

Date of Hearing: February 11, 2008

Committee: Senate Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.B. No. 2697, Relating to Physical Education

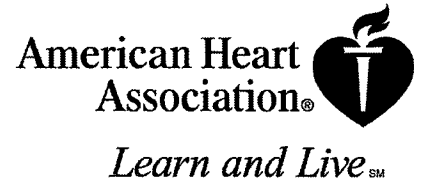
Purpose: Requires the Department of Education to implement physical education instruction for grades kindergarten through eight; allows credit to be granted for certain athletic and co-curricular activities; provides for the recruitment of licensed physical education teachers; and makes appropriations.

Department's Position: The Department of Education (Department) does not support S.B. No. 2697. The Hawaii Content and Performance Standards for Physical Education currently provides a rigor of study that is developmentally appropriate in scope and sequence for all students grades K through 12.

Co-curricular activities and athletic teams are not all led by certified educators and do not focus on or assess the Hawaii Content and Performance Standards for Physical Education.

Co-curricular activities and athletic teams concentrate on strategies and tactics specific to one game or an activity, while physical education focuses on the development of movement skills and concepts essential to the components of health-related fitness and the promotion of a physically active lifestyle. The Department does not support S.B. No. 2697 and defers to University of Hawaii regarding Section 5 of this bill.

The American Heart Association mission is:
To reduce disability and death from cardiovascular diseases and stroke.



Serving Hawaii

Testimony Opposing SB 2697

The American Heart Association opposes SB 2697 as it is currently written.

A priority for the American Heart Association is to expand quality physical education (PE) in Hawaii public elementary and middle schools by having 150 minutes per week of PE taught by a certified PE instructor in elementary schools, and 225 minutes per week of PE taught by a certified PE instructor in middle schools. SB 2697 fails to achieve those goals and has the potential to eventually create a situation in which high school students might receive less PE instruction.

The bill is very broad and creates a number of concerns. PE standards called for in the bill are not consistent. Section 2 (3) requires the DOE to implement PE instruction that is “generally” in accordance with the standards established by the National Association for Sports and Physical Education (NASPE) as a core requirement for grades seven and eight. The next section of the bill, Section 2 (4) requires the DOE to assist and allow high school principals to grant specialized credit for participation in after-school athletic activity and other co-curricular activities that are “generally” in accordance with standards established by the DOE for PE. It is not clear that the two standards are the same, and the use of the word “generally” leaves interpretation of the standards open.

The bill calls for the DOE to define and implement a developmentally appropriate course of study for PE instruction in grades K-6 that is taught by at least one licensed PE teacher per school by school year 2013-2014. The use of the word “licensed” would basically codify the status quo situation that exists in elementary school PE today. Any licensed teacher can teach PE currently in Hawaii. In some cases, those teachers lack the knowledge and enthusiasm to properly teach PE. Our keiki are failing to receive quality PE as a result. What is needed are teachers who are specifically trained to teach PE, or “certified” PE instructors. The grade levels outlined in that section should be K-5. Grade generally falls under secondary level school, along with grades 7 and 8 in Hawaii.

The AHA is also concerned that the specialized credits being offered for participation in after-school athletic activities and other co-curricular activities will be misconstrued by principals, teachers and students, as an exemption from PE requirements for high school graduation. It is not clear why a “licensed” PE teacher must certify that those activities meet DOE standards for PE instruction if the intent is not to provide an exemption from PE graduation requirements.

The AHA remains strongly opposed to exempting PE requirements for participation in athletic activities. Physical education and athletics are not the same. The goal of athletics is to win, and to achieve optimal performance. For a football player that might mean adding bulk, not necessarily a healthy goal. For a wrestler it might mean dropping weight to qualify at a weight class that is not optimal to the student’s health. The goal of PE is to teach all students proper ways to maintain their fitness throughout their lives. It is designed to help students recognize ways to stay fit that meet their interests and lifestyles.

Serving Hawaii since 1948

For information on the AHA's educational or research programs, contact your nearest AHA office, or visit our web site at www.americanheart.org or e-mail us at hawaii@heart.org

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Lihue, HI 96766-5214
Phone: 808-245-7311
Fax: 808-245-7311

Please remember the American Heart Association in your will.

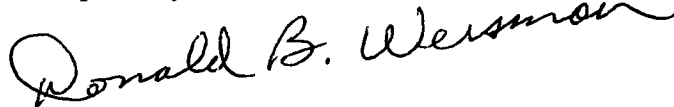
PE instruction may provide students with improved motor skills that allow them to compete in athletics, but that is not the end goal.

The bill also would appropriate an undefined sum of funding to establish after-school and summer programs and activities that shall be taught by “licensed” physical education teachers. Again, it is not clear what the intent of these programs are, or why a “licensed” PE teacher is needed to instruct them.

Finally, requiring PE teachers to teach after-school programs could constitute a breach of contract with the HSTA.

While the AHA remains strongly committed to improving physical education in our schools and working to improve fitness among Hawaii’s keiki, it feels that SB 2697 falls short of those goals and in its current form stands to possibly work against those goals. For the reasons previously stated, the American Heart Association opposes SB 2697.

Respectfully submitted,



Donald B. Weisman

Hawaii Communications and Marketing/Government Affairs Director

Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair
Committee on Education

Claire Townsend
State Physical Activity and Nutrition Coalition Director
1960 East-West Rd., Biomed D209
Honolulu, HI 96822
phone: 808-956-4308
fax: 808-956-6041
email: clairemt@hawaii.edu

Monday, February 11, 2008

Opposition to SB 2697 Relating to Physical Education

The Hawaii State Physical Activity and Nutrition Coalition works toward improving the quality of life among residents of Hawaii by increasing opportunities for physical activity and access to healthy foods through policy and environmental change. As the director of the Coalition, I am testifying on their behalf in opposition to SB 2697 Relating to Physical Education.

Quality physical education is a segment of the curriculum that is of vital importance, now more than ever. However, regardless of intent or prose, SB 2697 has several flaws that would ultimately make this legislation ineffective at providing the necessary instruction and the appropriately qualified teachers. First, the legislation calls for adherence to disparate sets of standards, those set forth by the National Association of Sport and Physical Education for grades seven and eight and those established by the Department of Education for high school. This opens the door wide for miscommunication and inefficient use of class time.

Second, licensed physical education teachers are not the same as certified physical education teachers. All licensed primary school teachers are “licensed” to also teach physical education but they are not certified. SB 2697 only calls for licensed teachers rather than specifying that they be certified. These teachers may lack the necessary skill set to, as the legislation mandates, teach “programs and activities that promote a commitment to lifelong physical activity and decreased sedentary behavior.”

