

Virginia Board of Education Agenda Item



Agenda Item: D

Date: November 21, 2013

Title	Final Review of Proposed <i>Physical Education Program Guidelines for Public Elementary and Middle Schools</i> as Required by HB 1092 (2012)		
Presenter	Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications		
E-mail	Anne.Wescott@doe.virginia.gov	Phone	(804) 225-2403

Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: October 24, 2013

Action: First review

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
X	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 6: These guidelines provide sound policies for student success by promoting health in schools through physical education.

The 2012 General Assembly approved HB 1092 (O’Bannon), a § 1 bill that says: “That the Board of Education shall develop physical education program guidelines for public elementary and middle schools.” A second enactment clause requires that the Board of Education, in developing the guidelines, work with the American Heart Association; the American Cancer Society; the American Academy of Pediatrics, Virginia Chapter; the Virginia Association of School Superintendents; the Virginia School Boards Association and other interested stakeholders, and a third enactment clause requires the guidelines to be developed prior to January 1, 2014.

Summary of Important Issues:

In addition to the stakeholders specified in HB 1092, the Virginia Department of Education sought input from the following organizations: the American and Virginia Alliances for Health, Physical Education, Recreation and Dance; Longwood University; Prevention Connections; the Virginia Alliance of YMCAs; the Virginia Athletic Trainers' Association; the Virginia Association of School Nurses; the Virginia Coalition for Fine Arts Education; the Virginia Foundation for Healthy Youth; the Virginia Municipal League; and the health and physical education program coordinator offices in three local school divisions.

According to the proposed guidelines, physical education programs should: provide students with an opportunity to learn health-enhancing concepts and skills; ensure meaningful content and skills are included in the physical education curriculum; ensure students are taught by highly-qualified health and physical education teachers; and encourage students to be physically active and become physically fit for life. The four guidelines are supported by specific indicators or goals as well as guidance for implementation. In addition to the guidelines, the attached document contains citations to Virginia laws and regulations related to physical education as well as a listing of pertinent references and resources.

Two public comments were received by the Board at its October 24 meeting. The American Health Association recommended adding two indicators under the first guideline, that physical education programs should provide students with an opportunity to learn health-enhancing concepts and skills, and three indicators under the fourth guideline, that physical education programs should encourage students to be physically active and become physically fit for life. These suggested indicators are: (1) all students are required to take physical education in elementary and middle schools; (2) schools offer instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school) that support intellectual, physical, and personal development; (3) policies are adopted and practices are implemented to attain 150 minutes (elementary) and 225 minutes per week (middle and secondary school) of physical activity a week; (4) policies are developed and programs are implemented to increase the opportunities for daily physical activity outside of physical education, such as opportunities for daily physical activity outside of physical education, such as safe routes to school, intramurals, active recess, classroom breaks, after-school physical activity programming, clubs, and interscholastic sports; and (5) the community provides and supports programs designed to increase physical activity.

The American Academy of Pediatrics recommended that the guidelines be a blueprint of best practices for implementing 150 minutes of physical education in elementary school and 225 minutes in middle school for those schools who voluntarily want to increase the time for physical education.

A 10-day public comment period began on October 24, 2013, following the Board of Education's acceptance of the proposed Physical Education Program Guidelines for Public Elementary and Middle Schools for first review. In addition to the two speakers who offered comment during the public comment period at the October 24, 2013 Board of Education meeting, written comments were received from 32 individuals affiliated with eight Virginia public school divisions; two special interest organizations; and one public university.

Seventeen individuals affiliated with two school divisions asked that the draft guidelines be modified to (1) clarify that physical education is required; (2) require highly qualified physical education teachers; (3) include health education and instruction; and (4) specify a minimum amount of time allotted to physical education (150 minutes per week was suggested most frequently). One individual affiliated with a school division asked that the guidelines be amended to require highly qualified physical education teachers and to specify a minimum amount of time allotted to physical education – 150

minutes per week for elementary school students and 225 minutes per week for middle school students. The Virginia Association of Health, Physical Education, Recreation and Dance (VAHPERD) in addition to two individuals affiliated with different school divisions requested that the guidelines specify a minimum amount of time allotted to physical education.

One individual affiliated with a school division asked that the draft guidelines be amended to be more specific; to address instruction and assessment; to encourage school divisions to provide instruction beyond that which is required by the *Physical Education Standards of Learning for Virginia Public Schools*; and to clarify how an individualized program of fitness will be developed.

A representative of the American Cancer Society Cancer Action Network requested that content from an earlier version of the draft guidelines be reinstated – most notably, a specific number of minutes allotted to physical education (i.e., 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students); increased opportunities for daily physical activity outside of physical education; and community support for programs designed to increase physical activity.

Finally, nine individuals affiliated with seven school divisions and one university expressed their appreciation to the Academy of Pediatrics, the American Heart Association, Dr. Oktay Baysal and others for their support of physical education programs in Virginia.

Copies of the comments are attached.

In response, the following language from the Standards of Quality, § 22.1-253.13:1 (D) of the *Code of Virginia*, is proposed to be added: Local school divisions shall implement a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

Impact on Fiscal and Human Resources:

The impact on fiscal and human resources is expected to be minimal.

