (NDAHPERD)

Good morning Chairman Freborg and members of the committee. My name is Mary Ann Donnay from Fargo. I am the President of the North Dakota Association of Health, Physical Education, Recreation and Dance and a teacher of Physical Education. I am here in support of Senate Bill 2354. This bill will allow High School students in North Dakota the opportunity to have physical education as a part of their course studies every year in high school.

Learning about healthy habits and putting them into practice begins in the physical education classroom. Habits which can increase students' life expectancy, reduce their risk of diabetes, heart disease, obesity, osteoporosis and other health risks associated with a sedentary life style.

Physical Education in North Dakota today is not your parents' physical education. It may not even be YOUR physical education. Physical Education has changed greatly over the past 20 years. The emphasis is on EDUCATION.

During physical education classes, we EDUCATE students about the components of fitness, nutrition, teamwork, respect for oneself and others and developing healthy habits for a lifetime.

Students are educated THROUGH the physical. We educate and assess students using State Standards which include: Movement Forms, Maintaining Physical Fitness, Behavior and Physical Activity and Benefits of Physical Activity. We measure those standards against benchmarks just like any other Academic curriculum area.

We educate using technology. Students self-assess their progress using pedometers, Tri-Fit Computer programs which allow individual students to track their current fitness levels and create and monitor their future fitness goals. We use heart rate monitors which allow Physical Education teachers to get every child in the class to work at his/her own target heart rate, challenging everyone including the overweight or physically uncoordinated child to meet realistic, fulfilling goals.

High school Physical Education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle and health habits. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment.

Physical education should not be compared to, or confused with, other physical activity experiences such as intramural or recreational endeavors. A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content for all children (see Addendum). Students do learn skills for lifetime activities such as; social dance, golf, tennis, bicycling, snowshoeing and outdoor recreation but learning these skills follows a developmentally appropriate program with regular assessment to monitor and reinforce student learning.

Physical Education in North Dakota educates across the curriculum by incorporating other academic areas in our physical education units. Physical Education is an interdisciplinary subject and can reinforce learning in other subject matter.

As the president of North Dakota AHPERD, I am asking you to consider the future of our youth and our state. By keeping our students' active through regular physical education classes throughout high school, you will be allowing them the necessary opportunities to become better students and more productive citizens for the state of North Dakota. I would like to ask the Education Committee for a "pass" recommendation for Senate Bill 2354.

Quality Physical Education should include:

Opportunity to Learn

- Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school)
- Qualified physical education teachers providing a developmentally appropriate program
- Teacher/student ratio in physical education no greater than 1:25 (elementary) and 1:30 (middle/high school)
- Adequate equipment and facilities for all students to be active at the same time

Appropriate Instruction

- Full inclusion of all students
- Maximum participation and ample practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice of learned skills
- Appropriate discipline and class management (physical activity should never be used as punishment)
- Use of regular assessment to monitor and reinforce student learning

Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills through physical activity and gain a multi-cultural perspective
- Promotion of recommended amounts of physical activity now and throughout life

Source—National Association for Sport and Physical Education (NASPE)

North Dakota Physical Education Standards

Standard 1 Students demonstrate proficiency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2 Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Standard 3 Students participate in regular physical activity.

Standard 4 Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Standard 5 Students exhibit responsible personal and social behavior in physical activity settings.

Testimony

Senate Bill 2354

Senate Education Committee

Tuesday, February 6, 2007

Terry Eckmann, Ph.D.

Associate Professor Teacher Education and Human Performance

Minot State University

*Same
to House*

Good Morning Chairman Freborg and members of the Senate Education Committee. My name is Terry Eckmann and I serve as a professor preparing physical education teachers and corporate fitness majors at Minot State University. I am here today with Minot State colleagues and students to testify in support of Senate Bill 2354 and ask for your support in increasing the requirement of physical education to 1/2 credit per year in North Dakota High Schools.

As a physical educator and fitness leader for over 25 years, I am passionate about the need for physical education to increase levels of physical activity for a healthy body and brain, increase knowledge of healthy lifestyles, and promote a positive attitude about the importance of regular exercise in overall health and well-being. My testimony will focus on the importance of regular exercise for a healthy brain.

Regular exercise is essential for a healthy mind and body. I recently attended a Brain and Learning conference in Boston, Massachusetts. Top brain researchers from prominent Universities focused on the need for regular exercise to enhance learning. Exercise optimizes learning in three ways; (1) Heightens ability of systems to functions more efficiently and effectively (2) Enhances the ability of brain cells to connect and (3) promotes brain cell growth.

Exercise increases the number of neurons in the brain and the levels of Brain Derived Neurotropic Factor (BDNF), which helps neurons to communicate with one another. Increased neuronal connections improve learning and working memory. It is believed that sitting for 20 minutes or longer decreases the flow of BDNF causing the brain to downshift. The key to getting smarter is growing more and stronger connections in the brain. Exercise is like miracle-grow for the brain (1991).

Exercise also increases neurotransmitters that bring glucose, proteins, and oxygen to the brain. These neurotransmitters include dopamine, serotonin, and norepinephrine. They increase ability of the brain to focus and pay attention while decreasing drowsiness and stress. Increasing the levels of physical activity during the school day is key to preparing the brain for learning!

Exercise also fuels the brain with oxygen providing essential nutrients. The brain uses one-fifth of the bodies' oxygen. Regular aerobic exercise increases capillary density in the brain increasing blood availability to the brain.

There is a growing body of research linking physical activity in physical education classes with better academic achievement. The California Department of Education conducted a study that shows a distinct relationship between academic achievement and physical fitness of California's public school students. The study individually matched scores from the spring 2001 Stanford Achievement Test with results of the state-mandated physical fitness test (Fitnessgram) given in 2001 to students in 5th, 7th, and 9th grades. In the study, reading and mathematics scores were matched with fitness scores of 353,000 5th graders, 322,000 7th graders, and 279,000 9th graders. Findings indicated that higher achievement was associated with higher levels of fitness at each of the three grade levels. In another study, students who exercise 75 minutes or more a week demonstrate better thinking and memory (Michaud and Wild, 1991). In another study children engaged in daily physical education showed superior motor fitness, academic performance and attitude toward school as compared to their counterparts who did not participate in physical education (Pollatschek and Hagen, 1996). A physical educator in Chicago provided a one-hour physical education class for children with low reading scores, reading scores improved significantly (Zientarski).

Increasing the requirement of physical education in North Dakota high schools promotes a healthy brain and body. Please consider the importance of regular exercise and its effects on the brain and optimizing learning as you consider Senate Bill 2354.



Position Statement Physical Education in the School

Healthy North Dakota is a framework supporting North Dakotans in their efforts to make healthy choices by focusing on wellness and prevention – in schools, workplaces, senior centers, homes and anywhere people live, learn, work and play. Committees comprised of more than 400 North Dakotans representing about 150 agencies, organizations and businesses from across the state are identifying strategies to build a healthy North Dakota.

Issue

Physical inactivity has contributed to an unprecedented epidemic of childhood obesity. The physical health and well-being of North Dakota's youth must be protected by increased physical education and physical activity in schools.

Position Adopted

All children, from pre-kindergarten through grade 12 should receive quality, daily physical education. Schools should have physical education specialists; appropriate class sizes; and the facilities, equipment, and supplies to deliver quality, daily physical education.

Justification

- The percentage of young people who are overweight has doubled since 1980.
- Of children age 5 to 10 who are overweight, 61 percent have one or more cardiovascular disease risk factors and 27 percent have two or more.

Through expanded physical education and physical activity in schools, the prospects for better health among our young people will be improved significantly. They will learn behaviors and activities that will greatly enhance a lifetime of physical activity. Newly designed physical education courses focus on teaching young people the lifestyles and behaviors that will enhance their physical fitness and quality of life as adults.

Summary of Current Policy/Related Issues

Because each school district in North Dakota establishes its own graduation requirements, physical education graduation requirements vary significantly across the state.

According to North Dakota Century Code 15.1-21-02, each public and nonpublic high school shall make available to each student, one-half unit of physical education. Students could take physical education in ninth grade or during summer school and not receive any additional fitness instruction during the rest of their high school years. Department of Public Instruction data demonstrates a significant drop in student participation in physical education in high school.

Schools should provide annual physical education instructional time for learning and building lifelong fitness habits, physical competence and cognitive understanding about physical activity.

Contact for Further Information

June Herman, American Heart Association, june.herman@heart.org, 800.437.9710

Prepared by the Healthy North Dakota Physical Activity Committee and pending approval of all Healthy North Dakota partners.

2/6/2007

Terry Eckmann

Testimony

Senate Bill 2354

Senate Education Committee

Tuesday, February 6, 2007

Kassie Krebsbach

Physical Education & Corporate Fitness Student
Minot State University

Good morning Chairman Freborg and members of the Senate Education Committee. My name is Kassie Krebsbach and I am a student at Minot State University majoring in Physical Education and Corporate Fitness. I am here today to support the passing of Senate Bill 2354 and ask for the committee's support as well.

My passion for physical fitness started at a young age. I believe my excitement about wellness partially originated from my physical education classes themselves. I was initially exposed to the concept of fitness, wellness, and a healthy lifestyle through these classes.

Physical fitness is a tremendously important topic. Much of our youth is living a sedentary lifestyle and eating unhealthy diets, which is why physical education should be a top priority in schools across the country. Physical education is the only means of exercise for many. Students drive to school, sit in a classroom most of the day, and then go home and watch television or play video games at night. The only physical activity many of them do during the whole week is in their physical education classes.

America has the highest obesity rate of any country. Clearly, this is reason enough to be supporting physical education in schools. If people start trying to be fit too late in life, they are going to encounter what feels like an uphill battle. It is essential to instill the importance of physical activity into people at a young age.

When exposed to this activity and these healthy concepts as children, it is more likely to become a habit; a way of life. Motivation is what gets you started, habit is what keeps you going.

Students need physical education classes to teach them the basics on how to be healthy. These classes do not only consist of organized sports, but are also teaching them activities for life. Many people die in the United States due to physical inactivity and poor diet. We need to be taught early on how to live a healthy lifestyle. When exposed to a concept at a young age, one is much more likely to carry it over into their adult life. I believe we can truly make even more of a difference by increasing physical education in schools.

I would like to end with a quote from Ben Franklin:

"While we may not be able to control all that happens to us, we can control what happens inside us."

Heart Disease and Stroke. You're the Cure.

American Heart
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Learn and Live™

Testimony
Senate Bill 2354
Senate Education Committee
Tuesday, February 6, 2007

**American Stroke
Association.**
A Division of American
Heart Association 

Chairman Freborg, members of the Senate Education Committee. My name is June Herman, and I am the Senior Advocacy Director for the American Heart Association. I am here today to testify in support of Senate Bill 2354, and ask for a "do pass" recommendation from this committee.

The epidemic of obesity in children and adolescents convinces us that an approach is needed that will reach a majority of our children and adolescents. Through schools, virtually all of our youth can be reached, and through youth, both parents and teachers may also be reached. Through their courses, school schedules, menus and vending-machine sales, schools have huge influence and responsibility, with children spending 2,000 hours a year in school.

The rapid increase in the prevalence of obesity in young people has occurred at the same time as other alarming trends:

- Between 1991 and 2003 the percentage of high school students enrolled in daily physical education decreased from 41.6 percent to 28.4 percent.
- Physically active transport to and from school has declined from previous generations. Today only one-third of students who live within one mile of school walk or bike there; and less than 3 percent of students living within two miles of school walk or bike there.

In North Dakota, the percentage of high school students participating in physical education classes one or more days a week dropped from 64 percent in 1992 to 55 percent in 2005. In addition, in 2005, 72 percent of high school freshman reported participating in physical education classes one or more days a week, compared to only 35 percent of seniors." (2005 YRBS)

American Heart Association • Advocacy Department
PO Box 1287 Jamestown, ND 58402
Phone 701-252-5122 or 1-800-437-9710 • Fax 701-251-2092
www.americanheart.org

Expanding waistlines are even squeezing the bottom line of the nation's schools, as poor eating and exercise subtly strip money from education. With 9 million overweight schoolchildren, a number that has tripled since 1980, there is a new study which may give education leaders a traditional motivation for making changes: money.

Based on a study of 9 states, all which provide state money based on student attendance, those schools have lost dollars because of absenteeism, a problem caused in part by the poor nutrition and inactivity of those missing school – costing tens of millions of dollars.

Unhealthy lifestyles by students and faculty lead to other hidden costs, from lower worker productivity to the added expenses of helping students who have fallen behind.

The American Heart Association has sought a number of important partnerships and venues to address the childhood obesity issue – from working with national beverage and snack industry leaders to change school vending options, partnering in special youth and parent initiatives such as Let's Just Play which engaged Nickelodeon with a programming blackout, and utilizing Governor Huckabee and Sesame Street characters for messaging. Another initiative underway with the Robert Wood Johnson foundation is the placement of regional Healthy School Program manager to work with groups of schools to improve the “school” worksite environment for employees and students. This is similar to placing a position within a ND Joint Power Agreement consortium to assist a group a districts. Attached to my testimony is an article on the Healthy School Program project.

Still, a critical element that can't be overlooked is ensuring that we establish North Dakota education requirements for graduation that include a strong program of physical education for all students. To aide you in your committee work, I've attached the following:

- A summary on the scientific statement “Promoting Physical Activity in Children and Youth: A Leadership Role for Schools”, published in *Circulation: Journal of the American Heart Association*
- Editorials generated last session on PE in North Dakota schools

Waubun emphasizes student wellness

District chosen to join Healthy Schools Program

By Tracy Frank

tfrank@forumcomm.com

WAUBUN, Minn. — More students in the Waubun-Ogemawhite Earth School District are eating their fruits and vegetables lately.

The reason is the school district has made some big changes to encourage students to lead healthier lives.

"We've gone beyond what the minimal requirements are," said Superintendent Boyd Bradbury.

Most school districts are serving healthier foods and implementing fitness plans as part of federally required wellness policies.

The W-O-WE district is one of only two districts in the

Online

► www.healthiergeneration.org
Learn more about the Healthy Schools Program.

state and 200 in the nation chosen to participate in a pilot project for the Healthy Schools Program. The program is part of the Alliance for a Healthier Generation, an initiative co-sponsored by the William J. Clinton Foundation and the American Heart Association to combat the spread of childhood obesity.

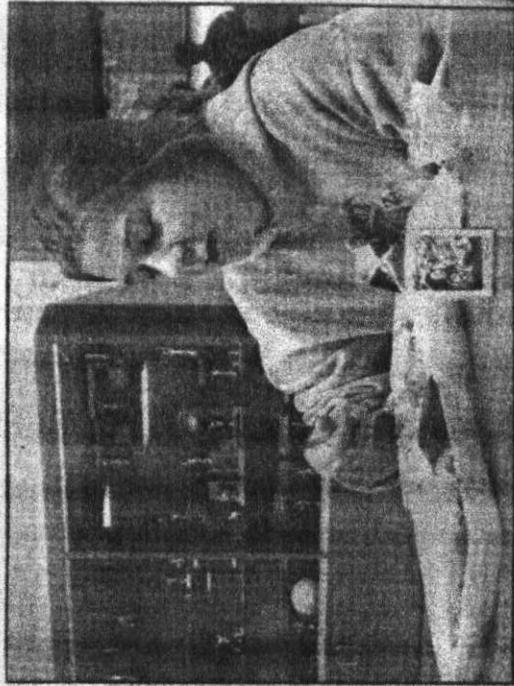
Schools from 13 states are receiving hands-on technical support to help them develop action plans and implement healthy changes. The schools

have access to a relationship manager who guides them through a six-step process for developing a healthy school.

The W-O-WE school district had already taken a number of steps to improve student health before joining the program. In the past few years it banned soda, started an early morning walking program for elementary students and increased the nutritional quality of meals.

Since joining the Healthy Schools Program, the district is also serving more fresh fruits, vegetables and low-fat foods, and it offers only skim and 1 percent milk.

HEALTHY: Page A12



Tracy Frank / The Forum

Bethany Klemetsrud, a junior at the Waubun-Ogemawhite Earth (Minn.) District high school, eats a lunch of salad, fresh fruit and skim chocolate milk in Waubun.

HEALTHY: Administrators say changes worth the costs

From Page A10

Students are no longer allowed second helpings of entrées, but they can have as much salad, fruit and vegetables as they want.

Recess has been moved before lunch so kids don't race through lunch to get more play time. Also, the school district has started an early morning walking program for upper elementary and secondary students.

Some of the changes are more costly and time-consuming, but administrators say they're worth it.

"Even if the kids aren't get-

ting the healthiest of meals and such at home, we think that the school district has a social and moral responsibility to set the tone for the community and for the kids," Bradbury said.

Cheryl Hoban, co-head cook, said at first the students protested the changes, but they're getting used to it. She said when students are not allowed seconds, they eat three times the fruits and vegetables.

Despite their grumblings, even the students admit the changes are needed.

"If you look at the little fifth-

and sixth-graders, they're not little," said junior Bethany Klemetsrud.

In the pilot year, the program is focusing on schools whose students are most at risk for obesity. W-O-WE and the Cass Lake-Bena school district were the Minnesota schools chosen because of their demographic and socioeconomic diversity.