And third, allowing for high school principals to grant specialized credit for participation in an after-school athletic activity or other co-curricular activity that has been approved by a licensed physical education teacher will effectively create rubber stamp programs which do little in the way of teaching the principles of physical education.

We as a Coalition wholly support efforts to increase the weekly number of minutes that Hawaii students receive in physical education and the instruction of those minutes by certified physical education teachers. SB 2697 does not achieve these ends. We urge this committee to vote against SB 2697. Thank you for this opportunity to testify.

Personal Testimony

Presented Before the Senate Committee on Education

February 5, 2008

By

Julienne K. Maeda, PhD
Associate Professor
Department of Kinesiology and Leisure Science

SB 2697 Relating to Physical Education

Chair Sakamoto, Vice Chair Tokuda, and Committee Members,

The contents of this bill as they relate to physical education are well intentioned. This is an opportune time with the importance and need for children to be less sedentary. We all want to do what is in the best interest for the children of Hawai'i and their education. As such, physical education should receive the same focus as other core curriculum areas and consideration relative to its implementation.

I am part of a team of faculty that prepares certified physical educators for grades, K-12 in a nationally accredited program. Of the 72 students to graduate from the program since December 1999 (start of K-12 certification), to my knowledge, only two are currently employed teaching elementary physical education full-time. Positions at elementary schools have not been as available as secondary positions. I believe that you have only good intentions for the children, yet your actions in putting forth this bill conveys a continued misconception and misunderstanding of physical education and its role in educating children. As a result, I cannot support this bill.

Thank you for this opportunity to testify.

Testimony regarding SB 2697

The following are points of concern in the bill with recommendations for amendments

1. Present wording is a concern given the naming of a licensed physical education teacher as the seeming sole provider for this initiative. Funding is also a concern.
 - **RECOMMENDATION: Revise to state, school community councils will collaborate with interested parties to develop, promote, and implement after school physical activity programs to supplement, but not supplant the physical education program.**
 - Poor diet and increasingly sedentary lifestyles are the second leading causes of death in the US, with cardiovascular heart disease being the number one cause. Physical Education and Health Education, through their promotion and information about physical activity and nutrition, as part of a coordinated approach can reduce the risks of these largely preventable diseases.
 - Encouraging physical activity and participation in accessible programs is a responsibility of everyone, not just a few. Such programs range in structure and appropriateness, but should be supplemental to a quality physical education program as defined by the National Association for Sport and Physical Education [NASPE] (NASPE, 2004). Physical activity programs provide more opportunities for children to practice and apply the knowledge and skills learned through physical education.
 - Summers should be open for participation in appropriate and accessible physical activity programs to help with maintenance and growth of an active lifestyle. This does not include physical education programs.
2. Present wording is vague and relates to a union, funding, and position issue.
 - **RECOMMENDATION: None. This relates to the involvement of other groups and funding.**
3. Statement regarding Physical Education as a core requirement at middle school level.
 - **RECOMMENDATION: None.**
4. Statement regarding allowing granting of specialized credit by principal for participation in athletic activity or other co-curricular activities.
 - **RECOMMENDATION: Removal of this portion from the bill and any other future bills of this nature. Participation in extracurricular and co-curricular activities enhances and augments the high school experience. It is a means to round out and involve students. Credit of any nature other than participating in life should not be awarded for such activities.**

TESTIMONY for SB2697 relating to physical education

Monday, February 11, 3:00 p.m.

Submitted by Delores M. Curtis, Professor Emerita, University of Hawaii, College of Education, HPER Department

From 1963 to 1974 I taught 30 minutes daily physical education to the children of University Elementary School, which burnt down in June 2006.

Let me put SB3697 in context from my professional perspective. There is no need to repeat what we all know about the importance of instruction in physical education for the long-term health of our citizens. It is progress to have reached this understanding. Last year I testified using a pyramid model to show the relationship of physical education instruction, intramurals, and athletics. You appear to still try to put the cart before the horse.

CERTIFIED TEACHERS

In 1975 under the leadership of Dr. Patsy Saiki of the Department of Education, I wrote a plan to employ physical education teachers in each of our public elementary schools. From the bill submitted to the Legislature, the DOE got two resource teachers positions in each of the DOE districts, which a few years later were reduced to one per district by the DOE. No elementary physical education teacher positions were funded.

In 1977 under the leadership of Dean Andrew In of the College of Education at UH, we began a program to train elementary education majors to be physical education teachers. Without the funding to hire teachers, there were no jobs for these college majors except at a few private schools. Most of these college students went into the elementary classroom, and the program dwindled. After I retired the physical education major was changed from secondary degree to K-12, but still there were only a handful of jobs available. Don't bother with Section 2 (b) and Sections 3 and 4 if you don't add another section to fund the DOE teaching positions.

COURSE OF STUDY

Having written a textbook in 1972 which was used to train the elementary education majors and secondary physical education majors at UH, in the summer of 1991, I was hired by the DOE to develop a physical education curriculum. Three experienced physical educators worked with me to determine the content of a developmentally appropriate elementary physical education course of study. I have available the detailed curriculum plans to implement the program that was submitted to the DOE years ago if you would like to see them.

Two other groups of three teachers worked with the DOE program consultant to develop materials for the middle and high schools that summer.

Once materials were written in 1991, no official adoption of the course of study occurred. A few years the DOE hired professionals to write the Hawaii Content Standards of Physical Education, which are broad statements. More recently a

Curriculum Framework for Physical Education was written. Philosophically, there is an educational conflict—does the school system provide a curriculum that spells out what the teacher is supposed to do, or does the school system provide a framework that allows teachers to determine how the children will achieve the broad standards? Given the elementary classroom teachers' lack of training in physical education, I favor the details of a course of study -- if only they had the time to teach it..

The DOE has had the written materials for a course of study for years. What we need are the licensed teachers to conduct instruction implementing the program.

CORE REQUIREMENT FOR MIDDLE SCHOOLS Section 2 (a) (3) in SB2697
The physical education program for grades 7 and 8 must be a core requirement. Children of this critical period of physical growth need daily, vigorous physical activity. In addition to the instructional time, the school administration should encourage and develop an appropriate variety of intramural programs to increase opportunities for all middle school students to be physically active at least an hour a day. This means funding the implementation of such programs by either making it a part of the physical education teachers' assignment, or paying extra for additional time spent, e.g., as athletic coaches are paid at the high school level.

AS for Section 2 (a) (4), this is mickey mouse micromanaging. When the state of Hawaii's public schools have a K-12 developmentally appropriate physical education program in accordance with the standards of the NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION taught by certified teachers, our student athletes shall be so well educated that they will not need credit for something they choose to do for the love of the sport.

Overall SB2697 makes sense—have a written K-12 instructional program and hire the certified teachers to conduct the program. The Legislature needs to stop 30 years of applying band aids before our children grow up to need long term care. Physical education is the best health insurance.

TESTIMONY for SB2697 Relating to Physical Education

Monday, February 11, 3:00 p.m.

Submitted by Sue K. Hanson, Retired Assistant Professor at the University of Hawaii, College of Education, Kinesiology and Leisure Science (HPER) Department

My former positions included teaching elementary physical education to children in Illinois, Wisconsin and at the UH Lab School. As an Assistant Professor at the University of Wisconsin-Madison and at the University of Hawaii-Manoa, I prepared and supervised potential physical education teachers with an emphasis at the elementary level.

For many years, UH majors in elementary education were, and may still be, required to take a course in elementary music, art, or education physical education. However, is there still time for the application of these basic courses in our schools? National and state priorities have been super-imposed on school time so that there is little left for many essential and developmentally appropriate programs.

If we as leaders and educators do not provide for in-depth inquiry into art, music and physical education, just imagine what great potential will be quenched in the lives of thousands of children? I speak especially on behalf of the need for the development of basic motor skills taught by trained teachers. Each skill emerges in an orderly, predictable sequence that can be elicited through the use of age-appropriate equipment and verbal challenges. If our children in Hawaii do not develop basic motor skills, then the odds are high that they will not enjoy being involved in outdoor activities and sports. Lack of skill breeds lack of confidence (better known in Hawaii as "shame"). Lack of confidence in motor skills is also a recipe for overweight kids who later may develop diabetes, heart and other health problems.

Although my emphasis has been on early intervention in the development of motor skills, I strongly urge the implementation of trained physical education teachers at every level. Participation in sports outside of class should be encouraged. However, such involvement should **not** satisfy any course requirement. A well-rounded class in physical education can stimulate interest in a variety of activities that potentially will last a life time.

I urge you to clear the way so that teachers and programs can produce healthy, well-rounded students who are eager to participate in healthy activities.

testimony

From: Alfred Torres [atwre@yahoo.com]
Sent: Sunday, February 10, 2008 11:42 AM
To: testimony
Subject: SB 2697

I am in support of Bill SB 2697 however, I am opposed to substituting athletics for physical education credit.

I have been a Health/PE teacher for 29 years. In addition to my teaching experience I have had the opportunity to coach a variety of sports. My experience in coaching include sports such as cross country, football, track, and wrestling. I include this information to emphasize the fact that I have experience on both sides of this issue in the classroom and the athletic realms.

While there is no question that atheletics can play a powerful role in the education of our students it should not replace a well rounded, robust, developmental physical education program. The goals and desired outcomes of competitive sports are not congruent with the objectives of educating the student for exposure to a variety of motor skills, general fitness, and everyone gets to play. At a time when we are witnessing an epidemic of sedantary, overweight, and unhealthy kids we need to take action now.

Sincerely,
Alfred Torres Jr M.ED.

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testimony

From: Chuck Murata [chucky@pixi.com]
Sent: Sunday, February 10, 2008 1:36 PM
To: testimony
Subject: SB 2697 Testimony against

Although the bill has good intentions, the language seems to leave openings for a weaker bill.

Being a former high school athlete, and not having the proper physical education from certified physical education teachers, my health has suffered over the years.

In certain programs such as football, we were encouraged in high school to eat a non-balanced diet to "bulk" up, and in other sports like wrestling, I've seen coaches recommend student athletes to basically starve themselves to make certain weight classes. These are very common practices that won't be publicly broadcast, but are happening in our schools. So to have sports athletes exempt from a proper physical education is not a very good idea.

I've made some bad choices, and never really got proper education from our schools on how to take care of my health. Now I'm your typical former high school football player, I'm over weight, I have high cholesterol and type 2 diabetes. The high carb, high fat, high protein diet they had me on to bulk up, wasn't very healthy.

As for physical activity, running in sports was usually a punishment. You do wind sprints or hills as punishment, makes you not want to do it in the future. It's not really good education, you get punished enough, you tend to associate running as something you don't want to do.

All students, including student athletes need to have physical education from certified physical education teachers. It will help them take care of themselves in the future.

In conclusion, I do support the intention of the bill, but I submit this testimony as a former athlete against SB 2697.

Thank you,

Chuck Murata
940 20th Ave.
Honolulu, HI 96816

THE SENATE
THE TWENTY-FOURTH LEGISLATURE
REGULAR SESSION OF 2008

COMMITTEE ON EDUCATION
Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair

DATE: Monday, February 11, 2008
TIME: 3:00 PM
PLACE: Conference Room 225
State Capitol
415 South Beretania Street

2/10/2008

testimony

From: Donna Ede [tutu4eva@gmail.com]
Sent: Friday, February 08, 2008 9:26 AM
To: testimony
Subject: Written Testimony SB2697

Written Testimony: Donna Ede, Registered Voter State of Hawaii

Title: S.B. No. 2697, Public Education, Physical Education

Purpose: Requires the Department of Education to implement physical education instruction for grades kindergarten through eight; allows credit to be granted for certain athletic and co-curricular activities; provides for the recruitment of licensed physical education teachers; and makes appropriations.

Position: I oppose this Bill as it is drafted. SECTION 2. number (4) should be completely omitted for two major reasons:

* The tremendous pressure SECTION 2. number (4) would bring to any physical education teacher who was selected by an administrator to "certify athletic activities", by the school coaching staff, parents, students, and maybe even the administration itself, would be unfair and I believe outside of a teacher's contractual responsibility.

** Most importantly however, it is not in the best interest of student learning or development, to give-a-way Department of Education elective credit for activities that should serve as **developing intrinsic motivation for students.**

Please continue to think of the keiki of Hawaii as your own. Doing the right thing for the long term, may not be as easy as band-aiding for the short term, but doing the right thing, is everyone's responsibility. I urge the committee to completely omit SECTION 2. number (4) from SB2697.

TESTIMONY for SB 2697

TO: Senate Education Committee
FROM: Ashley Brown, HAHPERD Member
RE: SB2697
DATE: February 11, 2008, 3pm, Room 225

POSITION: I support the general intent of SB 2697 with the recommendation to amend the bill by deleting Section 2 (4).

I support the following sections of this senate bill:

Section 2. (2) Define and implement a developmentally appropriate course of study for physical education instruction in grades kindergarten through six that is taught by at least one licensed physical education teacher per school by school year 2013 – 2014.

Section 2. (3) Implement physical education instruction that complies with the standards established by the National Association for Sports and Physical Education (NAPSE) as a core requirement for grades seven and eight.