"By being on the White Earth Indian reservation where there is a high poverty area, but also high levels of diabetes, heart disease, and stroke, we're trying to reach kids earlier, when we have

them in school," said Vicki Hauge, W-O-WE physical education teacher.

The district is also considering increasing physical education time, requiring P.E. for all students instead of ending it in 10th grade, and emphasizing healthful living across the curriculum.

"If the experts are right that our current generation of kids will be the first generation to live a shorter life-span on average than the parents, I'm not sure why we wouldn't want to pay attention," Bradbury said.

Readers can reach Forum reporter Tracy Frank at (763) 241-5526



American Heart Association scientific statement:

Schools should take the lead in increasing kids' activity

DALLAS, Aug. 15 – The American Heart Association recommends that schools lead the way to ensure that all children and youth participate in adequate physical activity during the school day. The scientific statement “Promoting Physical Activity in Children and Youth: A Leadership Role for Schools” is published in *Circulation: Journal of the American Heart Association*.

“Children and youth spend a substantial number of their waking hours in school, so it’s important that schools provide adequate physical activity” said Russell R. Pate, Ph.D., chair of the writing group and a professor of exercise science at the University of South Carolina in Columbia, S.C.

“Although schools are under increasing pressure to increase student scores on standardized tests, the recent dramatic rise in the prevalence of obesity in children and adolescents in the United States suggests that there is a pressing need for the nation’s schools to systematically and effectively promote behaviors that will prevent the development of overweight,” the authors write.

During the past 20 years obesity rates in U.S. children and youth have increased markedly, the writing group said. Today, among children ages 6-11 years old, 15.8 percent are overweight (>95th percentile body mass index [BMI] for age) and 31.2 percent are overweight or at risk for overweight (\geq 85th percentile BMI for age.) Among adolescents ages 12-19 years old, 16.1 percent are overweight and 30.9 percent are overweight or at risk for overweight.

While most states require that students receive minimal amounts of physical education (PE), and daily physical education is recommended by many entities, the rapid increase in the prevalence of obesity in young people has occurred at the same time as other alarming trends:

- Between 1991 and 2003 the percentage of high school students enrolled in daily physical education decreased from 41.6 percent to 28.4 percent.
- Physically active transport to and from school has declined from previous generations. Today only one-third of students who live within one mile of school walk or bike there; and less than 3 percent of students living within two miles of school walk or bike there.

In addition, the statement notes that only 8 percent of elementary schools, 6.4 percent of middle/junior high schools, and 5.8 percent of senior high schools provided daily physical education or allocated the recommended amount of time per week (150 minutes for elementary and 225 minutes for junior and senior high schools), according to a year 2000 study.

“It’s important that kids adopt active lifestyles,” Pate said. “The list of negative health outcomes associated with physical inactivity – including heart disease and type 2 diabetes – is growing.”

The scientific statement takes a comprehensive look at the state of physical education, from the amount of time students should be active each week to enhancements in the college education of physical education (PE) teachers.

"It doesn't mean backing down on academics – it's not an either/or thing. A balanced academic program should include PE and should also incorporate strategies to increase physical activity throughout the school day," Pate said. "Physical activity shouldn't stop at PE class."

The policy and practice recommendations are:

1. Schools should ensure that all children and youth participate in a minimum of 30 minutes of moderate-to-vigorous physical activity during the school day, plus the option of extra-curricular and school-linked community programs.
2. Schools should deliver evidence-based health-related PE programs that meet national standards to students at all school levels. These programs should include moderate-to-vigorous physical activity for at least 50 percent of class time, as well as teach students the motor and behavioral skills needed to engage in life-long physical activity.
3. States and school districts should ensure that PE is taught by certified and highly qualified PE teachers at all school levels.
4. States should hold schools accountable for delivering PE programs that meet national standards for quality and quantity (i.e., age-appropriate amounts of time per week spent active during class). Each state should include physical education in its core curriculum and instructional quality.
5. Schools should provide clubs, lessons, intramural sports and interscholastic sports programs that meet the physical activity needs and interests of all students.
6. Schools should promote walking and bicycling to school. School leaders should work with local government to ensure safe routes to school.
7. Child development centers and elementary schools should provide children with at least 30 minutes of recess each day.
8. Schools should provide evidence-based health education programs emphasizing behavioral skills focused on increasing physical activity and decreasing sedentary behaviors.
9. Colleges and universities should provide programs that produce teachers who are highly qualified to deliver evidence-based physical education and health education programs.

Co-authors of the statement are Michael G. Davis, PED; Thomas N. Robinson, M.D., MPH; Elaine J. Stone, Ph.D., MPH; Thomas L. McKenzie, Ph.D.; and Judith C. Young, Ph.D.

Editor's note: For more information on childhood obesity and the Alliance for a Healthier generation visit: <http://www.americanheart.org/presenter.jhtml?identifier=3030527>.

For more information on American Heart Association lobbying efforts for physical activity in schools, visit: <http://www.americanheart.org/presenter.jhtml?identifier=3010854>; or call 1800-AHA-USA1.

###

INFORUM

Forum editorial: Keep gym, health in curriculum
The Forum - 01/07/2005

Officials of the North Dakota School Boards Association are as wrong as wrong can be to oppose a yearly health and physical education requirement in public schools. At a time when youth obesity is an epidemic, the association and its member school districts are sending the wrong message to students and families.

The half-credit "during each school year" requirement was put in place by the 2003 Legislature, in part as recognition of the health risks associated with youth obesity. It is slated to go into effect July 1. The requirement is necessary for school accreditation.

Some school district officials have complained they can't afford to offer a different health and phy-ed curriculum for each high school grade. They would like the yearly requirement in the law removed, thus allowing them to offer a half-credit each of phy-ed and health over four years.

Bad idea. While local control is always desirable, it sometimes stumbles (teacher pay, for example). In the case of overweight kids, school districts that scrap gym and health classes are abdicating their responsibility to the health and welfare of their students. If local districts won't do what they should do, the state - which funds a significant share of public education - should step in.

The numbers are staggering. Some 16 percent of children and teens are overweight, says the National Center for Health Statistics. That's triple the rate in 1980. If the trend continues, kids will continue to get fatter and less healthy. Indeed, youth diabetes, which is associated with obesity, has increased alarmingly among American children.

The health costs generated by obesity-related maladies far outstrip the costs of comprehensive school physical education and health programs. Despite what the schools boards group contends, schools do have a role and responsibility in educating children about healthy lifestyles. Physical activity in a gym and classroom studies focusing on good health have always been parts of the curriculum in good schools as an adjunct (or sometimes the only opportunity) to what young people learn at home.

It's nothing short of irresponsible for some school districts and their lobbying organization to minimize the importance of physical education and health studies. The 2003 Legislature was right to approve the yearly half-credit requirement. The 2005 session should keep it in place.

Forum editorials represent the opinion of Forum management and the newspaper's Editorial Board

OUR OPINION: Don't let schools cut gym

Our view:: Lawmakers erred when they cut a requirement that schools must offer comprehensive health classes and gym.

When it comes to living a good life, the biggest lesson of the past 30 years may be the importance of keeping physically active.

Too bad the North Dakota Legislature didn't get the message. Gov. John Hoeven should correct the lawmakers' mistake, and make sure North Dakota high schools can't get away with keeping students chained to their desks.

The Senate and House both passed a bill that lets high schools offer each student one semester of health and one of physical education. That's it: Just one semester each of the life skills that will matter more to most students than geometry, world history, chemistry and third-year English combined.

A bill passed two years ago had mandated that high schools offer those courses every year. That would have been more like it, as every adult in the Legislature knows. The medical literature absolutely is unanimous in the finding that almost nothing outweighs physical activity when it comes to staying as healthy as possible throughout one's lifetime.

But the Senate and House bills overturned that progressive view. Many schools don't have the money to offer such courses, the argument went. Not enough money to get students out the door and into a jogging, fitness walking or other exercise program?

Because lifetime fitness is the issue here, not the hyperfocus on team sports that colors so many people's view of "gym." In fact, de-emphasizing team sports for the many, many youngsters who aren't varsity athletes is the point. There's a world of fun and rewarding exercise to be had, and you don't need to suit up in pads and a helmet to enjoy it. We can't believe it would have broken the bank to give high school students some instruction and encouragement in working out.

But "phy ed" is the parents' job, some claimed. Sez who? Why is it a stretch to ask public schools to train the body, when we so readily call upon them to train the mind?

But many youngsters would just flop right back into their La-Z-Boys after graduation, some said. Sure: And many other youngsters would not. In fact, it's safe to say that if you compared the graduating classes of two similar schools, the students from the school that offered four years of gym would be and stay in better shape, on average, than the students from the school that did not.

And again, there'd be no greater gift that a school could give as far as boosting students' odds of a healthy future.

State Sen. Connie Triplett, D-Grand Forks, said it best: "I think our schools put an enormous emphasis on organized sports, where a few of the elite are given enormous resources to hone their physical skills. We need to be focusing on all of the kids and helping every single one of them learn that healthy lifestyles are important."

Gov. John Hoeven should veto the gym-kill bill. Failing that, lawmakers should resolve to revisit the issue in the interim, and present the 2007 Legislature with a bill that tells schools to offer physical activity and a fitness focus for all.

More gym is needed at school

By Frederic Smith for the Bismarck Tribune

The state House has passed, 75-13, and sent to the Senate a bill to relieve public high schools from having to offer gym for one semester at each grade level beginning next school year.

HB1048 would put the law back to where it used to be, with schools required to make just one semester of gym available in four years.

Supporters of the bill, including some schools, argue that it makes little sense for them to incur the extra cost when students are not required to take gym. Hazen, for instance, would have to spend \$70,000 on two new physical-education teachers at the same time it is having to cut other staff.

For their part, opponents worry that less gym availability will contribute to the worsening problem of obesity, diabetes and other health problems among the young.

The Tribune agrees that it makes little sense to require schools to staff for classes kids might not take. We also remember wistfully a day when most young people were self-exercising, when it was one of the manifestations of the joy of youth.

Ironically, that also was a day when gym classes were required, and made a part of the school week all year long, every year, almost everywhere.

That is what we should get back to. The schools, after all, have our children for most of the day. They feed them one or more meals, and there's no reason they shouldn't be responsible for their exercise. (Especially, some would say, when they also offer them, for profit, fattening pop and candy out of machines in between classes.) The need can be seen as greater than ever, with so many high schoolers running to a job right after school instead of to more healthful recreational pursuits.

Maybe HB1048 is what needs to be done right now, a housekeeping measure to clean up something the Legislature didn't intend two years ago. But, as indicative of our neglect of physical education in the schools, it is poor policy.

Reasonable physical fitness should no more be an elective in high school than math, history, science or English. That is the larger issue that needs correction by the state.

TESTIMONY ON SB 2354
Senate Education Committee
February 6, 2007
Valerie Fischer, Director of School Health
328.4138
Department of Public Instruction

Chairman Freborg, members of the Senate Education Committee – I'm Valerie Fischer, Director of School Health for the Department of Public Instruction. On behalf of the Department, I am here to speak in support of SB 2354.

Teacher availability to teach physical education and health is substantiated by the ND Education Standards and Practices Board (ESPB), who do not consider physical education a teacher shortage area since there are more graduates than openings. This is true for the past several years, as well as projections for the next several years (ESPB, February 2007). According to data submitted by schools this school year, there are 1122 licensed staff currently teaching with a physical education major and 543 licensed staff teaching with a physical education minor.

In the discussions during the 2005 session, we heard concerns expressed over the physical space issue (for some schools, the gymnasium becomes the cafeteria for 2-3 hours each day) and reports of anticipated fiscal hardship. The Department acknowledges these may be issues for some schools and we are willing to work with these schools to find creative ways to provide annual PE.

Legislators have acknowledged the issues surrounding youth and health - this issue is not going away and we need to collectively address the most appropriate options for public policy. This bill is a small step towards addressing youth obesity by increasing physical activity –initiating life long positive habits which will move all students towards better health. Asking schools to offer physical education every year throughout high school helps to create a supportive infrastructure for North Dakota's children so that they can learn to assimilate regular physical activity into their everyday lives.

From all that you have heard today, we believe you'll see how critical physical education is as part of a comprehensive curriculum. Promotion of healthy students has long been fundamental to the educational experience. In the best interest of our students and their health, I hope you will vote to increase physical education offerings. This concludes my testimony supporting SB 2354. I'd be happy to answer any questions you may have.

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HEALTHY BODIES

SPECIAL REPORT

Six states get an 'A' for work against kids' obesity

POSTED: 3:23 p.m. EST, January 31, 2007



Seven states require Body Mass Index report cards informing parents of each child's obesity risk.

- University of Baltimore researchers rate states' anti-obesity efforts
- Six states get grade of A for overall efforts to fight obesity
- Three states get A's for focus on childhood obesity

More on CNN TV: Elizabeth Cohen brings you more on school districts that send home reports on children's BMI. Watch "Paula Zahn Now," tonight 8 ET.

By Val Wadas-Willingham
CNN

Adjust font size:

(CNN) – America is a heavy nation and getting heavier, especially young people. The number of overweight children aged 6-11 more than doubled the past 20 years, according to the Centers for Disease Control and Prevention. Health experts warn that unless we do something to stop it, those numbers will continue to rise.

Several states and cities are now taking steps to combat obesity, especially in young people. Each year, the University of Baltimore Obesity Initiative grades states on their efforts to pass obesity-reducing legislation.

This year, for the first time, six states – California, Illinois, Oklahoma, Pennsylvania, South Carolina and Tennessee – received A's for their legislative and public-policy work to control obesity in children. ([Read the full report.](#))

Among the measures hailed were bills that:

- Set nutrition standards for schools and limited vending machine access in schools
- Require measuring and reporting of each student's Body Mass Index
- Require recess time and physical education classes
- Add obesity-awareness and weight-reduction programs to school curricula

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• Support obesity research

• Support insurance coverage of obesity Establish public obesity commissions

Only three states – California, New York and Tennessee – earned the same grade for their efforts to help all age groups. (Link here to overall obesity map TK Tuesday) Still, the number of states taking steps to control the problem is climbing quickly according to the report, helping to chip away at the \$130 billion in direct medical costs caused by obesity each year. ([Click to see how your state ranks.](#))

Doctors and researchers are concerned because obesity can cause major health problems, such as heart disease and Type 2 diabetes. Researchers found obese youngsters tend to have at least one additional risk factor for heart problems later in life, such as high blood pressure or high cholesterol.

Kids who are overweight are also at greater risk for joint problems, poor self-esteem – even sleep apnea. Taken together, these illnesses shorten life spans, diminish quality of life and put a heavy burden on the public health care system.

Kenneth Stanton, assistant professor of finance at the Merrick School of Business at the University of Baltimore and chair of the Obesity Initiative, thinks there are parallels between the battle against obesity and the battle against smoking. "The progress reminds me of about 1991 or '92, in that certain messages about obesity are coming together and gaining traction," Stanton said. "You can look at New York City's decision to ban trans fats as a significant victory, in that it made national news and there was little outcry about it."

Stanton says more states will start to include school-based nutrition standards, obesity programs and physical education classes to keep kids fit. And more school lunch rooms will replace sugary drinks with more healthful fare like juices, low-fat milk and bottled water, says Stanton.

Seven states – Arkansas, California, Illinois, New York, Pennsylvania, Tennessee and West Virginia – require BMI or Body Mass Index report cards, informing parents of a child's risk of becoming obese.

In 2003, Arkansas was the first state to enact BMI report cards. In three years, although the number of obese children has not dropped in that state, it has leveled off, which researchers see as a positive sign. Zoltan Acs, co-founder of the Obesity Initiative, says it's up to the states to get the job done. "We're seeing more of these laws coming out of the states, and some of them are quite effective. A federal solution would be much more difficult," Acs said.

"Every state has a different mix of populations, a different outlook on diet and nutrition, and so a one-size-fits-all approach simply would not be feasible."

But not everyone thinks the BMI report card is a great idea. Parents have complained the notices are stigmatizing and damaging to a child's self-esteem. ([Watch one mom's opposition.](#) )

When 8-year-old Jasmine Tallman of Hyannis, Massachusetts, came home with a letter saying she was on the verge of becoming obese, her mother, Vicki Elliott, was not pleased. Not only did she say Jasmine was an active, healthy child who weighed only 66 pounds and had just seen her pediatrician, but she felt it was none of the school's business to meddle in her child's weight issues. Elliott was also concerned Jasmine would become obsessed with her weight and possibly develop an eating disorder, because the BMI backs up society's attitude that thin is in.

"You go to the newsstand – skinny women on the front of all the covers," says Elliott. "I want her to be healthy because it's the way to be, not because it means being skinny."

State's number represents Obesity Prevalence Ranking (Mississippi ranks first with the highest obesity prevalence. Colorado ranks 50th with the lowest prevalence).