I oppose the following section of this senate bill which should be completely deleted from the bill:

Section 2. (4) Assist and allow high school principals to grant specialized credit for participation in after-school athletic activity and other co-curricular activities by school year 2009 – 2010; provided that a licensed physical education teacher shall certify that the activity is generally in accordance with the standards established by the department of education for physical education instruction.

Athletics can not take the place of physical education credit because athletes will miss out on the many benefits that come from taking the physical education courses. Physical education courses are one, taught by a certified physical education instructor, where many coaches coaching athletics are not certified.

Two, physical education courses teach students much more about the importance of living a healthy life throughout the rest of their life; where athletics only focuses on the sport at hand and not the long term necessity of being physically for the rest of their life.

Three, physical education courses offer a variety of activities and motor skills; where athletics only provides the opportunity to play the one sport. Also if you look at football teams in the high school level, most teams allow up to 90+ student athletes. It is not likely that all of these students are receiving the adequate amount physical education as well as meeting all of the Four Hawaii Content Standards.

TESTIMONY for SB 2697

TO: Senate Education Committee
FR: Jeanne Chang
Former Physical Educator and Athletic Director in the State of Hawaii
RE: SB 2697
DATE: Monday, February 11, 2008; 3:00 pm in Room 225

POSITION: I am in support of the general intent of Senate Bill 2697. However, I urge you to amend the resolution to delete "Section 2 - 4: To assist and allow high school principals to grant specialized credit for participation in after-school athletic activity and other co-curricular activities by the school year 2009-2010; provided that a licensed physical education teacher shall certify that the activity is generally in accordance with the standard established by the department of education for physical education instruction."

As a former physical education teacher and athletic director, I speak in opposition to Section 2 - 4 of the Senate bill 2697 and urge that this section be deleted from the bill. I am opposed to this proposal at this time because there has been no indication that any plans are made to adequately address how the Hawaii Content Standards of Physical Education will be implemented, and if there are sufficient certified or licensed staff members to teach these activities for credit.

Unless a formal curriculum for such activities is established to specifically insure that the Hawaii Content Standards of Physical Education are properly implemented and unless plans to insure that staff members of the co-curricular/athletic activities are certified or licensed to teach physical education, the resolution to give physical education credit for participation in co-curricular activities should not be approved. Thank you.

TESTIMONY for SB 2697

TO: Senate Education Committee
FROM: Kelsey Saifoloi
RE: SB2697
DATE: February 11, 2008, 3pm, Room 225

POSITION: I support the general intent of SB 2697 with the recommendation to amend the bill by deleting Section 2 (4).

I support the following sections of this senate bill:

Section 2. (2) Define and implement a developmentally appropriate course of study for physical education instruction in grades kindergarten through six that is taught by at least one licensed physical education teacher per school by school year 2013-2014.

Section 2. (3) Implement physical education instruction that complies with the standards established by the National Association for Sports and Physical Education (NASPE) as a core requirement for grades seven and eight.

I OPPOSE the following section of this senate bill which should be deleted from the bill:

Section 2. (4) Assist and allow high school principals to grant specialized credit for participation in after-school athletic activity and other co-curricular activities by school year 2009-2010; provided that a licensed physical education teacher shall certify that the activity is generally in accordance with the standards established by the department of education for physical education instruction.

Although athletics are an important and beneficial component in living a healthy lifestyle, sports do not cover all the fundamental principles which are most important for students to learn in living an active and healthy lifestyle.

Physical Education would offer a wide variety of activities which give students an idea of how other sports (besides their own) are played and could actually encourage them to take up other athletic sports in addition to and as a result of Physical Education.

Despite the overall positive influence of coaches on athletes, most are not certified and usually do not teach the same basic and essential curriculum taught in a Physical Education class.

I recommend that section 2 (4) be deleted from this bill. As a college student majoring in Exercise and Sport Science, having been through high school Physical Education as well as athletics, I think that taking Physical Education classes and doing athletics in addition to that was most beneficial for me in realizing the importance of living healthily. Physical Education provides a solid knowledge of what it *means* to live

Kelsey Saifoloi (pg 2)

a healthy life while athletics keep students motivated to *continue* living a healthy lifestyle through sports and a healthy dose of competition. I do not suggest that one be substituted for the other because each hold important fundamental principles that the other does not.

I suggest that the Senate Education Committee delete section 2 (4) from Senate Bill 2697.

TO: Senate Education Committee
FROM: Tanya Montgomery, DOB Teacher
RE: SB 2697
DATE: February 11, 2008, ³pm in Room 225

As a former PE teacher, I must tell you that PE and athletics are not the same. PE offers a wide range of individual and team sports TO ALL STUDENTS in a safe, organized manner. Athletics offers the physically talented the chance to excel within a specialized area.

PE and athletics are not the same nor will they ever be. I can remember watching the football players during badminton. These boys became easily frustrated and downright embarrassed when they realized their brute strength on the field made them impotent on the court.

PE and athletics are not the same so please don't partner them as such. ALL STUDENTS in the state of Hawaii deserve an abundance of physical activity. Many students are not athletic; many athletes need broader exposure to activities outside of their comfort zone.

Mahalo for your time...Tanya :)

TO: Senate Education Committee
FROM: Norma Tansey, Teacher at Mililani Uka Elementary School
RE: SB 2697
DATE: February 11, 2008, 3pm in Room 225

Subject PE credit to team sports

Obesity is on the rise....please do not remove PE from our school curriculum!

If anything, please add more time for PE into the weekly schedule! Don't hurt our children further!

Mahalo for your consideration, parent, community member, and concerned individual who works in the DOE!

TO: Senate Education Committee
FROM: Wendel Kam, Teacher at Kamehameha Schools
RE: SB 2697
DATE: February 11, 2008,³pm in Room 225

Being a PE teacher causes concern for athletics to be considered a viable substitute for Physical Education. For the few gifted, dedicated, focused people of the world who participate on/in team sports it is great. For the masses of Joe Q. Public people it would be sudden death. Like our gifted and talented education programs or alternative/hand-capped programs just a few needs are being satisfied. For the middle class of which most of us comprise would come the real void and lack of much needed activity. With our technology world comes real concerns for long term activity, healthy physical practices. Please don't submit to condemning many of our youth to a lifetime health sentence.

Yours Truly,
Wendel Kam Med.
PE Instructor

TO: Senate Education Committee
FROM: Kevin Regan
RE: SB 2697
DATE: February 11, 2008,³pm in Room 225

There is no substitution for physical EDUCATION. The reason why I emphasize education is because it is an education system that promotes health and life long fitness. Do you think the high school athletes who only plays football will continue to play football outside of high school or college if their lucky. No, they will end up playing football video games if they dont have any other ideas of what other sports are available to them to maintain a healthy lifestyle. Look at obesity rates. they speak for themselves and the problems gets worse with age not better.