STATE EFFORTS TO CONTROL OBESITY

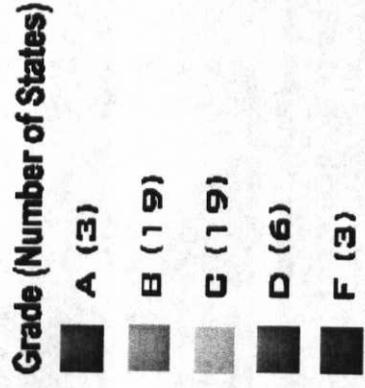
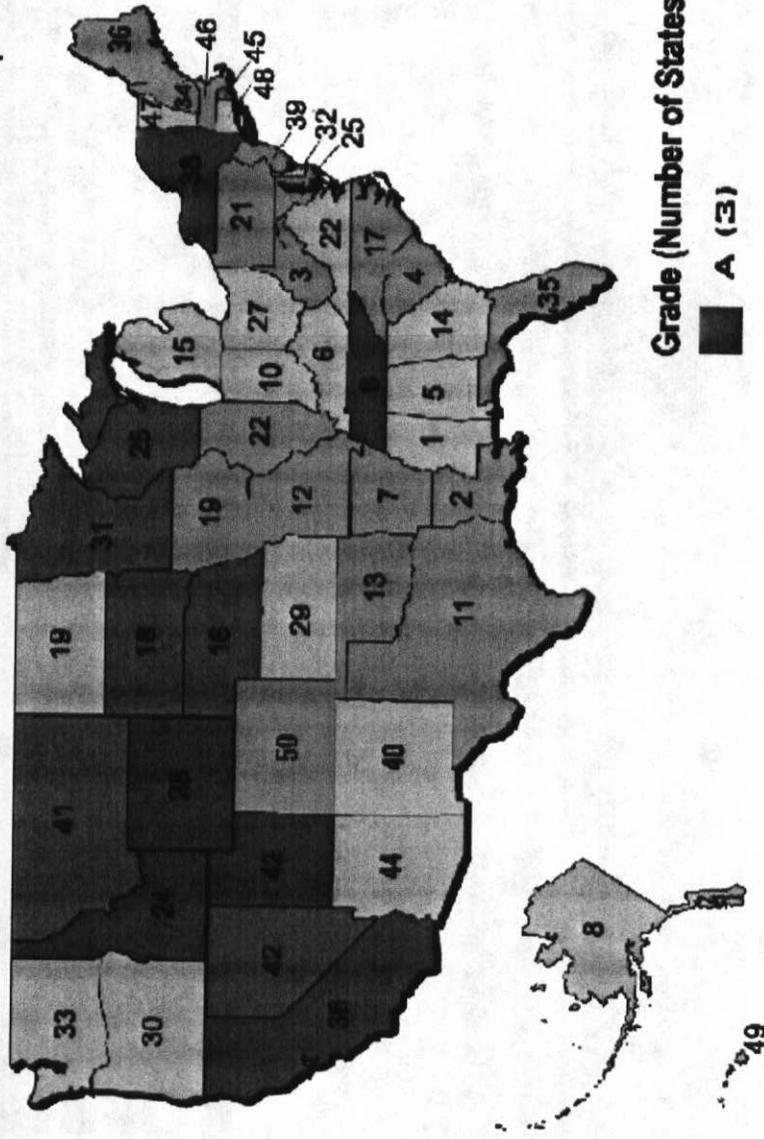
A CA, HI, TN

B AR, CO, FL, IL, IA, LA, ME, MD, MA, MO, NH, NJ, NC, OK, PA, RI, SC, TX, WY

C AL, AK, AZ, CT, DE, GA, HI, IN, KS, KY, MI, MS, NM, ND, OH, OR, VT, VA, WA

D MA, MT, NE, NV, SD, WI

F DC, UT, WY

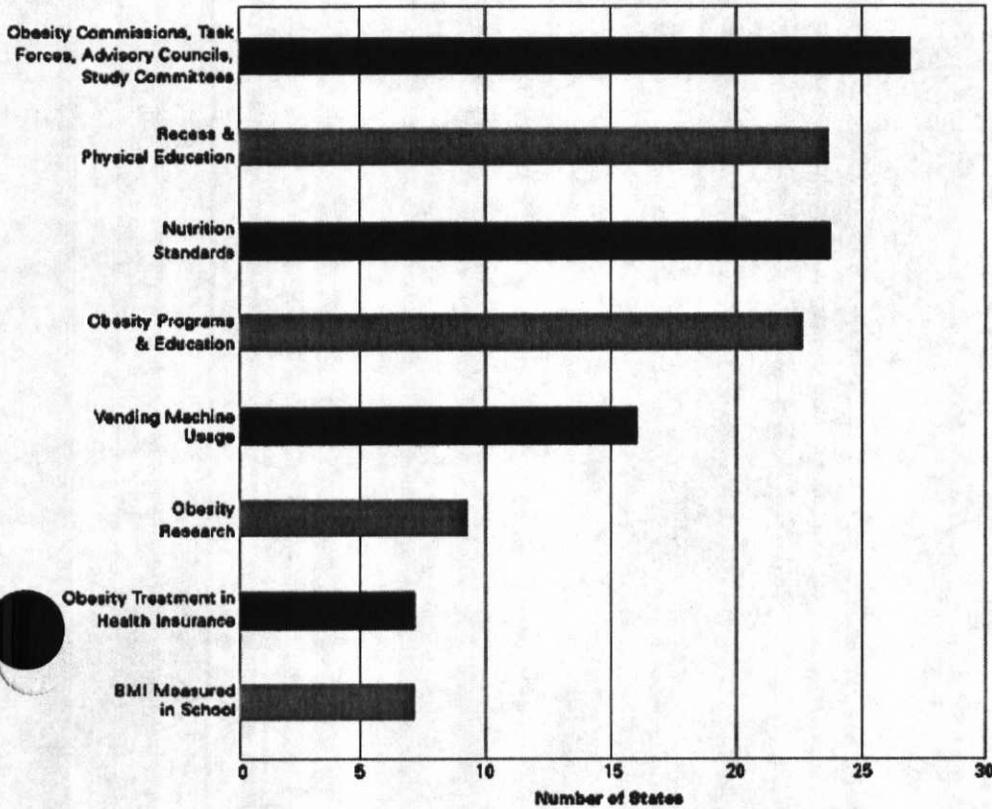


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 Obesity prevalence rankings derived from Centers for Disease Control (CDC) Behavioral Risk Factor Surveillance System (BRFSS)

Home » Obesity Research » 2006 Enacted Legislation

06 Enacted Legislation

Enacted Obesity Control Legislation By Type (August 2006)



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The University of Baltimore
1420 N. Charles St.
Baltimore, MD 21201
410.837.4200
tollfree 1.877.ApplyUB

Testimony on SB 2354

By

Dr. M. Douglas Johnson, Assistant Executive Director—NDCEL

Chairman Freborg and members of the Committee, for the record my name is Doug Johnson and I represent the ND Council of Educational Leaders. I am here to testify in opposition to SB 2354.

The NDCEL philosophically agrees that the offering of additional physical education and health classes would be a benefit for our students. These courses help address issues of obesity and the teaching of living healthy life styles. However, it is our belief that offering additional courses in health and physical education is a choice that needs to be made at the local level, based on local needs, and decided by the district's ability to accommodate their choice to support these additional classes. With the adoption of SB 2354., all school districts will have to offer a half credit of health and a half credit of physical education each year. This, in essence, becomes an unfunded mandate to increase the course offerings for every school that currently does not offer these course opportunities. This will have a significant impact on school district budgets and facilities.

In January of 2005 the NDCEL conducted a survey to determine what impact the current law would have on school districts if $\frac{1}{2}$ credit of physical education it ^{w?} ~~is~~ offered during each school year. The survey assumed that a different health and physical education course must be offered for each grade level. Consequently, the survey asked superintendents to determine how many staff would need to be hired to meet the current law, what the cost of those hires would be to the district, and what other impacts such as classroom space, curriculum materials, and scheduling conflicts would be created if they had to offer these classes each year and all students elected or were required to take these two courses for all four years of high school.

School superintendents representing nearly 50 school districts across our state responded to the survey. They estimated that they would need to hire nearly **46.50** health/physical education teachers to meet the requirement. The cost of these hiring the additional staff to meet the requirements would be nearly **\$1,543,000**. When asked what other impacts this would have on their school districts, superintendents cited the scheduling conflicts, classroom space and the elimination of electives to offer these newly required courses as the biggest obstacle they face in the implementation of the law as it is currently written. The summarized responses from the superintendents are included in my testimony. However, I thought some comments from superintendents were representative of the nearly 50 that I received and they are shared below:

"At a time of declining enrollment it is extremely difficult to add staff and curriculum in this area. We have a good number of students that earn more than one credit in phy ed now but with less money coming in to spend it in this manner does not make sense to me. At Garrison we are finding better ways to address the health and physical fitness of our students and community."

"...if the health dept. wants to fund the additional teachers from their budget, then we would be more than happy to hire them.

I would like to see the health department pay for flu shots for all employees and students in each school district in the state. While I believe that this would be of great health value to all in education, I would not lobby to "tell them what to do". Much the same as I do not want them lobbying to tell me how to spend my money."

"No one is more of an advocate for physical activity opportunities for students than I am. However, it would seem that this very well may be one of those "societal ills" that we leave in the hands of parents (heaven forbid!) When I see students being dropped off 10 feet from the school door instead of being allowed to walk the 6-10 blocks from home to school, I'm not sure that families have fully realized how important it is for their kids to get some exercise. Perhaps the Dept of health, etc. could spend some of the tobacco money or their budget to do a media and training blitz for our parents and the public. That way perhaps our "educating" budgets could be used to meet the increased demands we face from, among other things, NCLB."

"Time becomes a problem as well as elective courses that are offered. Medina Public School currently requires 25 credits to graduate and that number allows for 1 credit of Phy. Ed. and a half unit of Health. If we need to offer a credit every year we will be forced to drop our elective classes, when at this time, schools are under fire from the press and government that we are not preparing the students for the future. What classes get eliminated, vocational, foreign

language, Advanced Science and Math, technical classes? Where does it all end? All the phy ed in the world is not going to keep students from consuming chips and pop, Big Macs, super burgers etc. Where are the parents? Sorry for venting."

"Student schedules are already full. What class should not be offered in order for students to take a health or PE class. We are a small school and do not have the students to make all classes offered viable. Do we place less emphasis on music, science, math during a 7 period day so students have access to health & PE? We are not certain what type of class will count as a Health Class. Will Health Careers be ok? If not than we need to make available another type of health class. Where do we find the teacher time?"

"We do not have the staff to implement the law as written. Nor is there a need. Our state needs to get on the bandwagon with the feds in all respects. The emphasis right now is on English/language arts and mathematics. We have are hands full trying to staff highly qualified teachers in core subjects and elementary school. The department of health should watch our kids in small schools. They are constantly on the go and involved in all types of athletics and other activities. Additional staff would cost us between \$15,000 - \$25,000 depending on the availability of a part time health and PE teacher in Scranton."

Chairman Freborg and members of the Senate Education Committee, this concludes my testimony. I encourage your committee to give SB 2354.a do not pass vote. At this time I would be happy to answer any questions that you have in regard to my testimony.

City	District	Superintendent	Staffing	Cost	Other
Alexander	Alexander	Murray Kline	0.00	0	We offer Health/PE to all students Grd 7-12 every year
Anamose	Anamose	Steve Heim	0.50	14,200	
Berthold	Lewis and Clark	Brian Nelson	2.00	60,000	No space for additional teachers
Buxton	Central Valley	Marcia Hall	1.00	36,000	Too many conflicts if classes cannot be offered against required classes
Crosby	Crosby	Art Schilke	0.50	18,000	Getting 1/2 time staff tough - might drop electives and use ITV for health
Des Lacs	Burlington	Clark Ranum	1.00	30,000	Space a huge issue - we have no open rooms.
Devils Lake	Devils Lake	Steve Swiontek	0.00	0	Supports bill because its an unfunded mandate as currently written
Enderlin	Enderlin	Jon Kringen	0.50	17,500	Have increased grad requirements in math & science-electives will take hit
Fargo	Fargo	Chuck DeRemmer	0.00	0	Opposes bill- doesn't know why we wouldn't assure healthy/wellness first
Fordville/Lankin	Fordville Lankin	Jeff Watts	0.00	0	
Garrison	Garrison	Steve Brannan	1.00	30,000	With declining enrollment it is extremely difficult to add staff
Grand Forks	Grand Forks	Mark Sanford	6.00	250,000	Curriculum Development Cost - Especially for health
Gwinner	North Sargent	Sandra Willprecht	0.60	19,200	gym time
Harvey	Harvey	Robert Marthaller	0.50	15,000	Many scheduling conflicts - requiring elimination of some electives
Hazen	Hazen	Mike Ness	2.00	78,726	We don't have gym space for the PE classes
Hurdsfield	Hurdsfield	Julie Hartman	0.00	0	We just have a district of 20 students in K-8, the bill has for high schools
Kindred	Kindred	Steve Hall	1.50	44,000	Space, Time Curriculum, Equipment (\$5000)
Kulm	Kulm	Dan Bauer	0.42	15,000	Student schedules already full. Will Health Careers be OK or do we add?
Langdon	Langdon	Rich Rogers	1.00	30,000	Difficult to schedule gym space for additional PE
Leads	Leads	Joel Bratten	0.50	17,500	Space, Time Curriculum, Equipment
Litchfield	Marion	Jim Gross	0.50	17,572	No room in schedule, no classroom space, where will we get the teacher?
Mandan	Mandan	Kent Hjelmslad	3.00	100,000	We would need three more classrooms
Medina	Medina	James Dumnigan	1.00	29,500	We require 25 credits to graduate- would drop electives in lieu of PE
Midway	Midway	Roger Abbe	1.50	12,000	We would eliminate electives and use current staff as much as possible
Minot	Minot	Dave Looyesen	0.00	0	
Minto	Minto	Harold Mach	1.00	26,000	All K-12 recess and noon hours outside - we only have one gym
Montpelier	Montpelier	Lynn Krueger	1.00	29,000	gym space and classroom for health
New England	New England	Noel Lunde	1.00	0	none
NewTown	New Town	Ed Stocum	2.00	70,000	This comes at a time when we might be RIFing Teachers - NOT GOOD!
Northwood	Northwood	Jack Maus	0.50	15,000	Scheduling concerns
Edinburg	Edinburg	Dave Monson	1.00	32,000	This will cost us and it's also assuming I can find someone to teach them
Park River	Park River	Harold Knoll	1.00	32,000	Classroom space,
Richardton	Richardton/Taylor	Gary Quintas	1.00	30,142	Cost are for a first time teacher - no space - some classes would be merged
Richland Co	Richland C.	Wayne Ulven	0.00	0	Would use current staff - but would be very short of gym space
Rolla	Rolla	Rob Lech	0.57	16,266	There are no space or time constraints
Rollette	Rollette	Brad Webster	2.00	56,000	Whole state will be competing for PE/Health Teachers - Hiring pool tight
Sawyer	Surrey	Bob Briggs	1.00	34,000	Space, Time Curriculum, Equipment
Scranton	Scranton	John Pretzer	0.70	22,000	We don't have the staff to implement and question if we can find hire one
Solen	Solen	Dick Schaffan	2.00	75,000	Can't afford to hire one more teacher- we'll be in non compliance
Stanley	Stanley	Wayne Stanley	1.00	35,000	Students would loose option to other electives
Starkweather, Boarder Cent	Boarder Cent	Eiroy Burkle	0.30	15,000	
Strasburg	Strasburg	Jim Eiseman	0.30	9,200	

Doug Johnson 2354

Staffing and Financial Impact 048 is not Passed

Tappen	Leonard Bjerklie	0.00	0	I understand need for 4 yrs of PE -but not health
Thompson	Ron Stahlecker	0.57	18,000	Would have to offer 3 more periods of health - PE already offered
Tioga	David Rust	0.50	19,200	need to hire a 1/2 time Health PE teacher extremely difficult
Valley City	Dean A. Kopplemar	2.00	75,000	
Williston	Warren Larson	2.00	100,000	Finding space for 2 more teachers at high school difficult
Wimbeldon	Steve Colby	0.00	0	None
Totals		46.46	1,543,006.31	

North Dakota Department of Public Instruction
 Management Information Systems
 School Year 2006-2007

The information in this file is subject to change at any time
 2/6/2007

School	City	Phy Ed Course	Gr 9	Gr 10	Gr 11	Gr 12	PE Enrollment Gr 9-12	Total School Enrollment Gr 9-12
Alexander Public School	Alexander	General PE	2	1	0	0	3	6
Anamoose Public School	Anamoose	General PE	9	5	2	2	18	32
Ashley Public School	Ashley	General PE	10	11	0	0	21	50
Beach High School	Beach	General PE	32	9	7	3	51	
		Indiv & Dual Sport	3	11	9	16	39	130
		Adaptive PE	9	4	2	6	21	
Turtle Mt Comm High School	Belcourt	General PE	187	85	11	1	284	
Belfield Public School	Belfield	Indiv & Dual Sport	51	40	25	22	138	606
Berthold Public School	Berthold	General PE	21	8	9	11	49	81
		General PE	18	16	6	0	40	71
Beulah High School	Beulah	General PE	20	22	20	20	82	
Bisbee-Egeland Public School	Bisbee	Indiv & Dual Sport	0	12	15	40	67	272
		General PE	7	0	2	4	13	23
		Adaptive PE	0	1	0	12	13	
Bismarck High School	Bismarck	General PE	0	556	531	392	1479	
		Swim & Water Safety	0	0	3	0	3	1442
		Adaptive PE	0	4	4	8	16	
Century High School	Bismarck	General PE	0	419	424	351	1194	1126
Dakota Adventist Academy	Bismarck	General PE	9	11	2	1	23	40
Horizon Middle School*	Bismarck	General PE	107	0	0	0	107	251
Shiloh Christian School	Bismarck	General PE	29	0	0	0	29	96
Simple Middle School*	Bismarck	General PE	166	0	0	0	166	
South Central Alt High School	Bismarck	Indiv & Dual Sport	129	0	0	0	129	284
		General PE	3	12	17	6	38	81
St Marys Central High School	Bismarck	General PE	61	4	2	5	72	
Wachter Middle School*	Bismarck	Indiv & Dual Sport	5	41	29	35	110	348
		General PE	207	0	0	0	207	285

School	City	Phy Ed Course	Gr.9	Gr.10	Gr.11	Gr.12	PE Enrollment Gr.9-12	Total School Enrollment Gr.9-12
Bottineau Jr-Sr High School	Bottineau	General PE	38	56	17	9	120	285
Bowman Co Public School	Bowman	General PE	28	31	49	36	144	180
Central Valley Public School	Buxton	General PE	20	20	0	0	40	99
Cando Public School	Cando	General PE	20	17	2	7	46	72
		Adaptive PE	0	0	0	1	1	
Carrington High School	Carrington	General PE	44	35	21	24	124	216
Central Cass Public School	Casselton	General PE	65	31	52	25	173	260
		General PE	21	7	25	10	63	
		Indiv & Dual Sport	0	4	17	12	33	168
		General PE	25	27	0	0	52	
Center Public School	Center	Indiv & Dual Sport	0	0	1	13	14	101
Richland Jr-Sr High School	Collfax	General PE	28	17	4	3	52	115
		General PE	24	20	0	0	44	
		Indiv & Dual Sport	0	0	0	7	7	102
Griggs Co Central Public School	Coopersstown	General PE	24	29	4	5	62	104
Divide County High School	Crosby	General PE	30	0	0	8	38	
		Indiv & Dual Sport	15	3	6	3	27	203
Des Lacs-Burlington High School	Des Lacs	General PE	35	63	41	74	213	
		Indiv & Dual Sport	0	0	2	37	39	598
Devils Lake High School	Devils Lake	Adaptive PE	1	0	0	0	1	
		General PE	3	17	13	9	42	
		Swim & Water Safety	0	2	4	4	10	12
School for the Deaf	Devils Lake	General PE	251	92	46	36	425	
		Indiv & Dual Sport	71	53	116	164	404	928
Dickinson High School	Dickinson	General PE	40	29	36	53	158	172
Dickinson Trinity High School	Dickinson	General PE	12	0	0	0	12	
		Indiv & Dual Sport	0	0	4	4	8	49
Drake Public School	Drake	General PE	16	5	5	8	34	51
Drayton Public School	Drayton	General PE	40	0	0	0	40	
		Indiv & Dual Sport	0	0	0	27	27	150
Dunseith High School	Dunseith	General PE	13	6	6	4	29	79
Edgeley Public School	Edgeley	General PE	0	8	1	5	14	39
Edinburg Public School	Edinburg	General PE	16	8	0	0	24	
Edmore Public School	Edmore	Indiv & Dual Sport	2	1	5	0	8	53
Elgin-Ne... Public School	Elgin	General PE	28	8	2	11	49	111

School	City	Phy Ed Course	Gr 9	Gr 10	Gr 11	Gr 12	PE Enrollment Gr 9-12	Total School Enrollment Gr 9-12
Ellendale Public School	Ellendale	General PE	31	5	4	12	52	
Enderlin Public School	Enderlin	Indiv & Dual Sport	0	5	6	3	14	106
Fairmount Public School	Fairmount	General PE	25	29	22	10	86	116
Division of Independent Study*	Fargo	General PE	6	7	6	6	25	35
		Indiv & Dual Sport	0	0	0	458	458	0
		Adaptive PE	0	4	2	4	10	
		Dance	0	0	17	16	33	
North High School	Fargo	General PE	193	197	24	11	425	
		Indiv & Dual Sport	0	1	232	180	413	1220
Oak Grove Lutheran High School	Fargo	General PE	30	10	5	0	45	
		Indiv & Dual Sport	4	34	5	1	44	187
Shanley High-Sullivan Middle School	Fargo	General PE	122	1	1	0	124	
		Indiv & Dual Sport	0	28	45	73	146	320
		Adaptive PE	2	4	4	14	24	
		Dance	0	0	29	15	44	
South High School	Fargo	General PE	349	341	16	8	714	
Woodrow Wilson Alt High School	Fargo	Indiv & Dual Sport	0	1	303	235	539	2108
Fessenden-Bowdon Public School	Fargo	General PE	21	21	21	21	84	79
Finley-Sharon Public School	Fessenden	General PE	16	4	2	5	27	98
Flasher Public School	Finley	General PE	18	14	0	0	32	57
Fordville-Lankin Public School	Flasher	Indiv & Dual Sport	26	0	0	1	27	79
Sargent Central Public School	Fordville	General PE	10	10	0	0	20	39
	Forman	General PE	16	16	0	0	32	94
Four Winds Comm High School	Fort Totten	General PE	26	12	25	8	71	
		Indiv & Dual Sport	0	14	3	1	18	176
Standing Rock Comm Grant High Sch	Fort Yates	General PE	52	41	0	0	93	
Gackle-Streeter Public School	Gackle	Indiv & Dual Sport	0	0	29	35	64	240
		General PE	12	10	8	10	40	40
Garrison High School	Garrison	General PE	26	0	0	0	26	
Glen Ullin Public School	Glen Ullin	Indiv & Dual Sport	1	4	7	5	17	116
		General PE	10	12	9	7	38	60
Glenburn Public School	Glenburn	General PE	26	16	0	0	42	
Midkota High School	Glenfield	Indiv & Dual Sport	0	21	23	18	62	112
Golden Valley High School	Golden Valley	General PE	5	4	3	6	18	41
		General PE	2	7	5	0	14	22

School	City	Phy Ed Course	Gr 9	Gr 10	Gr 11	Gr 12	PE Enrollment Gr 9-12	Total School Enrollment Gr 9-12
Goodrich Public School	Goodrich	General PE	9	6	0	0	15	24
Grafton High School	Grafton	General PE	56	2	1	4	63	311
		Indiv & Dual Sport	0	10	11	13	34	
		Adaptive PE	1	0	1	6	8	
Central High School	Grand Forks	General PE	330	280	265	36	911	1154
		Indiv & Dual Sport	0	19	22	41	82	
		Adaptive PE	1	3	4	0	8	
Red River High School	Grand Forks	General PE	183	196	313	54	746	1189
		Indiv & Dual Sport	0	18	28	47	93	
		General PE	6	6	3	8	23	
Granville Public School	Granville	General PE	5	3	4	1	13	13
Grenora Public School	Grenora	General PE	22	17	0	0	39	72
North Sargent Public School	Gwinner	General PE	2	2	2	0	6	15
Halliday Public School	Halliday	General PE	23	5	11	18	57	96
Hankinson Public School	Hankinson	General PE	32	32	28	33	237	170
Harvey High School	Harvey	General PE	23	12	9	3	47	90
Hatton Public School	Hatton	General PE	20	17	0	0	37	54
Hazelton-Mof-Brad Public School	Hazelton	General PE	62	60	5	33	160	243
Hazen High School	Hazen	General PE	13	16	0	0	29	54
Hebron Public School	Hebron	General PE	28	18	11	12	69	128
Hettinger Public School	Hettinger	Indiv & Dual Sport	26	18	9	19	72	141
Hillsboro High School	Hillsboro	General PE	2	3	9	17	31	141
		Indiv & Dual Sport	0	0	8	14	22	
		General PE	16	12	0	0	28	
Valley High School	Hoople	General PE	22	20	0	0	42	52
Hope Public School	Hope	Indiv & Dual Sport	0	0	0	9	9	91
Northern Cass Public School	Hunter	General PE	34	73	18	53	178	168
Midway Public School	Inkster	General PE	0	19	0	0	19	76
Anne Carlisen Center for Children	Jamestown	General PE	1	1	3	6	11	25
		Adaptive PE	4	2	2	0	8	
		General PE	154	14	7	10	185	
Jamestown High School	Jamestown	Indiv & Dual Sport	0	0	9	25	34	813
Kenmare High School	Kenmare	Adaptive PE	1	0	0	0	1	104
		General PE	27	26	4	1	58	
		General PE	7	6	0	0	13	
Kensal Public School	Kensal	General PE	7	6	0	0	19	19

School	City	Phy Ed Course	Gr 9	Gr 10	Gr 11	Gr 12	PE Enrollment Gr 9-12	Total School Enrollment Gr 9-12
Killdeer Public School	Killdeer	General PE	25	6	6	17	54	120
Kindred Public School	Kindred	General PE	45	13	27	53	138	213
Kulm High School	Kulm	General PE	11	0	0	0	11	
		Indiv & Dual Sport	0	0	8	4	12	43
Lakota High School	Lakota	General PE	17	13	8	9	47	
LaMoure Public School	LaMoure	Indiv & Dual Sport	19	15	13	11	58	87
Langdon Area High School	Langdon	General PE	30	1	16	3	50	107
Larimore High School	Larimore	General PE	48	46	9	16	119	221
New Testament Baptist Christian Sch	Larimore	General PE	47	55	24	32	158	194
Leeds Public School	Leeds	General PE	5	3	6	4	18	18
Lidgerwood Public School	Lidgerwood	General PE	11	13	1	0	25	68
Burke Central Public School	Lignite	General PE	15	19	0	9	43	68
Linton Public School	Linton	General PE	5	3	0	2	10	29
Lisbon High School	Lisbon	General PE	32	44	13	17	106	116
Maddock Public School	Maddock	General PE	51	4	14	61	130	228
		General PE	13	0	0	0	13	63
North Shore High School	Makoti	General PE	8	9	0	0	17	
		Indiv & Dual Sport	0	1	7	10	18	41
		Adaptive PE	5	4	9	6	24	
		General PE	0	192	10	1	203	
		Indiv & Dual Sport	0	0	145	77	222	1063
		Swim & Water Safety	185	9	19	16	229	
Mandan High School	Mandan	Dance	19	23	9	11	62	
		Indiv & Dual Sport	19	23	9	11	62	
		Swim & Water Safety	19	23	9	11	62	
		General PE	19	0	2	2	62	62
		General PE	24	0	4	15	23	45
		General PE	16	9	0	0	43	68
		Indiv & Dual Sport	0	4	3	6	25	
		General PE	44	59	17	16	136	204
		General PE	0	7	0	0	7	37
		General PE	16	0	0	0	16	59
		General PE	18	6	5	7	36	96
		General PE	24	13	0	0	37	67
Bishop Ryan High School	Minot	General PE	41	29	15	28	113	180

School	City	Phy Ed Course	Gr 9	Gr 10	Gr 11	Gr 12	PE Enrollment Gr 9-12	Total School Enrollment Gr 9-12
Central Campus School	Minot	Adaptive PE	7	9	0	0	16	960
Dakota Memorial School	Minot	General PE	392	384	0	0	776	70
Magic City Campus High School	Minot	General PE	4	4	1	0	9	952
Our Redeemers Christian School	Minot	Adaptive PE	0	0	6	5	11	76
Souris River Campus Alt High School	Minot	General PE	0	0	936	848	1784	188
Minto Public School	Minto	General PE	12	23	14	9	58	80
MLS-Mohall Public School	Mohall	General PE	2	10	8	6	26	73
Montpelier Public School	Montpelier	General PE	20	20	0	3	43	46
Mott-Regent Public School	Mott	General PE	3	12	6	9	30	104
Munich Public School	Munich	General PE	14	0	0	0	14	50
Napoleon Public School	Napoleon	General PE	25	0	5	7	37	30
New England Public School	New England	General PE	13	12	18	7	50	78
New Rockford-Sheyenne Public School	New Rockford	General PE	15	15	0	0	30	69
New Salem High School	New Salem	Indiv & Dual Sport	0	0	6	10	16	153
New Town High School	New Town	General PE	11	5	6	9	31	129
Newburg-United Public School	Newburg	General PE	33	21	1	1	56	228
Northwood Public School	Northwood	Indiv & Dual Sport	0	0	17	7	24	25
Oakes High School	Oakes	General PE	27	22	25	52	126	103
Park River Public School	Park River	General PE	47	29	18	20	114	166
Parshall High School	Parshall	General PE	6	0	0	0	6	137
Pembina Public School	Pembina	General PE	19	21	9	20	69	70
Dakota Prairie High School	Petersburg	General PE	29	26	17	22	94	65
Pingree-Buchanan High School	Pingree	General PE	32	43	0	0	75	113
Powers Lake High School	Powers Lake	General PE	21	13	0	0	34	50
Prairie Learning Education Center	Raleigh	General PE	9	1	1	3	14	36
Ray Public School	Ray	Indiv & Dual Sport	1	9	5	9	24	58
Richardton-Taylor High School	Richardton	Adaptive PE	2	0	0	3	5	61
North Central Public School	Rock Lake	General PE	43	5	8	2	58	50
		General PE	16	17	0	0	33	36
		General PE	6	13	5	6	30	31
		General PE	14	9	5	3	31	30
		General PE	19	11	0	0	30	8
		Indiv & Dual Sport	5	2	0	1	8	91
		General PE	21	39	12	9	81	21
		General PE	2	3	1	0	6	

School	City	Phy Ed Course	Gr. 9	Gr. 10	Gr. 11	Gr. 12	PE Enrollment Gr. 9-12	Total School Enrollment Gr. 9-12
North Central Public School	Rogers	General PE	14	0	0	0	14	
Roiette Public School	Roiette	Indiv & Dual Sport	0	6	5	9	20	48
Mt Pleasant Public School	Rolla	General PE	0	23	0	0	23	58
White Shield Public School	Roseglan	General PE	26	8	10	11	55	94
Rugby High School	Rugby	General PE	0	11	0	5	16	37
St John Public School	Saint John	General PE	59	51	25	29	164	213
St Thomas Public School	Saint Thomas	Indiv & Dual Sport	0	30	10	1	41	
Sawyer Public School	Sawyer	General PE	11	2	1	3	6	107
Scranton Public School	Scranton	General PE	20	8	13	4	36	36
Selfridge Public School	Selfridge	Indiv & Dual Sport	0	0	2	6	8	49
MLS-Sherwood Public School	Sherwood	General PE	13	22	13	6	54	59
Solen Public School	Solen	General PE	5	0	1	0	6	14
South Heart Public School	South Heart	General PE	7	4	5	4	20	25
Stanley High School	Stanley	General PE	12	1	4	4	21	49
Starkweather Public School	Starkweather	General PE	25	30	4	10	69	93
Steele-Dawson Public School	Steele	Indiv & Dual Sport	0	34	0	0	34	
Strasburg High School	Strasburg	General PE	10	5	23	23	61	110
Surrey Public School	Surrey	General PE	16	8	7	8	39	40
Tappen Public School	Tappen	General PE	26	12	13	10	61	90
Thompson Public School	Thompson	General PE	13	0	0	0	13	
Tioga High School	Tioga	Indiv & Dual Sport	0	0	12	22	34	64
Maple Valley High School	Tower City	General PE	58	0	11	12	81	111
Towner Public School	Towner	General PE	6	1	2	9	18	36
Eight Mile Public School	Trenton	General PE	33	18	41	45	137	146
Turtle Lake-Mercer Public School	Turtle Lake	Indiv & Dual Sport	22	22	0	0	44	
		General PE	0	0	3	6	9	85
		General PE	0	17	13	14	44	93
		General PE	23	14	0	0	37	81
		General PE	18	3	0	1	22	75
		General PE	17	12	5	2	36	
		Indiv & Dual Sport	0	0	14	0	14	67