Think twice about this one

TO: Senate Education Committee
FROM: Ada Kubo, Teacher at Waiakawaena Elementary School
RE: SB 2697
DATE: February 11, 2008³ pm in Room 225

My name is Ada Kubo and I teach 4th grade at Waiakawaena Elementary School in Hilo. Thank you for the time to read my letter and voice my concern about the Senate bill changing the requirement for PE.

You can not replace an atheletic sport for PE because it's not about one sport. PE is a program that has many other standards and it's not just one area of a sport. For example, football doesn't teach all of the standards required to graduate. In elementary school we interactively teach many subject together, so we can reach the standards. PE is one of the subject, but just because my student plays a sport, he/she will get a credit for participating in an athletic sport. We are fortunate to have a PE teacher who teaches many different sports and he also adds the other PE standards to the program.

We are teaching children to be lifelong learner who will continue a lifestyle for their future. Don't make things easier for the children but challenge them. What kind of employees are we creating? Are we going to make things easy so the children will be happy? Please reconsider the bill about making an athletic sport a PE credit. 1 credit is not hard to do. That's why we have the General Learner Outcomes. The children need to be more responsible for themselves.

Sincerely,

Ada Kubo

TO: Senate Education Committee
FROM: Shelly Ogata, Former Public Health/School Nurse
RE: SB 2697
DATE: February 11, 2008³ pm in Room 225

I oppose any substitutions or exemptions for physical education credit. Such an action appears disrespectful of physical education, an educational discipline and curricular subject.

Coaches of athletes may or may not be certified and/or licensed teachers. Further, they may or may not follow appropriate practices or research-based practices and strategies for effective coaching. That thought alone should be a concern. However, whether they are using best practices to coach and train their teams or not, their intent is to win games and prepare as such. Their focus is not to prepare athletes to be active once they have graduated from high school and are on their own. The focus of athletics is on winning, competition, and making it to the championship. It is not on having every participant succeed in competition. Every person may play, but not in every game or for very long in every game. That is the nature of athletics.

Physical education is different in its focus and perspective. Athletics and Physical Education are two distinct entities - both are beneficial to students, but only one has an educational, curricular, and lifetime focus, hence the title Physical Education. These teachers give students the tools and information they will need to be active participants in a healthy lifestyle. Every student in physical education can be successful and participate as actively as they can. Physical education is for ALL students. The material that is taught is designed to be developmentally appropriate, guided by national and state standards, and scaffolds from K-12. They also teach to the whole student. Presentations, activities, games, dance, and sports provide the mediums through which they convey much of the content. Students who participate in quality programs can demonstrate the knowledge, skills, and attitudes that relate to knowing that movement and physical activity are enjoyable and can be done in a variety of ways. Even athletes need to learn what is available to them once their playing days are over.

As a former public health/school health nurse, I ask that you seriously consider this testimony as well as that of others in withdrawing this bill and any future bills that try to allow substitutions and exemptions from physical education. I was very active in the school comprehensive health project just a few years ago and it was clear that students & staff need the proper education and training to make healthy lifestyles a common theme. Thank you for this opportunity to testify.

Sincerely,

Shelly Ogata, RN, MPH

TO: Senate Education Committee
FROM: Russell Abe, Teacher at Webling Elementary School
RE: SB 2697
DATE: February 11, 2008³ pm in Room 225

As a parent, I hope this bill does not pass. That PE is not just about competitive sports. Its a healthy life style filled with all sorts of positives in the future. I also this doesn't take away from the special needs children as I have one myself.

Russell Abe
Parent and teacher

TO: Senate Education Committee
FROM: Wil Okabe, Teacher at Hilo High School
RE: SB 2697
DATE: February 11, 2008, 3³⁰ pm in Room 225

Just wanted to say thankyou for your efforts in speaking on behalf of Physical Education Educators. I agree that athletics does not meet the standard that is required by the State of Hawaii for a PE credit course. Not all coaches in our state are certified teachers and would not be able to address the 4 standards required. I think even Punahou requires students to take PE classes. Even Michele Wie needs to take the class.

Again, thankyou for your voice.

wil



TO: Senate Education Committee
FROM: Ian Sakai, Teacher at Waiakaa Intermediate School
RE: SB 2697
DATE: February 11, 2008, ³pm in Room 225

I wholeheartedly oppose the proposed efforts to further reduce the physical education requirements in the public schools. As a middle school physical education teacher I have witnessed a gradual but steady decrease in the physical fitness levels of our students. Our children, whether they play in organized sports or not, need more physical education opportunities not less. As they get older, the few that do participate in high school athletics generally specialize and don't get a complete physical education program/curriculum. For example, would the DOE allow those students who participate in Math/Science High School leagues use that type of participation to fulfill part of the Math/Science credit requirements?

Sincerely yours,

Ian Sakai, PE/8th grade/Waiakaa Intermediate School

TO: Senate Education Committee
FROM: Kui Ramos, Moanalua Middle School
RE: SB 2697
DATE: February 11, 2008, ³pm in Room 225

Hi,

I'm a PE/Health teacher at Moanalua Middle, my name is Kui Ramos. I am against the Athletics for PE credit proposal.

There is a major difference between PE & Athletics. Not all Athletic coaches teaches the importance of lifelong habits that a qualified PE/Health can. In addition, the sports season are short (2-3 months versus semester or year long). Sports will also be played by the "best" & selected few. What happens when students are also "cut"? How can you reach them or get to them also in terms of healthy lifestyle? Not all kids also will play or will choose what the school would offer.

With PE being a required class, students would get "cut" will still get their "exercise" education in PE.

PE is getting better nowadays with us qualified professionals & many of us are reaching our Hawaii students. This should be looked into more to see what other PE teachers doing to get students motivated & responsible for their own well-being.

Just a few pointers in support for no credit for PE.

Kui Ramos
Moanalua Middle
PE/Health

TO: Senate Education Committee
FROM: Keith Shirota, Teacher at Maui High School
RE: SB 2697
DATE: February 11, 2008 ³pm in Room 225

I'm a High School PE Teacher at Maui High School and can't believe what I'm hearing and reading about. I was approached a few years ago by our band director and he asked me what I thought about Marching Band students getting PE credit for that particular activity. I asked him what kind of training or credentials he had to address all the PE Standards and Benchmarks we need to teach. He didn't realize we had those and that was the end of that conversation. Why is our profession being treated so unfairly? If this bill passes, you're sending a message that Physical Education is not important and can be taught by anyone. How many coaches in high school athletics have my credentials to teach the PE standards. I have a B.S. In Physical Education and a M.S. In Adapted Physical Education. I also have national certification in Adapted PE. I'd like for you to put yourself in my shoes and learn all the standards and teach to them and show evidence of learning. If you can get each coach to do what I do and teach healthy living for a lifetime I'm totally supportive of this bill. I believe most coaches don't have the qualification or experience to teach to our standards.