School	City	Phy.Ed Course	Gr 9	Gr 10	Gr 11	Gr 12	PE Enrollment G.9-12	Total School Enrollment Gr 9-12	
Tuttle-Pettibone High School	Tuttle	General PE	4	0	0	6	10	18	
Underwood Public School	Underwood	General PE	20	21	0	0	41	79	
		Adaptive PE	1	1	2	2	6		
		General PE	77	84	1	2	164		
Valley City Jr-Sr High	Valley City	Indiv & Dual Sport	0	0	0	2	2	391	
Velva Public School	Velva	General PE	40	0	0	0	40	144	
		Adaptive PE	4	0	0	0	4		
Wahpeton High School	Wahpeton	General PE	92	61	13	20	186	492	
Walhalla Public School	Walhalla	General PE	17	7	7	9	40	97	
Warwick Public School	Warwick	General PE	22	23	6	8	59	72	
Washburn Public School	Washburn	General PE	17	0	4	2	23	109	
Johnson Corners Christian Academy	Watford City	General PE	0	0	2	0	2	5	
Watford City High School	Watford City	General PE	45	54	3	0	102	202	
		Adaptive PE	3	0	0	0	3		
West Fargo High School	West Fargo	General PE	6	335	351	308	1000	1645	
Westhope Public School	Westhope	General PE	9	6	0	1	16	44	
		General PE	0	6	6	8	20		
		Indiv & Dual Sport	0	0	1	2	3	53	
Trinity Christian School	Williston	General PE	53	72	31	28	184		
Williston High School	Williston	Indiv & Dual Sport	0	12	20	49	81	762	
Wilton Public School	Wilton	General PE	25	16	1	2	44	80	
Wimbledon-Courtenay Public School	Wimbledon	General PE	17	16	0	0	33	47	
Wing Public School	Wing	General PE	4	3	4	4	15	24	
Wishek Public School	Wishek	General PE	31	0	0	0	31	71	
Wolford Public School	Wolford	General PE	5	4	4	0	13	19	
Wyndmere Public School	Wyndmere	General PE	24	21	8	10	63	98	
Zeeland Public School	Zeeland	General PE	5	0	2	1	8	11	
Schools Reporting PE: 190							Totals	23,945	34,002

School	City	Phy.Ed. Course	Gr 9	Gr 10	Gr 11	Gr 12	PE Enrollment Gr 9-12	Total School Enrollment Gr 9-12
<p><i>Physical Education:</i> A combination of physical education activities to be selected by the school from that outlined below for Swimming and Water Safety 08032, Dance 08034, Individual and Dual Sports 08036 and Gymnastics 08038. At least three of the four areas must be included.</p>								
<p><i>Adaptive Physical Education:</i> Physical development activities for handicapped students. Restricted students should be included in the physical education program. The instructor should encourage students to participate in activities which are within their capabilities. All students should be able to participate in such limited activities as table games, darts, shuffle board, cards, Ping-Pong, and other adapted games. Students should be taught activities that can be done at home. Other activities possible in a restricted program include archery, badminton, croquet, golf, handball, hiking, horseshoes, swimming, and some team games.</p>								
<p><i>Individual & Dual Sports:</i> Lifetime games and sports such as tennis, badminton, handball, golf, and archery should be included on a regular schedule. Other activities may include boating and canoeing, bowling, hiking, horseshoes, fencing, fly and bait casting, paddle tennis, riding, skating, snowshoeing, and table tennis.</p>								

Testimony
Senate Bill 2354
House Education Committee
Tuesday, February 27, 2007

Madam Chairwoman Kelsch and members of the House Education Committee. My name is June Herman, and I am the Senior Advocacy Director for the American Heart Association. I am here today to testify in support of Senate Bill 2354, and ask for a "do pass" recommendation from this committee.

The requirement that schools "offer" PE to our high school youth is a positive re-enforcement each year of the importance of developing a physically active lifestyle. Schools have options of group and individual physical activity coursed to offer students for their half-unit of credit. School limited by facility or class instructor availability can still meet the objective of SB 2354 by utilize the concept based class for the basic course of group instruction, and utilize a variety of other physical activity based course work that includes a variety of individual study classes.

This bill seeks to return to a basic course of instruction that once worked in all our schools – one which engaged all of our youth in high school physical activity every year. The epidemic of obesity in children and adolescents convinces us that an approach is needed that will reach a majority of our children and adolescents. with children spending 2,000 hours a year in school.

The rapid increase in the prevalence of obesity in young people has occurred at the same time as other alarming trends:

- Between 1991 and 2003 the percentage of high school students enrolled in daily physical education decreased from 41.6 percent to 28.4 percent.
- Physically active transport to and from school has declined from previous generations. Today only one-third of students who live within one mile of school walk or bike there; and less than 3 percent of students living within two miles of school walk or bike there.

Expanding waistlines are even squeezing the bottom line of the nation's schools, as poor eating and exercise subtly strip money from education. With 9 million overweight schoolchildren, a number that has tripled since 1980, there is a new study which may give education leaders a traditional motivation for making changes: money.

Based on a study of 9 states, all which provide state money based on student attendance, those schools have lost dollars because of absenteeism, a problem caused in part by the poor nutrition and inactivity of those missing school – costing tens of millions of dollars. Unhealthy lifestyles by students and faculty lead to other hidden costs, from lower worker productivity to the added expenses of helping students who have fallen behind.

The American Heart Association has sought a number of important partnerships and venues to address the childhood obesity issue. Still, a critical element that can't be overlooked is ensuring that we establish North Dakota education requirements that include once again a strong program of physical education for all students. To aide you in your committee work, I've attached the following:

- A summary on the scientific statement “Promoting Physical Activity in Children and Youth: A Leadership Role for Schools”, published in *Circulation: Journal of the American Heart Association*
- Editorials generated last session on PE in North Dakota schools

It is our hope that this committee does provide a “Do Pass” recommendation this session for this bill as presented, or falling short of that possibility, at least pass out language that specifically seeks movement and agreed upon data resources that would enable our state to move forward ...or back to the days of school physical activity opportunities ...for the health of our kids.

From a heart health perspective, we can suggest a number of areas that would lend itself to this study work. Some of these areas of review could benefit from additional action this session to provide you with a richness of information to benefit your review.

Subject Area	60 th Legislative Session	Study Options
HB 1451 – School vending bill		Benefits of adding nat'l snack and milk agreement standards for the future
<p>SB 2354 - one-half unit of physical education during each school year 9-12, once every four years the unit must be a concept-based fitness class.</p> <p>The current requirement is for schools to offer one-half unit total for all four years of high school.</p>	Will some level of school objection justify specific process for data and analysis of impact?	Review information: 1) Students opting for PE 2) How the interest was accommodated 3) Identified barriers
SB 2309 – Establishes graduation requirements	Require reporting of current school board graduation requirements	Information will provide important baseline data of current school requirements
Joint Power Agreements – would structure lend itself to regional “Health School Program” managers, and alignment of state, federal, private and community resources/efforts for improved school health opportunities?	AEDs in schools – regional work on athletic and school AED system of response	Consider report of the Healthy School Program initiative, funded by the Robert Wood Johnson Foundation, with Alliance for a Healthier Generation. http://www.healthiergeneration.org

Testimony
Senate Bill 2354

Tuesday February 27, 2007
House Education Committee

Amy Heuer
President-Elect North Dakota Association for Health,
Physical Education, Recreation and Dance (NDAHPERD)

Good morning Chairwoman Kelsch and members of the committee. My name is Amy Heuer. I am the President-Elect of the North Dakota Association of Health, Physical Education, Recreation and Dance and a teacher of Physical Education. I am here in support of Senate Bill 2354. This bill will allow High School students the option of taking physical education each year while in high school.

Physical Education is not what it used to be. Students are taught in 5 main subject areas, or Standards. Our state's PE Standards are Movement Forms, Maintaining Physical Fitness, Behavior and Physical Activity and Benefits of Physical Activity. We measure those standards against benchmarks like all other Academic curriculum areas.

Some of these benchmarks include:

- understanding the physiological principles governing fitness maintenance and improvement;
- understanding how various factors affect physical activity preferences;
- knowing how to monitor and adjust activity levels to meet personal fitness needs;
- using principles of teamwork to achieve a common goal;
- understanding the concept of sportsmanship and the importance of responsible behavior.

With the passage of this bill, students will have the opportunity to develop the healthy habits of physical activity. This will increase their life expectancy by reducing their risk of diabetes, heart disease, obesity, osteoporosis and other diseases associated with a sedentary life style. The lack of these habits has caused this generation to be the first on record that will not live past the age of their parents.

PE isn't throwing out a basketball or kickball anymore. We are able to use technology such as pedometers, heart rate monitors, and TriFit computer systems to measure activity and fitness levels, as well as to develop fitness plans and goals. We teach students about proper nutrition, teamwork, goal setting, and respect for themselves and others. If they are not offered the opportunity to develop these skills, what type of student are we sending out into the world?

Physical education should not be compared to, or confused with, other physical activity experiences such as intramural or recreational endeavors. A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content for all children. Students do learn skills for lifetime activities such as: social dance, golf, tennis, bicycling, snowshoeing and outdoor recreation. Learning these skills follows a developmentally appropriate program with regular assessment to monitor and reinforce student learning.

You will hear arguments against this bill that include statements like "if it is offered, only the athletes will take it". That statement is pure conjecture. In reality, at Bismarck High School, where Senior Phy. Ed is an elective, 80% of seniors are taking Phy Ed. They had to offer it also as an early bird elective, because so many students wanted to take it and were already full with classes during the day. The total number of Seniors that take Phy Ed is 330 out of 414 students. Many of these also take a second choice such as weight training, personal fitness, and physical management.

Another argument you will hear is that the smaller schools are unable to provide space and staff to cover this extra offering. Again, not as difficult as they will lead you to believe. At Wilton Public Schools, Vicky Bender is the PE and Health teacher. Her classes include middle and high school health, and K-12 PE. With that entire course load, and one gymnasium, she is able to teach elementary PE, middle school PE, required 9th grade PE, and still offer each semester an elective PE for grades 10-12.

As the President-Elect of North Dakota AHPERD, I am asking you to consider the future of our youth and our state. Do what is best for our students, both physically and academically. By keeping our students active through regular physical education classes throughout high school, you will be allowing them the necessary opportunities to become better students and

more productive citizens for the state of North Dakota. I would like to ask the Education Committee for a "pass" recommendation for Senate Bill 2354.

Additional information sources:

PE4Life at: <http://www.pe4life.org/>

National Coalition for Promoting Physical Activity:

<http://www.ncppa.org/landmarkreports.asp>

American Alliance for Physical Education, Recreation and Dance:

<http://www.aahperd.org/index.cfm>

*Introduced by
Amy Bever*

SB 2354
27 Feb 07

Testimony
Senate Bill 2354

Tuesday February 27, 2007

Lois M. Mauch, MS
Physical Education Specialist &
Progress for Physical Education (PEP) Coordinator
for
Fargo Public Schools

Good morning Chairperson Kelsch and members of the committee. My name is Lois Mauch. I am the Physical Education Specialist for Fargo Public Schools and the Coordinator for the Progress for Physical Education Act for Fargo Schools. I am here in support of Senate Bill 2354. This bill will allow High School students in North Dakota the opportunity to have physical education as a part of their course studies every year in high school.

I would like to address a research project that we were able to do in Fargo that addresses the correlation between physical activity and academic achievement. The purpose of the study was to describe associations between nutrition/physical activity (PA) behaviors, fitness tests, and body mass index (BMI) with academic measures. The methodology consisted of sample Youth Risk Behavior Survey (YRBS) questions that pertained to nutrition and physical activity habits, height, weight, and fitness measurements of muscular strength, muscular endurance, cardiovascular endurance and Measures of Academic Progress (MAP) reading and math scores. Responses were matched to fitness tests (mile run, curl-ups, and push-ups), height, weight and academic scores (MAP Reading and Math)

The results showed that for reading scores a negative impact with a greater number of hours watching television and more cans of sweetened beverages. For math scores a positive impact was seen with more days of vigorous activity, more sports teams in the past year, passing the mile run.

This research demonstrates the importance of having more activity time for our students. By showing the correlation of increased academic progress and students who have better mile times and are stronger. They watch

less TV, they show an increase in involvement with sports teams, and most importantly more frequent vigorous activity. By offering physical education more often the academic achievement was increased.

Today's Physical Education focuses on Student engagement. By offering quality physical education programs, we can engage our students in taking ownership in their lifestyle. At the 9th grade level, a Personal Fitness could be the focus for the students. It includes concepts that teach our students the knowledge and applications of healthy living habits. By offering four years of physical education to our high school students we will have the necessary time to require a personal fitness course for our freshman as a prerequisite to their 10th grade physical education which will focus on the development of skills for lifetime activities. At the Junior and Senior year students engage in a personal fitness program and answer Essential Questions such as:

- ♥ Why is obesity at an all time high despite all the available information?
- ♥ Can a fitness program be good for one person and not for another? Why?
- ♥ What does fitness look like?
- ♥ What's the difference between sport and fitness?
- ♥

Students will know...

- ♥ How to figure out their personal heart rate zone in order to monitor their heart rate to ensure safety while exercising.
- ♥ The five health-related fitness components
- ♥ How good healthy habits influence personal fitness decisions.
- ♥ The Principles of training and how they influence personal fitness

Students will be able to...

- ♥ Program and download a heart rate monitors
- ♥ Interpret results of their personal fitness assessments
- ♥ Assess the 5 components of fitness
- ♥ Set realistic goals

None of this is possible with the small amount of time we now offer to our students in High School. By supporting this bill we will have a *comprehensive* physical education program for all high school students.

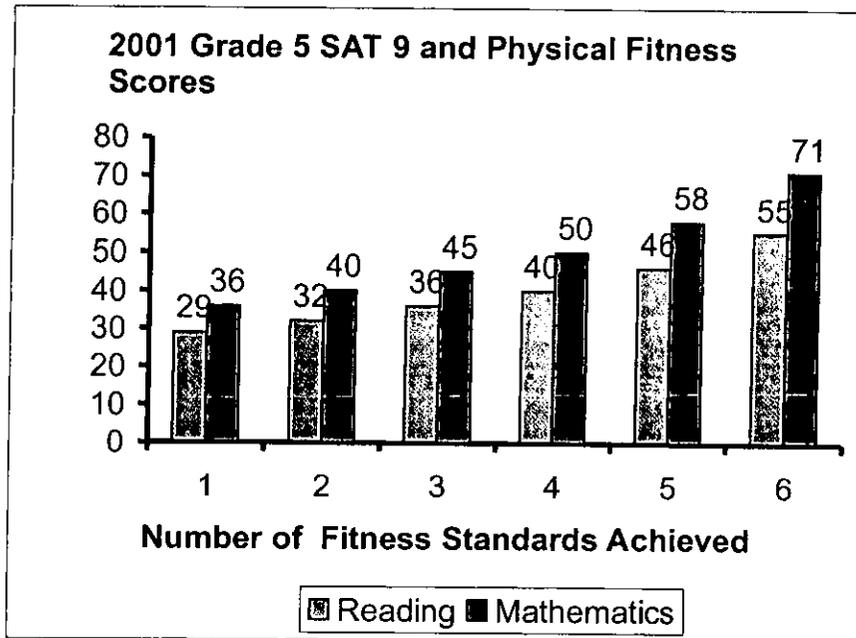
We are dealing with obesity crises. Now is the time to act! Ensure that all our North Dakota high school students have the opportunity to participate in a quality physical education program throughout their four high school years.

As a strong proponent for the future of a Healthier America, I am asking you to consider the future of our youth and our state. By keeping our students' active through regular physical education classes throughout high school, you will allow them the necessary opportunities to become better students and more productive citizens for our military, professions, and society.

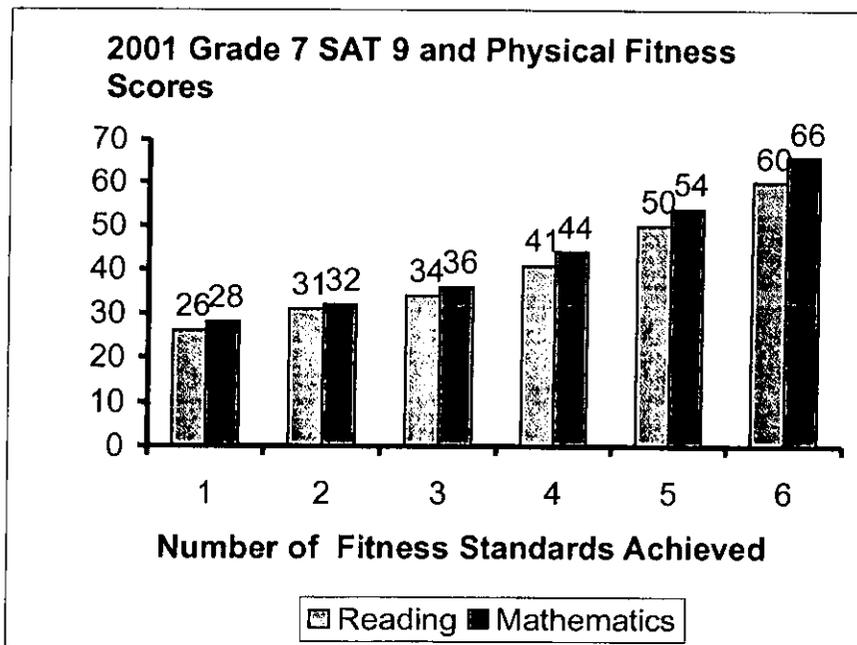
I would like to ask the Education Committee for a "pass" recommendation for Senate Bill 2354.