We are constantly being asked to show evidence of student learning and I'm curious to hear what coaches will be asked to show. Coaches need to teach to the standards just as we do if students are to receive PE credit. PE is taught over 9 months and I still think this is too short a period. Athletics last only a couple of months per sport so how can coaches teach all these standards?

I have been involved in athletics for a long time as a player and coach and I truly believe most coaches don't teach what I teach. We teach life-long healthy living and coaches emphasize skill learning to win. Athletics should be an extension of what students are learning in the classroom. Why not give PE elective credit for any athletics after the required 1 year of PE? this would make more sense to me.

I'm still shaking my head over this proposed bill. Moral is already at an all time low with unrealistic NCLB guidelines and the passing of this bill will only make things worse.

The public still thinks of PE as a "throw out the ball" curriculum where we just hand out equipment and the students have free play. Teachers on my campus are amazed at what we do in our department and have commented that PE has really changed from when they were in high school. This change that they are talking about is our new focus of healthy living for a lifetime. Old school PE went out 8 years ago for Maui High and I already see a difference in my former students. I often get visits about how they wish PE were every year and not just freshman year because they miss being active every day. Quite a few of my former students do continue to workout and often come by to show off their new look. This is what makes me want to stay in this profession. This is my reward for doing what I do. My profession has never gotten the recognition from the public it deserves.

I could go on and on about why this bill would be detrimental to our students and profession. You need to get into the classrooms and see for yourself what we are doing. Go to athletic practices and see what they are teaching. Is it PE? I doubt it. Get the facts first hand before any decisions are made. I've learned that testimony has nothing over seeing it with your own eyes. Do the right thing.

Keith Shirota
Maui High School
Physical Education

TO: Senate Education Committee
FROM: Geoffrey K. Garvin, Teacher at Stevenson Middle School
RE: SB 2697
DATE: February 11, 2008, ³pm in Room 225

I hope my email is not too late to be contemplated. This bill caught me by surprise and this was my earliest opportunity to respond.

My name is Geoff Garvin and I am currently a Physical Education and Health teacher at Stevenson Middle School. I have started and coached a Stevenson Cross Country team the past 2 years. I am also the head track and field coach at Saint Louis School. I also work for a company that trains athletes of all ages for a variety of sports (we have middle school, jr, vars. college and professional athletes). I get to see the entire spectrum of physical ability and knowledge of health, fitness and health related issues.

I do not agree with SB 604 and I believe it will further our states' costly obesity and health problems. Furthermore, athletics does not teach the standards and benchmarks that we have for Physical Education.

From first hand experience I can tell you that when my fellow coaches and I coach, we are trying to develop the athlete and the teams physical skills in such a manner that it benefits the team. This may reach standard 1 (Movement Forms) but that would be the only standard even addressed. The other 3 standards are ignored. We are not looking to develop the athlete to be well rounded nor to have a variety of interests. We are not asking the athlete to think about his/her future and how to stay healthy. We are not teaching fitness principles directly to the athlete. We may use them and follow them but we are not teaching them to the athlete. But these are things that I teach in my PE classes.

When we are coaching we focus on the "great ones". When I am teaching PE I am focusing on all of them. There are many who play sports who don't get the focus and attention and learn very little. Their role is small and they are asked to learn to do one thing well enough to help the team. The scope and training of athletics is too narrow. When athletes come to my company they want results to the specific conditions of their sports and nothing else. They are highly motivated, paying money but don't want to know the how, or why, they just want to be taught what will help them be better at the one skill they need for their sport. Many of our clients are private school student athletes who either "get out" of PE or get a "PE credit" for sports just like this bill is proposing; but when I question them the way I would my middle school students, they do not answer well. They are not physically educated. Most also do not perform skills outside of their limited training very well either. So, even if they are being taught the first standard the scope is way too narrow. This bill also opens up many questions. If an athlete gets hurt and can't practice or play for a length of time, do they get the credit? What if the coaches only teach to standard number 1? (I can say quite confidently, this is all they are doing and is all they are supposed to

be doing)

I think the real problem is that PE is not what it used to be. It used to be sports, for the athletes. If you have been an athlete, watched athletes, or know any, you know that many become very unhealthy after they stop competing (of course many are unhealthy while competing). They did not learn what PE is teaching. Now PE is skills, concepts, fitness, health, and physical activity for everyone. PE is changing as we speak. Some are further along than others, but it is changing. The problem is many do not know how it is changing. Many believe it is change your clothes and get a good grade. When I went through PE in school I loved it. But I didn't understand it. I think that is where the majority of adults are today. They don't understand it. It wasn't until I went through the program at the University of Hawaii (at the age of 30) that I got the big picture of what Physical Education is and what a physically educated person is and how it can affect our society.

I believe I have the full picture. From Physical Education to sports at all levels. I would like to invite you to spend a few days with me to see the differences. Come see what I teach in PE and how I teach it versus when I coach versus when I train athletes. It is all very different and it should be. Passing this bill is not the right thing to do. Please meet with the professionals so you can be educated on what Physical Education is changing and how it is changing.

I can be reached at 230-3650 (cell) or at my email geoffgarvin@yahoo.com.au

or of course at Stevenson Middle School
or Tactical Strength and Conditioning
770 Kapiolani Blvd #105
Hon. HI. 96813
589-2115
Fax. 589-2117

Respectfully,

Geoffrey K. Garvin

TESTIMONY for SB 2697

TO: Senate Education Committee
FROM: Yat-Hon Yau
RE: SB2697
DATE: February 11, 2008, 3pm, Room 225

POSITION: I support and highly agree with the general intent of SB 2697 with some thoughts and suggestions to amend this bill by adjusting some aspects of Section 2 (4).

I support the following sections of this senate bill:

Section 2. (1) Establish programs and activities that promote a commitment to lifelong physical activity and decreased sedentary behavior, including the development of after-school and summer programs, which shall be taught by licensed physical education teachers beginning with the 2008-2009 school year;

Section 2. (2) Define and implement a developmentally appropriate course of study for physical education instruction in grades kindergarten through six that is taught by at least one licensed physical education teacher per school by school year 2013-2014;

Section 2. (3) Implement physical education instruction that complies with the standards established by the National Association for Sports and Physical Education (NASPE) as a core requirement for grades seven and eight.