Lois M. Mauch, MS
Physical Education Specialist

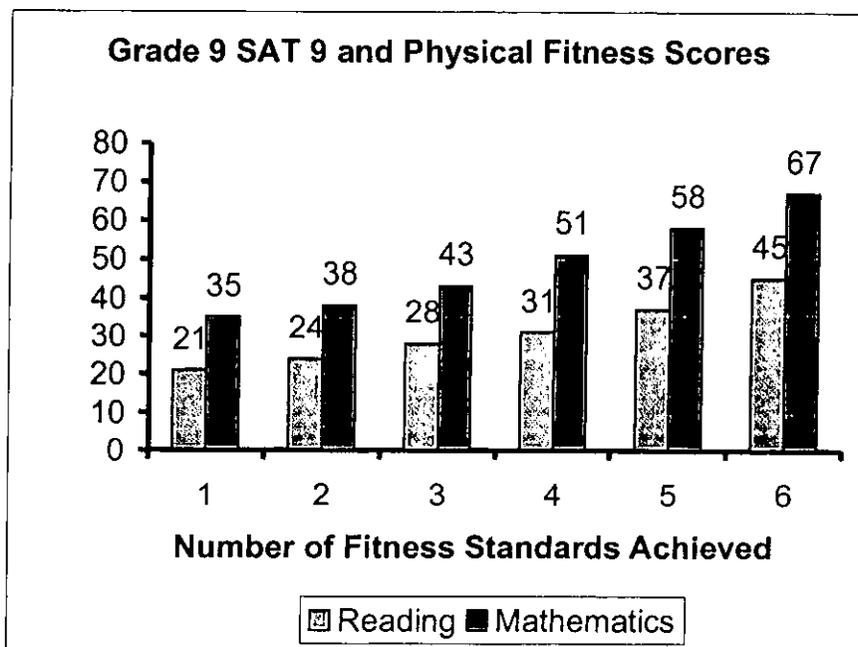
California Department of Education Study
December 10, 2002



- ❖ The height of each bar shows the average (median) SAT-9 national percentile rank of those students with a particular fitness score.
- ❖ Higher academic achievement is associated with higher levels of fitness in grade 5.
- ❖ Students in grade 5 who meet minimum fitness levels in three or more physical fitness areas show the greatest gains in academic achievement.
- ❖ The relationship between academic achievement and fitness in grade 5 was greater in mathematics than in reading, particularly at high fitness levels.
- ❖ The test that was used, *Fitnessgram*, uses criterion-referenced standards to evaluate fitness. These standards represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Achievement of the fitness standards is based upon a test score falling in the Healthy Fitness Zone (HFZ). Each of the six tasks measures a different aspect of fitness, and the HFZ represent minimal levels of satisfactory achievement on the tasks.



- ❖ The height of each bar shows the average (median) SAT-9 national percentile rank of those students with a particular fitness score.
- ❖ Higher academic achievement is associated with higher levels of fitness in grade 7.
- ❖ Students in grade 7 who meet minimum fitness levels in three or more physical fitness areas show the greatest gains in academic achievement.
- ❖ The relationship between academic achievement and fitness in grade 7 was greater in mathematics than in reading, particularly at high fitness levels.
- ❖ The test that was used, *Fitnessgram*, uses criterion-referenced standards to evaluate fitness. These standards represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Achievement of the fitness standards is based upon a test score falling in the Healthy Fitness Zone (HFZ). Each of the six tasks measures a different aspect of fitness, and the HFZ represent minimal levels of satisfactory achievement on the tasks.



- ❖ The height of each bar shows the average (median) SAT-9 national percentile rank of those students with a particular fitness score.
- ❖ Higher academic achievement is associated with higher levels of fitness in grade 9.
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North Dakota Physical Education Standards and Benchmarks

SUMMARY OF GRADES 9 – 12 BENCHMARKS

Standard 1: MOVEMENT FORMS

Students use a variety of movement forms.

12.1.1 Use advanced sport-specific skills in selected physical activities.

12.1.2 Use advanced skills in complex physical activities.

Standard 2: MOVEMENT CONCEPTS

Students use movement concepts and principles in the development of motor skills.

12.2.1 Understand biomechanical* concepts that govern different types of movement.

12.2.2 Understand how sport psychology* affects the performance of physical activities.

12.2.3 Understand the physiological principles governing fitness maintenance and improvement.

Standard 3: BENEFITS OF PHYSICAL ACTIVITY

Students understand the benefits of regular physical activity.

12.3.1 Understand factors that impact participation in physical activity.

12.3.2 Understand how various factors affect physical activity preferences.

12.3.3 Understand long-term physiological benefits of regular participation in physical activity.

Standard 4: MAINTAINING PHYSICAL FITNESS*

Students understand how to maintain a health-enhancing level of physical fitness.*

12.4.1 Understand components of health-related fitness* and their relationship to gender and age.

12.4.2 Know how to monitor and adjust activity levels to meet personal fitness needs.

12.4.3 Understand how to maintain a healthy, active lifestyle.

Standard 5: BEHAVIOR AND PHYSICAL ACTIVITY

Students use responsible personal and social behavior in physical activity settings.

12.5.1 Use leadership and follower roles, when appropriate, in accomplishing group goals in physical activities.

12.5.2 Use principles of teamwork to achieve a common goal.

12.5.3 Understand the potentially dangerous consequences of participation in physical activity.

12.5.4 Understand the role of sport and physical activities in a diverse world.

12.5.4 Understand the concept of sportsmanship and the importance of responsible behavior.



SCHOOL BOARD NEWS

FRONT PAGE ABOUT ARCHIVE NATIONAL AFFILIATE NSBA

Guest Viewpoint: Healthy students perform better in school

By Bill Potts-Datema

9/24/02 – Communities across America suffer from a health crisis costing billions of dollars annually and causing more than 4,600 deaths every day. Every segment of society is affected. Government strains to bear the burden. No family is untouched.

The causes of this crisis are familiar—slow, silent killers, including cardiovascular disease, cancer, and diabetes. These chronic diseases are among the most prevalent, costly, and preventable of all health problems.

The seeds of these chronic diseases are sown through unhealthy behavior initiated during childhood and youth. Poor and inadequate nutrition, inactivity, smoking, and other risky behavior are primary contributors to premature disability and death, creating staggering human and economic costs.

While these problems require attention from all of society, school board members and educators can take a powerful leadership role in finding solutions. Every school day, approximately 53 million young people attend school in the United States. For 13 years, schools play a critical role in children's lives, enabling them to establish and maintain healthy behavior.

Of course, the primary role of schools is to foster academic achievement. As a former teacher and staff member of a state department of education, I understand well the demands of school reform and the pressures on school boards to find innovative ways to enable students to perform to high standards and expectations. Any solution must include educational achievement as a priority.

But, fortunately, there are many opportunities for education and public health to be partners in search of solutions. Schools can teach knowledge and behavior that not only will foster healthy lifestyles but will better prepare students to learn. School board members are uniquely positioned to take leadership roles in this effort.

Research increasingly supports the critical link between health and learning. For example, new data clearly show that when students receive proper nutrition, they perform better in the classroom:

- Numerous studies link participation in school breakfast programs with increased

achievement as measured by standardized test scores and grades.

- Participation in school food programs also has a positive effect on psychosocial outcomes, leading to lower levels of anxiety, hyperactivity, depression, and psychosocial dysfunction.
- Other factors, including absenteeism, tardiness, class participation, and suspension rates are affected positively.
- Dietary iron deficiency can lead to a shortened attention span, irritability, fatigue, and difficulty with concentration—all detriments to learning.

Schools also can have a positive impact on students' level of physical activity and thereby also improve students' classroom performance. Recent data show that:

- Student achievement can be maintained if schools provide more opportunities for physical education, even if class time for academic subjects is cut back.
- Physical activity can help increase students' ability to concentrate and reduce disruptive behavior, which can have a positive impact on academic achievement.

School board members can capitalize on the links between nutrition and physical activity and student success. Here are some actions that work:

- Offer a nutritious breakfast program. Far too many children leave home without a breakfast that provides the fuel they need for academic achievement. Without this start, students fight a losing battle throughout the school day.
- Offer and promote healthy food options for students throughout school buildings, including the cafeteria, at student clubs and other co-curricular meetings, and at dances and other social events. Promote fresh fruit, milk, water, and fruit juice consumption and limit access to foods high in sugar and fat content.
- Provide high-quality physical education and appropriate physical activity programs for all students at all ages.
- Start a faculty and staff wellness program.
- Offer classes directed toward establishing and maintaining lifelong physical activity. Work with the community to establish high-quality co-curricular physical activity programs.
- Encourage health education courses that teach students about nutritious eating.

This sounds basic, but a recent survey of high school student leaders conducted by the National Association of Student Councils found that most respondents did not know how many servings from each of the five major food groups a person should eat daily. And 65 percent of these student leaders said they wanted more information on the benefits of good nutrition.

- Hold parent meetings to discuss nutrition, physical education, and physical activity initiatives. Parents are often more engaged when they understand the issues and know what they can do to help. Encourage them to model healthy eating and exercise habits. Review the importance of a good breakfast and healthy snacks.

- Work with locally elected officials to help them understand the importance of good nutrition and physical activity for children and youths. As elected officials, school board members can speak as peers to state legislators.

We can and should work together to improve the ability of students to succeed in school while helping them to establish and maintain healthy behavior that can prevent chronic disease.

In that spirit of partnership, more than 30 education and health organizations, including NSBA, are cosponsoring a national event, the "Healthy Schools Summit: Taking Action for Children's Nutrition and Health," to be held in Washington, D.C., Oct. 7-8. The event is chaired by Dr. David Satcher, former U.S. Surgeon General. Laura Bush is the honorary chair.

Local school board members and other education policymakers will be able to build upon the actions taken at the summit.

State healthy schools teams are forming to advance the summit's mission at the state, school district, and school- building levels. Each team will develop its own action plan to identify and pursue its state's most important issues.

Working together, we can improve students' health status and ability to achieve in school. We can make a difference in our children's ability to lead long, healthy, happy, and productive lives free of chronic disease.

School board members are important decision makers and opinion leaders in this critical work. The actions we begin together can provide a healthier, more productive future for America's children and youth.

Bill Potts-Datema is director of partnerships for children's health at the Harvard School of Public Health.

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Guidelines for School Health Programs to Promote Physical Activity: Summary

Division of Adolescent and School Health (DASH), National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP), Centers for Disease Control and Prevention (CDC)

Young people can build healthy bodies and establish healthy lifestyles by including physical activity in their daily lives. However, many young people are not physically active on a regular basis, and physical activity declines dramatically during adolescence. School and community programs can help young people get active and stay active.

Benefits of Regular Physical Activity

- Studies show that regular physical activity in childhood and adolescence:¹
 - Improves strength and endurance.
 - Helps build healthy bones and muscles.
 - Helps control weight.
 - Reduces anxiety and stress and increases self-esteem.
 - May improve blood pressure and cholesterol levels.

In addition, young people say they like physical activity because it is fun; they do it with friends; and it helps them learn skills, stay in shape, and look better.

Percentage of High School Students Participating in Physical Activity and Physical Education, by Sex, 2005²

	Girls	Boys
At least 60 minutes/day of physical activity ^a	27.8%	43.8%
Attended physical education class daily ^b	29.0%	37.1%

^aAny kind of physical activity that increased heart rate and made them breathe hard some of the time for at least 60 minutes per day on 5 or more of the 7 days preceding the survey

^bAttended physical education classes 5 days in an average week when they were in school



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention

MAY 2006



Consequences of Physical Inactivity

- Inactivity during childhood and adolescence increases the likelihood of being inactive as an adult. Adults who are less active are at greater risk of dying of heart disease and developing diabetes, colon cancer, and high blood pressure.¹

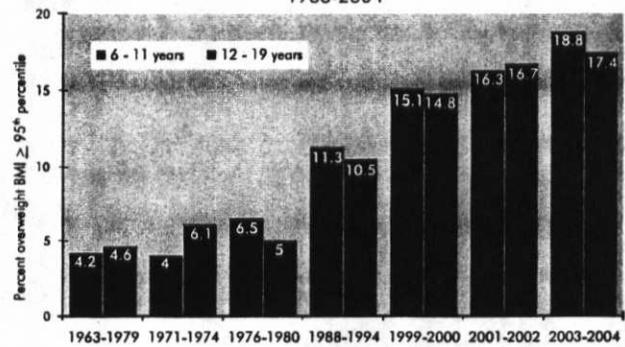
Overweight Among Youth

- The prevalence of overweight among children aged 6-11 has more than doubled in the past 20 years, increasing from 7% in 1980 to 18.8% in 2004.³
- Children and adolescents who are overweight are more likely to be overweight or obese as adults; overweight adults are at increased risk for heart disease, high blood pressure, stroke, diabetes, some types of cancer, and gallbladder disease.⁴

Physical Activity Among Young People

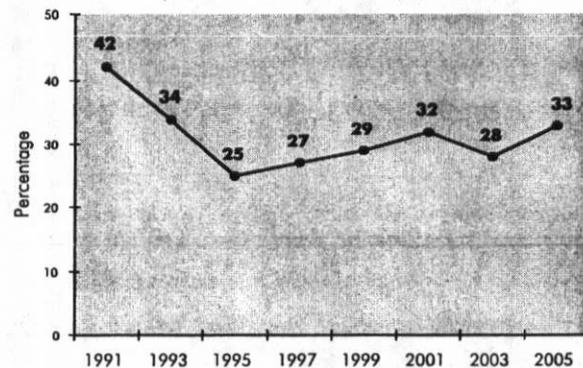
- Thirty-six percent of high school students had participated in at least 60 minutes/day of physical activity on 5 or more of the 7 days preceding the survey.²
- Sixty-four percent of high school students participated in sufficient vigorous physical activity, and 27% participated in sufficient moderate physical activity.²
- The percentage of high school students who attended physical education classes daily decreased from 42% in 1991 to 25% in 1995, and has remained stable at that level until 2005 (33%). In 2005, 45% of 9th grade students but only 22% of 12th grade students attended physical education class daily.²
- Among the 54% of students who attended physical education classes, 84% actually exercised or played sports for more than 20 minutes during an average class.²

Percentage of U.S. Children and Adolescents Who Were Overweight*
1963-2004**



* $\geq 95^{\text{th}}$ percentile for BMI (Body Mass Index) by age and sex based on 2000 CDC BMI-for-age growth charts;
** Data for 1963-70 are only for children (ages 6-11 years) from 1963-65 and only for adolescents (ages 12-17 years) from 1966-70.
Source: National Center for Health Statistics, CDC

Percentage of High School Students Who Attended
Physical Education Classes Daily, 1991-2005²



Young people can benefit from being physically active on most, if not all, days of the week. This should include both moderate and vigorous physical activity.

Examples of moderate activity include:

- Brisk walking
- Bicycling
- Playing actively
- Dancing

Examples of vigorous activity include:

- Running
- Jumping rope
- In-line or rolling skating
- Skipping

CDC's Guidelines for Schools to Promote Lifelong Physical Activity

CDC's Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People were developed in collaboration with experts from other federal agencies, state agencies, universities, volunteer organizations, and professional associations. They are based on an extensive review of research and practice.

Key Principles

The guidelines state that physical activity programs for young people are most likely to be effective when they:

- Emphasize enjoyable participation in physical activities that are easily done throughout life.
- Offer a diverse range of noncompetitive and competitive activities appropriate for different ages and abilities.
- Give young people the skills and confidence they need to be physically active.
- Promote physical activity through all components of a coordinated school health program and develop links between school and community programs.

Recommendations

The guidelines include 10 recommendations for ensuring quality physical activity programs.

1 Policy

Establish policies that promote enjoyable, lifelong physical activity.

- Schools should require daily physical education and comprehensive health education (including lessons on physical activity) in grades K-12.
- Schools and community organizations should provide adequate funding, equipment, and supervision for programs that meet the needs and interests of all students.

2 Environment

Provide physical and social environments that encourage and enable young people to engage in safe and enjoyable physical activity.

- Provide access to safe spaces and facilities and implement measures to prevent activity-related injuries and illnesses.

- Provide school time, such as recess, for unstructured physical activity, such as jumping rope.
- Discourage the use or withholding of physical activity as punishment.
- Provide health promotion programs for school faculty and staff.

3 Physical Education

Implement sequential physical education curricula and instruction in grades K-12 that:

- Emphasize enjoyable participation in lifetime physical activities such as walking and dancing, not just competitive sports.
- Help students develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle.
- Follow the National Standards for Physical Education.
- Keep students active for most of class time.

4 Health Education

Implement health education curricula and instruction that:

- Feature active learning strategies and follow the National Health Education Standards.
- Help students develop the knowledge, attitudes, and skills they need to adopt and maintain a healthy lifestyle.

5 Extracurricular Activities

Provide extracurricular physical activity programs that offer diverse, developmentally appropriate activities—both noncompetitive and competitive—for all students.

6 Family Involvement

Encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

7 Training

Provide training to enable teachers, coaches, recreation and health care staff, and other school and community personnel to promote enjoyable, lifelong physical activity among young people.

8 Health Services

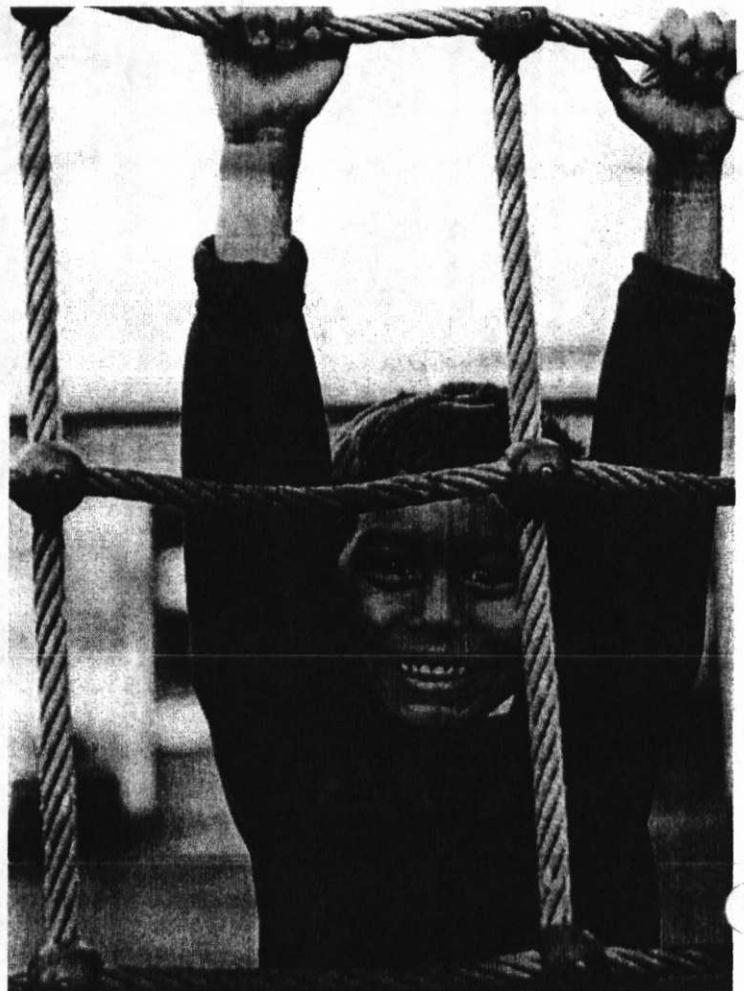
Assess the physical activity patterns of young people, refer them to appropriate physical activity programs, and advocate for physical activity instruction and programs for young people.

9 Community Programs

Provide a range of developmentally appropriate community sports and recreation programs that are attractive to all young people.

10 Evaluation

Regularly evaluate physical activity instruction, programs, and facilities.



References

1. CDC. Physical activity and health: *A report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, 1996.
2. CDC. Youth Risk Behavior Surveillance-United States, 2005. *Morbidity and Mortality Weekly Report* 2006;55(SS-5):1-108.
3. Ogden CL, Carroll MD, Curtin LR, McDowell MA, Tabak CJ, Flegal KM. Prevalence of overweight and obesity in the United States, 1999-2004. *Journal of the American Medical Association* 2006;295(13):1549-1555.
4. U.S. Department of Health and Human Services. *The Surgeon General's call to action to prevent and decrease overweight and obesity*. [Rockville, MD]: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General; [2001]. Available from: U.S. GPO, Washington.

Complete guidelines are available online at <ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4606.pdf>.

For Additional Information Contact:

DASH, NCCDPHP, CDC
4770 Buford Highway, NE (Mail Stop K-12), Atlanta, GA 30341-3717
800-CDC-INFO
E-mail: CDC-INFO@cdc.gov

TESTIMONY ON SB 2354

House Education Committee

February 27, 2007

Valerie Fischer, Director of School Health

328.4138

Department of Public Instruction

Madam Chair and members of the Committee – I'm Valerie Fischer, Director of School Health for the Department of Public Instruction. On behalf of the Department, I am here to speak in support of SB 2354.

Teacher availability to teach physical education is substantiated by the ND Education Standards and Practices Board (ESPB), who do not consider physical education a teacher shortage area since there are more graduates than openings. This is true for the past several years, as well as projections for the next several years (ESPB, February 2007). According to data submitted by schools this school year, there are 1122 licensed staff currently teaching with a physical education major and 543 licensed staff teaching with a physical education minor (DPI, February 2007).

In the discussions during the 2005 session, we heard concerns expressed over ...

- the lack of physical space (for some schools, the gymnasium becomes the cafeteria for 2-3 hours each day);
- the requirement that PE be offered to each grade (no, under this bill, PE would be offered annually and any / all students could participate, not a required class for seniors, juniors, etc.);
- the curriculum content would need to change from year to year (yes, as it does for all subjects offered annually like math, English, etc.).

The Department acknowledges issues for some schools and we are willing to work with these schools to provide information and technical assistance to identify creative ways to provide annual PE.

The attachments provided with my testimony include information regarding **what schools reported to DPI** regarding their PE offerings for the current year. I'd like to indicate a few points to enable you to better interpret the information:

- Reporting errors do exist (i.e., Harvey actually has 33 seniors, not the reported 145) that have yet to be corrected;
- In the right columns, the PE enrollment will sometimes exceed the Total School enrollment. This may reflect home education students taking PE or students taking multiple PE classes;
- On page three, you'll see the Division of Independent Study has no school enrollment listed – they serve thousands of students and the enrollment numbers

change daily. Additionally, their structure is such that all students are identified as seniors – this affects the final column totals;

- Some middle schools are included as they offer 9th grade (i.e., page 1 – Simle Middle School) – expect to see 0's for grades 10-12;
- This report does not include competitive sports – no PE credit is given for participation in extra curricular sports.

According to the ND Educational Directory for the 2006-07 school year, ND has 33,827 students in grades 9-12 (public and non-public). North Dakota has 198 public K-12 districts – 169 accredited public high schools (plus 18 non-public and residential).

This report summarizes that 189 school buildings (representing 173 public & non public districts) offered PE this year to 23,945 students. In 2005, a similar report for HB 1048 indicated 13,649 students were offered PE. While that number increased by 10,000 this year, the data still identifies more than 10,000 students are not in PE this year. As district policy on what coursework is required is not provided to DPI, we have no way of knowing what is required. This table is merely showing enrollment for the current year.

Legislators have previously acknowledged the issues surrounding youth and health - this issue is not going away - we need to collectively address the most appropriate options for public policy. This bill is a small step towards addressing youth obesity by increasing physical activity –initiating life long positive habits which will move all students towards better health. We need to demonstrate to students that physical education and activity is as much an immediate and life long skill as math and English – we tend to emphasis academics because we think young people will naturally take care of themselves – but they don't. Asking schools to offer physical education every year throughout high school helps to create a supportive infrastructure for North Dakota's children so that they can learn to assimilate regular physical activity into their everyday lives.

From all that you have heard today, we believe you'll see how critical physical education is as part of a comprehensive curriculum. Promotion of healthy students has long been fundamental to the educational experience. In the best interest of our students and their health, I hope you will vote to increase physical education offerings. This concludes my testimony supporting SB 2354. I'd be happy to answer any questions you may have.

Attachments: Newsweek excerpt – January 25, 2007
DPI data re: schools who offer PE 2006-07

Excerpt from *Newsweek* magazine – January 25, 2007

This may be the first generation in which children live a shorter life span than their parents. If this were caused by a new virus or pathogen, or if some madman was harming our children, there would be a call to action from most parents, an uprising and uproar. But it's not some external germ or sinister force that's eating our young; it's what our young are eating—too much fat, salt and sugar. And it's not only what they're doing, but also what they're not doing—a lack of regular exercise.

Since 1970, the percentage of kids who are overweight or obese has risen almost fourfold, from 4.2 percent to 15.3 percent. Overweight kids have an estimated 70-80 percent chance of becoming obese adults, and 65 percent of adults are overweight or obese.

The good news is that childhood obesity is almost completely preventable. And we don't have to wait for a new drug or technology. We just have to put into practice what we already know. Now, imagine you have an intervention that can help cure childhood obesity. It doesn't cost anything, it's playful, fun and easy to learn, and the only side effects are good ones. It's called exercise.

Obesity, childhood and otherwise, is an imbalance between energy intake and expenditure, calories in and calories out. While several factors affect this equation, the ones we have the most control over are what we eat and how much we exercise.

In my earlier NEWSWEEK columns, I described what you and your kids can eat to stay healthy and wrote about efforts to make healthier beverages, snacks and foods available in schools. Here, I want to focus on the exercise part of the equation.

With the rise in videogames and the lack of exercise in schools, fitness is going down and fatness is going up. I was shocked to learn that only one state in the country—Illinois—mandates physical education in schools. That's pitiful.

I called my friend Dr. Kenneth Cooper, one of the pioneers of preventive medicine who coined the term "aerobics," and asked him why. "When we went to school many years ago, 90 percent of us had physical education," he said. "Now it's just reversed—only 10 percent of schools have physical education. Why can't we change this? One of the single most important things that America could do to reverse this trend is to put physical education back in schools and mandate it for all students."

I also spoke with Jim Whitehead, who is vice president of the American College of Sports Medicine and is serving this year as president of the National Coalition for Promoting Physical Activity. I asked him, "Why can't we pass laws that mandate physical education in every school? What would have more public support than something that's proven to prevent something really awful in kids?"

According to Whitehead, one of the unintended consequences of the No Child Left Behind Act was to significantly reduce the number of schools offering physical education. Schools are

rewarded or punished based on results from standardized tests, so many schools are cutting physical education out of the curriculum in order to spend more time teaching students to do well on these tests. "The physical fitness of students is not one of the metrics used to incentivize schools," he said, "so it worsens the trend of getting physical activity out of the school systems on a national basis."

Ironically, studies have shown that physical education in schools improves academic performance as well as physical fitness. A study by the California Department of Education of more than 350,000 fifth-grade students found a direct correlation between physical fitness and SAT scores, with the most fit in the 71st percentile and the least fit in the 36th percentile—almost half as much. When they looked at 322,000 seventh-grade students, they found an even bigger gap—the most fit scored in the 66th percentile on their SAT tests whereas the least fit scored in the 28th percentile.

Surely we can find some time in the academic curriculum for an hour of physical education each day, or at least three times per week, especially since exercise improves academic performance. Not every class is essential to our kids' academic development. As Paul Simon sang, "When I think back on all the crap I learned in high school, it's a wonder I can think at all."

At the Woodland Elementary School in Kansas City, discipline incidents involving violence decreased by 59 percent and the number of school suspension days decreased by 67 percent only one year after returning physical education to fourth and fifth graders. According to Craig Rupert, the school's principal, "It's not just the increased levels of fitness we are seeing in our kids which has everyone excited. Students are also more motivated throughout the day, their enthusiasm is way up, and discipline issues are way down."

What can we do? As Margaret Mead once wrote, "Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has." We need an uprising of concerned parents and other citizens to call their members of Congress. We need 50 states to mandate physical education in K-8 schools, not just one state. Also, we need to revise the No Child Left Behind act to incentivize rather than disincentivize regular physical education in schools.

You can also contact your state legislators, which tend to respond if they hear from enough concerned parents. For example, in California, where I live, Gov. Arnold Schwarzenegger's 2006-07 budget designated \$500 million for physical education and the arts. Given the economic and health consequences of childhood obesity, as well as the continued rise in health-care costs, this is a wise investment in our most important national resource: our children. It's time to tell our legislators to start exercising ... good judgment.

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TESTIMONY ON SENATE BILL 2354

February 27, 2007

Mary Wahl

NDCEL

We acknowledge that physical activity is a good thing.

We further acknowledge that most of us could do a better job of building more exercise into our daily routines.

So, why are we up in opposition to this bill?

WE BELIEVE that discussion of any significant change in curriculum offerings is premature. WE BELIEVE that such discussion should take place during the adequacy phase on the future of education in North Dakota.

During that phase we believe we must answer the following questions:

1. What is an adequate education?
2. How do we ensure that an adequate education is delivered to every student in our state? and
3. Lastly, how much is that defined adequate education going to cost and how are we going to fund it?

WE BELIEVE that the question of adding more units of physical education should take place in the context of these adequacy deliberations.

Some preliminary discussion regarding "what is an adequate education" has already taken place in the p-16 meetings. That discussion resulted in several bills being put forth this session including HB1194 and SB2309. Both of those bills listed graduation requirements. Both of those bills prescribe 1 unit of physical education.

What will future deliberations conclude when the question is asked "How many units of physical education should be included in the definition of an adequate education"?

If this bill requiring 2 units of physical education is passed and, for example, if ½ unit of health and ½ unit of physical education is determined to be adequate, would the state still require school districts to "make available" another 1-1/2 units of physical education? Will the language "make available" even exist after an adequate education is defined and the apparent graduation requirements are determined?

We repeat our position that any significant change in curriculum offering requirements is premature and that those discussions should take place in the context of the upcoming adequacy discussions.

So in the meantime. WHAT?

We support Resolution 3046 which directs the Legislative Council to study ways in which various public and private entities can cooperate to promote healthy lifestyles for children..."

This type of cooperative effort is important because research has concluded that what students do or don't do in physical education is only a small part of the childhood obesity problem.

That research states that the average American child watches 4 hours of television daily with some studies broadening that "television" term to include computers and video games. A study by researchers at John Hopkins School of Medicine along with the CDC and the National Institute of Health point out that the average high school graduate will likely spend 15,000 to 18,000 hours in front of a television set, but only 12,000 hours in school.

WE BELIEVE that it is going to take a united effort of health care professionals, the Department of Health, DPI, parents, schools – "the whole village" to effectively address the problem of childhood obesity.

The good news is that this effort can begin today in each of our communities. The good news is that this effort to combat childhood obesity can begin today in each of your communities if someone, maybe you, provides the initial leadership.

If you disagree with my analysis and think we should move ahead and implement this legislation we want you to do so understanding the implications to school districts for offering yearly units of physical education. Doug has the results of a survey showing some of that impact on our schools.

As you listen to his report we ask you to keep in mind that if the emphasis is on "physical activity" The Division of Distance Learning will not be much help to our schools in fulfilling this requirement.

In our correspondence with the Division it appears that only 1 of the 5 health/phy ed courses they offer at the 9-12 level has any physical activity and that activity is described as quote "exercises like pushups, jogging, leg raise. (with the added comment) They are very basic."



Testimony on SB 2354

By

Dr. M. Douglas Johnson, Executive Director—NDCEL

Chairwoman Kelsch and members of the House Education Committee, for the record my name is Doug Johnson and I represent the ND Council of Educational Leaders. I am here to testify in opposition to SB 2354.

The NDCEL philosophically agrees that making available additional physical education to every high school student during each school year would be a benefit for our students. Making physical education courses available to students each year would certainly help address issues of obesity and the teaching of living healthy life styles. However, it is our belief that offering additional courses in physical education is a choice that needs to be made at the local level, based on local needs, and decided by the individual district's ability to accommodate their choice to support these additional classes. With the adoption of SB 2354, all school districts would have to make available a half unit of physical education each school year. This, in essence, becomes an unfunded mandate as it increases the course offerings for every school that currently does not offer these course opportunities to their students. This will have a significant impact on school district budgets and facilities.

On Friday, February 23, the NDCEL conducted a survey with superintendents to determine what impact SB 2354 would have on school districts if ½ credit of physical education was to be made available during each school year. In addition, the survey assumed that a different physical education course must be offered for each year. This assumption was based on testimony provided by Anita Decker of the NDDPI during hearings on HB 1048 which had the same language where she stated:

“Courses can be configured as needed by each school. For example, a small school may offer one physical education class for all grade levels and one health class for all grade levels. Course content would change each year so that students are indeed offered four different classes. Health courses can be offered in any one year of four disciplines – physical education, health education, family and consumer science and science. Again, course content would change each year. This is not unlike band, for example: each school offers band but they don’t play the same music for four years.”

Anita Decker, January 19th, 2005 testimony on HB 1048 – House Education Committee

Further, the survey assumed, for discussion purposes and uniformity in responses, that all students in the school would elect to take the ½ unit of physical education each year. Finally, the survey asked superintendents to provide how many staff would need to be hired education, what the estimated cost of those hires would be to the district, and what other impacts such as classroom space, curriculum materials, and scheduling conflicts would be created if they had to offer physical education each year and all students elected or were required to take physical education for all four years of high school.

School superintendents representing over 60 school districts from across our state responded to the survey. They estimated that if all students would take physical education in their schools every year these responding districts would need to hire nearly **41** health/physical education teachers to meet the requirement. Further, they estimate the cost of hiring additional staff to meet the requirements of SB2354 to be nearly **\$1,235,000**. When asked what other impacts this would have on their school districts, superintendents cited, the scheduling conflicts, classroom space and the elimination of electives to offer these newly required courses as the biggest obstacle they face in the implementation of the law as SB 2354 is currently written. The summarized responses from the superintendents are included in my testimony, but here are just a few of their comments:

“Physical activity is a personal choice that people make and my opinion is that forcing students to take PE every year will not have a positive impact on their future decision making. The financial implications

for small schools are going to be tremendous - staffing and space requirements may be overwhelming for some!"

"An extra Phy Ed would take away some students for electives, music, band and CTE. At what point do we not have class. A class of 2 or 3 students would not be good for either the student nor our budget."

"I would have the room , but I would not have an open period for the students. If they are taking advanced classes they do not have free periods. If I were to offer the class only students with study halls would be able to take it. It would also be a schedule nightmare because no teachers have free period. The gym is only open the first period and a half in the mornings."

"By requiring additional PE requirements, other elective courses will suffer to the point that teachers of elective classes could find their teaching contract reduced."