I **OPPOSE** the following section of this senate bill which should be adjusted or completely deleted from the bill:

Section 2. (4) Assist and allow high school principals to grant specialized credit for participation in after-school athletic activity and other co-curricular activities by school year 2009-2010; provided that a licensed physical education teacher shall certify that activity is generally in accordance with the standards established by the department of education for physical education instruction.

First of all, I personally do not think that athletics is included in physical education and credits should not be granted.

Second, athletics does not meet and qualify the standards of physical education. The standards and qualities of physical education should include varies of motor skills, concepts of motor skills, fitness, and mental skills, regular exercises, social skills, and enjoyments of physical activities but athletic activities do not include the standards that I just mentioned.

Third, physical education includes life time fitness; however, being an athlete myself, I have seen other athletes slack off when we are off seasons. Many athletes only exercise when the seasons come but stop once they finish the games and competitions.

Forth, I strongly agree to have certified or licensed teachers to teach physical education. However, there are only small numbers of coaches are certified to teach in Hawaii. How will that be convinced if the classes are not taught by certified teachers.

To concluded, athletics activities do not meet the requirements and standards of the program of physical education. Therefore, that would not be convincing enough to grant credits for participation in after-school athletic activity and other co-curricular activities.

I suggest and urge the Senate Education Committee to adjust or delete Section 2 (4) from Senate Bill 2697.

TO: Senate Education Committee
FROM: Shawn Coleman, Teacher at Wilson Elementary
RE: SB 2697
DATE: February 11, 2008, ³pm in Room 225

I have been a physical educator at Wilson Elementary School for the past 9 years. I enjoy my job immensely and feel that I have had a great impact on our children regarding their attitudes about physical education and healthy habits. In fact, I have had several former students come back to thank me for the skills they learned in elementary school that better prepared them for middle & high school physical education and athletic endeavors. Some of these students participated in athletics and others did not. Regardless of athletic prowess, these students were able to appreciate the diversity offered in physical education, the progression of the curriculum, and integrated learning that was built upon and developed at the higher levels.

I have also been actively involved in coaching sports and teaching after-school physical activities to elementary & high school-aged children for the past 15 years. Based upon my experience and knowledge that I have on both sides of the spectrum, I would not recommend nor approve of students receiving physical education credits for extra- or co-curricular activities they are involved in during high school. There are several reasons for my opinion and opposition to SB604.

As a full-time physical education teacher, I am educated and knowledgeable about the standards of physical education. Also, I am able to teach to the diverse, culturally different, and different abilities of all students so that EVERY student may be successful. This is not necessarily the objective of a coach - especially someone that is motivated to win at any cost. The goal in athletics is to win games and unfortunately a lot of coaches are retained based on their win-loss record. As a coach determined to win games, only the best players will play while others will merely "make the team." Also, there are a lot of coaches that do not edify nor model behaviors that promote lifelong physical activity. Similarly, there are other coaches that do not teach proper mechanics or implement best practices that are developmentally appropriate for all children.

On the other hand, a coach that may be more educated and up-to-date on modern practices (related to their sport) would not be able to complete a true standards-based assessment on an athlete's performance of ONE sport. Our goal in physical education is to physically educate our children for life and promote lifelong physical activity. Can one truly say that a high school football player, for instance, will be physically educated for life after playing football? Or, what about the athlete that suffers a debilitating injury that prevents them from ever performing their sport of choice? In physical education, we try to expose students to a variety of health-enhancing activities under differing conditions. Physical educators also modify conditions for different degrees of talent or skill levels so that ALL students may appreciate and enjoy several options of activities in non-threatening or competitive settings.

Students in physical education are assessed on their cognitive knowledge in addition to their psychomotor skills. Is this the case in athletics? Will all athletes be competent after their season and demonstrate knowledge and understanding of a health-enhanced lifestyle and fitness for life based upon the knowledge of their sport(s)? The knowledge and conditioning that athletes receive are intensely specific to the sport they are playing. And what about the general learner outcomes (GLOs)? Are coaches integrating GLOs, other subjects, and making connections to previous experiences or real life situations (like teachers often do) to facilitate student learning?

I think it would be irresponsible for the Department of Education to even consider granting physical education credits to anything other than physical education classes. If anything, they should consider making physical education mandatory every year of high school. Aren't we trying to develop "the whole child"? Doesn't physical activity contribute to increased academic performance? To consider reducing or substituting the requirement for physical education is demeaning and demoralizing to physical educators, especially when requirements for other subject areas are increasing. If we want to help our students achieve and realize better academic performance, maybe we should require them to be more active.

I am strongly opposed to SB604. I hope that you will not jeopardize the future welfare and health of our children by diminishing the requirement for physical education.

Thank you for your consideration in this very important matter.

Shawn Coleman
Wilson Elementary, Physical Education Teacher

TO: Senate Education Committee
FROM: Pelehonuamea Harman, DOE Teacher
RE: SB 2697 3
DATE: February 11, 2008 pm in Room 225

My name is Pelehonuamea Harman and I am a teacher at Ke Kula ʻo
Nāwahīkalanīʻōpuʻu
in Keaʻau, HI. I am emailing you to show my support of the continuation
of Phys. Ed. programs
in all Hawaii schools. We here at Nāwahī have seen firsthand the positive
effect physical fitness
has had on our students and staff and how it has enhanced the academic
achievements of our
children. I applaud you in your efforts and wish you success in this
endeavor.

me ka 'ola'l'o,

Pelehonuamea Harman
5/6 grade teacher
Ke Kula 'O Nāwahīkalanīʻōpuʻu Iki PCS

TO: Senate Education Committee
FROM: Ward Gardner, Teacher at Pahoa High and Intermediate School
RE: SB 2697
DATE: February 11, 2008,³pm in Room 225

My name is Ward Gardner and I teach 7th grade PE/Health at Pahoa High and Intermediate School. I heard there is a Senate Bill to allow high school credit for participation in athletics. Do you play music? People who play music and learn to read music need to use math skills to know how long to hold a note, how many beats per measure, etc. They also need to decode symbols (just like reading). If they write songs they need to use poetry and "kaona" to express themselves. This sounds like we could just introduce a bill in the Senate to allow math and english credit for participation in band. How about drama class? Wow, that's very, very closely related to english class...Hmmmmmmmm...Economics? They get credit in social studies for that class, right? Sounds like math to me. Why not give the students credit in both math and social studies for taking one class in economics? Maybe they could learn how to spend even less money on public education in Hawaii than we spend now.