Chairperson Kelsch and members of the House Education Committee, I encourage your committee to carefully consider the fiscal implications that this bill will have on many school districts in out state and to give SB 2354 a Do Not Pass vote.. Providing additional classes in physical education is a choice that needs to be made at the local level, based on local needs, and decided by the individual district's ability to accommodate their choice to support these additional classes. Madame Chair this concludes my testimony. At this time I would be happy to answer any questions that you have in regard to my testimony.

Sb 2
NDCEL Survey on Impact of Making Phy Ed Available During Each Year
February, 27, 2007

NDASA Region	City	District	Total 1/2 Units PE Available	Total 1/2 Units PE Required	Additional Staff Needed	Additional Staffing Costs	Comments on Additional Space Needed	Additional Comments
NE	Bisbee	Bisbee-Egeland	2	1	0	\$0		
NE	Cando	Southern	2	1	1	\$40,000		
NE	Edinburg	Edinburg #106	1	1	0	\$0	None	Most students take a half credit as 9th graders and again as 10th graders. Some juniors and seniors do take it, but most do not. The real impact would be that there would be fewer chances for them to take other electives in academic areas or music if we actually required the juniors and seniors to take PE. It would mess up the scheduling more too.
NE	Edmore	Adams and Edmore	1	1	0	\$0	No additional space would be needed.	Finding time in a schedule is the biggest issue. We utilize an eight period day to maximize our class offerings and fit the needs and wishes of our students. The legislatures need to realize that when they mandate classes it closes the doors to many electives in our small rural schools. The phy-ed class would be completing against an elective that could enhance the student's academics or fine art classes. Allow local schools districts to use their wellness plans and be creative in generating more activity in a student's life without mandates.
NE	Finley	Finley-Sharon	1	1	0	\$0	None at this time	Actually, if we are looking at healthier students, physical education or related curricular activities should be REQUIRED every year in grades 9-12 and not just MADE AVAILABLE.
NE	Fordville	Fordville-Lankin School District #5	1	1	0	\$0	None	I believe that this is a good start on getting our students healthy. With the high rate of Diabetes and Obesity I strongly believe that we need to do more as education systems on promoting a more physical life style for our students and this is a step in the right direction.
NE	Hillsboro	Hillsboro	2	1	0	\$20,000	We would be okay space wise	I just believe that with the NCLB requirements and the push by the P16 task force to increase math & science offerings, this is not the time to add to the PE offerings. Different interest groups are constantly trying to add the K-12 curriculum, we need to be realistic and set priorities for our school day.
NE	Hoopie	Valley	1	1	1	\$15,000	None	If this becomes a 'requirement' we will have some students that will not be able to take some elective courses that they might want. We would have to hire another part-time staff person to teach the classes. (This could run into an added expense for the district.) If it is to 'offer' Phy Ed each year (making Phy Ed classes an elective following earning the 1 credit requirement) this will not pose as difficult a situation. It would be treated like other elective courses. We would offer it but would need a certain number of students signed up in order to have someone teach the class.

SB
NDCEL Survey on Impact of Making Phy Ed Available During Each Year
 February, 27, 2007

NE	Inkster	Midway	1	1	1	\$20,000	None	If every grade had to be offered a different curriculum it would provide an economic hardship. If, however, we could combine age groups and not be so worried about repeating curriculum but, rather, providing opportunities for exercise and healthy activities, then it would be much easier to handle. If we have to offer so many different curriculums, we would probably rely on courses from the Division of Independent Study.
NE	Maddock	Maddock	1	1	1	\$30,000	None	If this passes, it will potentially create a significant reduction in the elective offerings such as vo-ag, facs, computer & business tech, and music.
NE	New Rockford	New Rockford - Sheyenne	1	1	1	\$15,000	Would need another gym or another multipurpose room	I am shocked the legislature believes there is a bunch of loose time in high school schedules with consideration of raising graduation requirements etc. Please leave us alone.
NE	Northwood	Northwood Public School #129	2	1	1	\$27,000	none	
NE	Rock Lake	North Central #28	1	1	0	\$0	None really, we already have two gymnasiums	Philosophically, I support the idea, however, it would mean that curriculum offerings would be restricted. As we make efforts to teach, math, reading, language arts and now science across the curriculum in an effort to meet AYP, I am not sure another required PE helps us. There are other ways to increase physical activity. We instituted a program to take 25 min out of a period every Wednesday to walk (school wide). We are considering expanding to three days a week
NW	Alexander	27	1	1	1	\$20,000	None	
NW	Anamoose	Anamoose Public	2	1	0	\$0	We have the necessary facilities.	
NW	Berthold	Lewis & Clark	1	1	0	\$0	None	
NW	Bowbells	14	1	1	1	\$15,000	None	none
NW	Des Lacs	United #7 Public School	2	1	0.5	\$17,500	None; we would probably utilize the stage and weight room more through aerobics and weight training units.	This would cause us to offer fewer academic classes. Almost all our students are in sports and we don't feel that we should have to reduce our academic offerings!!!! In question #6 the number should be 1/2, but the program would accept that.
NW	Drake	Drake Public School #57	2	1	0	\$0	None - our classes are relatively small now	Any time a mandate comes down there needs to be funding attached. While this time it does not effect us, there are times when unfunded-mandates make significant changes in budgets.
NW	Goodrich and McClusky	Goodrich and McClusky	1	1	1	\$7,500	None.	By adding more PE student would have few electives to take. Would DPI allow students out for a sport to count as PE
NW	Grenora	Grenora	1	1	0.5	\$13,000	This would impact our space, but it really messes up our choir scheduling, as we use the same teachers for PE and music in both the high school and elementary school.	Our PE is be taught by elementary teachers at the elementary level and by one instructor at the 7-10 level. If we need to offer PE to juniors and seniors, it will make more sense for us to hire a full time physical education teacher. Are there any

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NW	Harvey	Harvey 38	1	2	0	\$0	None.	We already offer .5 unit per year for each 9-12 grade level. To graduate students are required to have 1.5 units of pe plus .5 unit of health.
NW	Mandaree	Mandaree	2	1	1	\$32,000	another gymnasium	Max is currently meeting the intent of the proposed bill. If we review bill closely, it appears to me that all Class A, larger Class B and most Class B schools could meet with little or no additional costs.
NW	Max	Max	1	1	0	\$0	None	
NW	New Town	New Town #1	2	1	2	\$65,000	A new gym	
NW	Ray	Nesson #2	1	1	1	\$35,000	We would need an addition on the building because we share the same gym with all grades k-12.	You know, in reality, the students that need the exercise aren't going to enroll in PE on their own. You can't even get them to participate well in class now because parents of obese kids will write excuses for them and parents give in to excusing their kids that don't want to shower at school. Forcing schools to make available more elective PE is another way to force small schools to close their doors and bus kids a long ways. If you really believe that 'all' students need more PE, then make it mandatory for 'all' students and provide schools the funds to get the job done right. My PE teacher would like nothing better than to run vigorous PE classes and get every kid to sweat everyday. We also have a group of students on special medications that end up in the emergency room when they exert themselves. Two years ago we had two students go down at the same time and spent the night in the hospital.
NW	Roseglen	White Shield	1	1	1	\$45,000	Scheduling the gym would be a nightmare. We would need the present gymnasium for 6 hours to serve 7-12 grade students. We would also need the present facility to serve our K-6 students which involves a total of 630 minutes per week. They would have to be offered at the same time as the high school.	We have a difficult time finding high qualified teachers to come out here as it is, this would put a further burden on us. This would also take up one hour of the available electives.
NW	Rugby	Rugby	4	2	1	\$30,000	We do not have sufficient space or staff to require all students to take physical education for 4 years.	We offer 4 years of physical education but require only 2 years. SB 2354 is not needed.
NW	Surrey	Surrey	3	2	1	\$30,000	One more room to accommodate a PE course.	
NW	Towner	TGU School District #60	1	1	1	\$35,000	Currently, TGU employs a full-time physical education/health instructor for grades K-12, at each site. Space is already difficult, even though we combine classes. For example, some elementary classes are combined and 9-10 and 11-12 physical education classes. (If combined class sizes are under 30.) The only alternative would be to offer zero period classes since the gymnasiums are utilized almost every evening, after school, for extra curricular activities.	The estimated cost for additional staffing includes adding a half-time instructor in each building, salary and benefits only. It does not include what it would cost for additional space requirements, extended contracts, materials, equipment, etc. This requirement would greatly impact small school districts with K-12 schools.
NW	Trenton	#6	1	1	0	\$0	None	We currently allow 9-12 students in phy-ed in all the years they are in high school. We have a full time phy-ed instructor to make this happen.
NW	Turtle Lake	Turtle Lake-Mercer	2	1	1	\$16,000	None	We already offer PE to every student every year. I do not think we need the law as it will not change the amount of PE students will take.

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 NDCEL Survey on Impact of Making Phy Ed Available During Each Year
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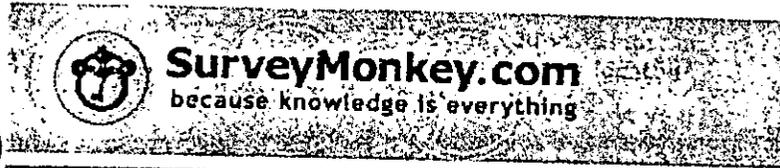
NW	Underwood	Underwood	1	1	0	\$20,000	No new space requirement, but would require change in instructor/student schedules to accommodate 4 more periods of PE	The only way I can see that would positively impact students to address the activity/obesity issue would to require an 'activity' PE class (not a health or nutrition class alone) in conjunction with instruction on proper diet and exercise. Second Thought: What will be the parent's responsibility in all
NW	Velva	Velva Public School Dist. # 1	1	1	1	\$40,000	None	We feel that once students become Juniors and Seniors, they should no longer be made to take PE courses. Many students are involved in extra-curricular activities in which they get alot of exercise. Older students do not want to be in PE courses. We would rather see requirements increased in other core areas.
NW	Washburn	Washburn Public School	1	1	1	\$40,000	We would possibly have enough gym space.	Our freshman take a 1/2 credit of PE and as sophomores they take another 1/2 credit to meet the one credit requirement. If students are forced to take another PE class each year, they will not be able to take other electives. To take another PE, students would have to drop elective classes such as business, Ag Education, Family and consumer Sciences or upper level math and sciences. Approximately 75% of our 7-12 studnets participate in an extracurricular activity.
NW	williston	williston public school district # 1	1		2	\$100,000	We would have to make renovations to the current PE facility to accomodate some of them, but to catch all of them each year would require an addition to the campus costing around \$750,000 and up.	Why is the school always selected to displace the illis of society and parents? It is the parent who allows complacency in the child. Rather than additional PE classes in the day, why not put the dollars to youth clubs after school? That is the time when they veg out and lay around, and the time when they get into trouble.
NW	Wilton	Montefiore	2	1	1	\$12,000	None	Our PE is be taught by elementary teachers at the elementary level and by one instructor at the 7-10 level. If we need to offer PE to juniors and seniors, it will make more sense for us to hire a full time physical education teacher. Are there any out there?
SE	Ashley	Ashley School District #9	1	1	1	\$26,000	None	Physical activity is a personal choice that people make and my opinion is that forcing students to take PE every year will not have a positive impact on their future decision making. The financial implications for small schools are going to be tremendous - staffing and space requirements may be overwhelming for some!
SE	Casselton	Central Cass Public School	2	1	1	\$35,000	We would either need to build another gymnasium or expand our class sizes to over 50!	An extra Phy Ed would take away some students for electives, music, band and CTE. At what point do we not have class. A class of 2 or 3 students would not be good for either the student nor our budget.
SE	Colfax, Abercrombie	Richland Public #44	2	1	1	\$34,000	None	This survey doesn't allow us to put in portion of an FTE. Our staff would need to be increase by .28 FTE.
SE	Enderlin	Enderlin School Dist. No. 22	1	1	0.28	\$9,800	No additional space needed. We have two gyms.	
SE	Gwinner	North Sargent			0	\$0	none	

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SE	Jamesstown	Jamesstown Public Schools	3	1	3	\$150,000	I think we could do that without too much trouble in our new school, but it would take a great deal of coordination between the teachers.	The biggest problem we would have is students working it into their schedules. They are busy now trying to fit everything in. Would this mean our students would take less math or science or foreign language or music? Of course it would.
SE	Kulm	Kulm	3	1	0.14	\$5,000	We would need another gym facility.	
SE	LaMoure	LaMoure	2	1	1	\$30,000	We currently have enough space, equipment could be an issue	
SE	Lisbon	Lisbon Public Schools #19	3	1	1	\$40,000	None	
SE	Milnor	Milnor	0.5	0.5	1	\$35,600	None, as we have access to two gymnasiums	we doubt that all students would want a full unit each year or even .5 units each year. Besides the cost of an additional instructor, we would also incur additional costs for equipment and supplies needed to expand the PE offerings.
SE	Montpelier, ND	14	1	1	1	\$26,000	I would have the room, but I would not have an open period for the students. If they are taking advanced classes they do not have free periods. If I were to offer the class on students with study halls would be able to take it. It would also be a schedule nightmare because no teachers have free period. The gym is only open the first period and a half in the mornings.	It would be nice to make it available to the students but with limited time, space, and students it would be a nightmare.
SE	Oakes	Oakes Public Schools	2	1	1	\$30,000	We would need new space. All current gym space is scheduled every period of the day for students in grades k-12.	I am not very supportive of this. What good is a requirement that you have to offer but not mandate.
SE	Pingree	Pingree-Buchanan	1	1	1	\$30,000	It would be impossible for us to offer that many physicals. We do not have the staff to do it and we only have 60 kids in high school so who would we offer it to.	
SE	Strasburg	Strasburg	2	1	0	\$0	None	
SE	Wyndmere	Wyndmere	1	1	1	\$15,000	At this time I don't think we would have space issues.	We require all Freshmen to take Phy Ed and Health Sophomores, Juniors, and Seniors can take PE each year if they wish. By requiring additional PE requirements, other elective courses will suffer to the point that teachers of elective classes could find their teaching contract reduced.
SE	Zeeland	Zeeland	4	1	0	\$0	None	
SW	Beulah	Beulah School District	2	1	1	\$30,000	We would need an additional gym. \$1,000,000	Please how are you defining take a PE class every year. It this one semester of PE = .5 credits or a full year 2 semester of PE = 1.0 credits. I have answered all of the above as if it means one semester of PE .5 credits per year. If it means one full year of PE 1 credit per year then double everything
SW	Golden Valley	Golden Valley Public School	1	1	0	\$0	None	I have not followed this bill to close. As our school will not be open next year. Each school will have different situations depending on the make up of their staff, room, space ect.
SW	Mandan	Mandan School District	2	2	0	\$0	Every high school student must take .5 unit of Phy. Ed. each year in high school at the present time. The requirement of SB 2345 would not require our district to add any staff members.	This will not help for testimony but for clarification. In question 4 above we currently offer 10 different physical education classes each for .5 unit.
SW	New Salem	New Salem School District 30.007	1	1	1	\$30,000	We only have one gymnasium - would have to make larger classes.	Teach five periods a day, both semesters, for phy ed grades 9 - 12. Teach two periods a day, both semesters for phy ed grades 7-8.

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 NDCEL Survey on Impact of Making Phy Ed Available During Each Year
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SW	Scranton	#33	1	1	1	\$40,000	None		This was a simple means of gathering info. Maybe we should do this with more serious bills?
SW	Selfridge	Selfridge	1	1	1	\$28,000	We would need additional gymnasium space that we do not have!		We are providing adequate P.E. Classes. More emphasis and responsibility has to be put on the students home life and habits. The schools can only do so much.
SW	South Heart	South Heart	1	1	0	\$0	With one gym and a K-12 school, extra required PE would put a burden on scheduling enough minutes for gym usage.		
SW	Lower City	Maple Valley	2	1	0	\$20,150	None		
Totals>>>					41	\$1,204,700			



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Directions for Completing the Survey:

Please take a few moments of your time to complete the following survey. The questions relate to your perception the requirement of making available 1/2 unit of physical education at the high school level every year impacts financial, staffing, space issues.

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1. NDASA Region						
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<p>Edit Delete Copy/Move</p> <p>4. How many units (.5 to 2.0) of physical education do you currently make available to students?</p> <p>Total Units Offered</p>	<p>Add Question</p> <p>Add Page</p>	<p>Edit Delete Copy/Move</p> <p>5. How many units of physical education do you require high school students to take? (.5 -2.0)</p> <p>Total Required Units</p>	<p>Add Question</p> <p>Add Page</p>	<p>Edit Delete Copy/Move</p> <p>6. Assuming all students request to take physical education every year how many additional physical education staff would you need to add?</p> <p>Total Addition Staff</p>
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7. What would be the estimated cost to add these additional staffing requirements for physical education?

Total Additional Staffing Cost

[Add Question](#) [Add Page](#)

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8. What additional space requirements would be needed to accommodate having all students take phy ed yearly?

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9. Please provide any additional comments that you believe would be helpful in preparing testimony for SB 2354.

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Thank you for participating. Your feedback is valuable! [Edit Page](#) [Delete Page](#) [Copy/Move](#)