I agree with the Bill to allow Phys Ed credit for athletic participation. ONLY IF...the Phys Ed requirement is increased to four years of high school and two years of intermediate school and K-6 in elementary school. AND...hire highly qualified Phys Ed teachers and athletic coaches to work with ALL students from grades kindergarten through 12th. AND...don't forget to pay the coaches what they are actually worth.

Since I work at both jobs, I recognize the value of both Physical Education and athletics. You folks should fund complete athletic programs from elementary through grade twelve. You should especially fund athletics for intermediate students. If you do you will decrease the number of men incarcerated in Hawaii.

By the way, I've been coaching for over twenty years in high school and I get paid about \$2.50/hour. I sometimes have to use my own personal or sick leave to coach high school athletes during school hours. If this Bill passes would my coaches' pay be increased to AT LEAST the minimum wage? I heard driver's ed. teachers get a little bit more than that.

What is the motivation to pass this Bill? What is best for our students? I know that out of the two or three most important things we can teach them, one of those things is vigorous, daily physical activity for a lifetime.

Too much rambling already. Do you get the point, though?

Mahalo, Ward

TESTIMONY for SB 2697

TO: Senate Education Committee
FROM: Hawaii Association for Health, Physical Education, Recreation and Dance (HAHPERD)
RE: SB2697
DATE: February 11, 2008, 3pm, Room 225

POSITION: HAHPERD supports the general intent of SB 2697 with recommendation to amend the bill by deleting Section 2 (4).

HAHPERD supports the following sections of this senate bill:

Section 2. (2) Define and implement a developmentally appropriate course of study for physical education instruction in grades kindergarten through six that is taught by at least one licensed physical education teacher per school by school year 2013 – 2014.

Section 2. (3) Implement physical education instruction that complies with the standards established by the National Association for Sports and Physical Education (NASPE) as a core requirement for grades seven and eight.

HAHPERD opposes the following section of this senate bill which should be completely deleted from the bill:

Section 2. (4) Assist and allow high school principals to grant specialized credit for participation in after-school athletic activity and other co-curricular activities by school year 2009 – 20010; provided that a licensed physical education teacher shall certify that the activity is generally in accordance with the standards established by the department of education for physical education instruction.

First of all, athletics is considered an extension of the core program of physical education, and does not include all the benefits of physical education.

Second, athletics does not meet all of the Four Hawaii Content Standards. Standard One of the Hawaii Standards for Physical Education refers to participating in a wide variety of leisure and work-related physical activities. Athletics does not offer a wide variety of physical activity. Athletics is limited to only the traditional sports and does not give opportunity to a wide range of leisure and innovative lifetime activities.

Standard Two of the Hawaii Standards for Physical Education includes the learning of concepts and their application to motor skills and promotion of an active lifestyle for health and wellness. Coaches are only concerned about winning in their sport, and not about increasing the knowledge base of general health and wellness, or the five components of health-related fitness or lifestyle health and fitness concepts.

Third, allowance of high school principals to grant credit for participation in athletics by placing the responsibility on a licensed physical education teacher equates to no more than the high school principal "passing the buck" and not being qualified to evaluate the standard based curriculum.

Fourth, placing the responsibility of evaluation on a licensed physical education teacher further supports the inadequacy of the majority of coaches who are not certified and licensed, and yet allowing credit to be given for a class where the instructor is lacking proper and essential credentials. Only a small number of coaches are certified in Hawaii. How is it possible that students should receive credit for a class not taught by a certified or licensed teacher.

Last, many athletes do not continue with an active lifestyle after graduation, let alone even after the season is over. In addition some of the athletic sports are not very active, and for some, the season is short.

In conclusion, athletics do not meet all of the requirements and benefits of the core curriculum of a quality physical education program and should not receive physical education credit in Hawaii public schools.

HAHPERD urges the Senate Education Committee to delete section 2 (4) from Senate Bill 2697.

Respectfully Submitted,



Donna Chun
President

Hawaii Association for Health, Physical Education, Recreation and Dance

TESTIMONY for SB 2697

TO: Senate Education Committee
FROM: Mary S. Wood, HAPERD Representative – West Hawaii
Teacher Representative – Waimea Elementary School
RE: SB2697
DATE: February 11, 2008, 3pm, Room 225

POSITION: I support the general intent of SB 2697 with the recommendation to amend the bill by deleting Section 2 (4).

The magnanimous impact of this bill should be considered for the health and welfare of every student in the State of Hawaii is at stake. Given all the research linking movement with learning, it is imperative to support whole-heartedly standards-based physical education as a core subject because health is the foundation of academics. Research supports that a healthy and fit child will perform better academically. We should support the whole child in our educational system: spirit, mind, and body.

I support the following sections of this senate bill:

Section 2. (2) Define and implement a developmentally appropriate course of study for physical education instruction in grades kindergarten through six that is taught by at least one licensed physical education teacher per school by school year 2013 – 2014.

Section 2. (3) Implement physical education instruction that complies with the standards established by the National Association for Sports and Physical Education (NASPE) as a core requirement for grades seven and eight.

I OPPOSE the following section of this senate bill which should be completely deleted from the bill:

Section 2. (4) Assist and allow high school principals to grant specialized credit for participation in after-school athletic activity and other co-curricular activities by school year 2009 – 2010; provided that a licensed physical education teacher shall certify that the activity is generally in accordance with the standards established by the department of education for physical education instruction.

First of all, athletics is considered an extension of the core program of physical education, and does not include all the benefits of physical education.

Second, athletics does not meet all of the Four Hawaii Content Standards. Standard One of the Hawaii Standards for Physical Education refers to participating in a wide variety of leisure and work-related physical activities. Athletics does not offer a

wide variety of physical activity. Athletics is limited to only the traditional sports and does not give opportunity to a wide range of leisure and innovative lifetime activities.

Standard Two of the Hawaii Standards for Physical Education includes the learning of concepts and their application to motor skills and promotion of an active lifestyle for health and wellness. Coaches are primarily concerned about winning in their sport, and not about increasing the knowledge base of general health and wellness, or the five components of health-related fitness or lifestyle health and fitness concepts. These are critical concepts that need to be practiced regularly to become healthy lifestyle habits.

Third, only a small number of coaches are certified in Hawaii. How is it possible that students can receive credit for a class not taught by a certified or licensed teacher?

Fourth, many athletes do not continue with an active lifestyle after graduation, let alone even after the season is over. In addition some of the athletic sports are not very active, and for some, the season is short.

In conclusion, athletics do not meet all of the requirements and benefits of the core curriculum of a quality physical education program and should never receive physical education credit in Hawaii public schools.

I urge the Senate Education Committee to delete section 2 (4) from Senate Bill 2697.