Timetable for Further Review/Action:

Upon final approval of the Board, the guidelines will be disseminated by a Superintendent's Memo to local school divisions and posted on the Virginia Department of Education's Web site.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed *Physical Education Program Guidelines for Public Elementary and Middle Schools*.

**Virginia Board of Education
Physical Education Program Guidelines
For Public Elementary and Middle Schools**

I. Introduction

The 2012 General Assembly approved HB 1092 requiring the Virginia Board of Education to develop physical education program guidelines for public elementary and middle schools in collaboration with the American Heart Association; the American Cancer Society; the American Academy of Pediatrics, Virginia Chapter; the Virginia Association of School Superintendents; the Virginia School Boards Association; and other interested stakeholders.

These guidelines pertain to physical education, which should not be confused with physical activity. Physical education is a planned, sequential, quality instructional program that helps students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. By contrast, physical activity is any bodily movement that is produced by the contraction of skeletal muscles that increases energy expenditure.

II. Guidelines

Physical education programs should:

1. Provide students with an opportunity to learn health-enhancing concepts and skills.

Indicators:

- ***In accordance with the Standards of Quality, § 22.1-253.13:1 (D) of the Code of Virginia: Local school divisions shall implement a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.***
- Schools offer instructional periods of physical education in elementary and middle schools consistent with the provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131 et seq.);
- Qualified health and physical education teachers provide instruction for all students, including students with disabilities; and
- Schools provide adequate equipment, technology, and facilities that provide healthy, safe, active, and equitable learning experiences.

Guidance:

All elementary and middle school students in Virginia have the opportunity to benefit from physical education. Students with special needs receive physical education instruction in the least restrictive environment, and physical education is available equally to children with disabilities and children without disabilities.

Students are taught by qualified health and physical education teachers who deliver instruction that supports learning for all students. Schools provide adequate facilities and equipment, adequate time for instruction, and class size that supports high-quality instruction and ensures student safety.

2. Ensure meaningful content and skills are included in the physical education curriculum.

Indicators:

- School division curricula are based on the *Physical Education Standards of Learning for Virginia Public Schools*, which identifies the concepts, processes and skills for physical education in kindergarten through grade twelve.
- Physical education standards are grouped into five strands:
 - a. Skilled Movement;
 - b. Movement Principles and Concepts;
 - c. Personal Fitness;
 - d. Responsible Behaviors; and
 - e. Physically Active Lifestyle.
- School divisions adopt an instructional sequence and program that best serves their own students.

Guidance:

The *Physical Education Standards of Learning for Virginia Public Schools* establish minimum expectations for what students should know and be able to do at the end of each grade or course in physical education and are intended to support the following goals for students:

- Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Skilled Movement)
- Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)
- Achieve and maintain a health-enhancing level of personal fitness. (Personal Fitness)
- Demonstrate responsible personal and social behaviors in physical activity settings. (Responsible Behaviors)
- Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)

Additional information about the *Physical Education Standards of Learning for Virginia Public Schools* and related resources are available at

<http://www.doe.virginia.gov/instruction/physed/index.shtml>.

3. Ensure students are taught by qualified health and physical education teachers.

Indicators:

- Health and physical education teachers meet or exceed the [*Standards of Professional Practice for Teachers of Health and Physical Education*](#).
- Health and physical education teachers are supported through regular, high-quality professional development opportunities.

Guidance:

Effective classroom management techniques and engaging instruction are used to maximize student learning time. Instructional planning begins with a curriculum scope and sequence that is aligned to the Standards of Learning; connects instruction with prior learning; makes topics

relevant to students' lives and experiences; and ensures mastery of knowledge, concepts, and skills.

Delivery of instruction in physical education includes strategies, resources, materials, and tools for the sequencing of learning experiences that are designed to engage all students in active learning.

4. Encourage students to be physically active and become physically fit for life.

Indicators:

- Curricula provide students, teachers, and parents with the necessary information to design an individualized program of fitness.
- Daily physical activity outside of physical education is encouraged.

Guidance:

A well-designed physical education curriculum integrates fitness education and provides students, teachers, and parents with the necessary information to design an individualized program of fitness for each student. Students who participate in physical education programs that promote personal fitness and encourage daily physical activity will be more likely to become physically fit and responsible in their physical activity choices and behaviors for a lifetime.

III. Virginia Laws and Regulations Related to Physical Education

Code of Virginia

Virginia Standards of Quality

<http://www.doe.virginia.gov/boe/quality/index.shtml>

[§ 22.1-200](#). Subjects taught in elementary grades.

[§ 22.1-207](#). Physical and health education.

[§ 22.1-253.13:1](#). Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Regulations

Regulations Establishing Standards for Accrediting Public Schools in Virginia

[8 VAC 20-131-80](#). Instructional program in elementary schools.

[8 VAC 20-131-90](#). Instructional program in middle schools.

[8 VAC 20-131-240](#). Administrative and support staff; staffing requirements.

IV. References and Resources

Governor's Healthy Virginians Web site:

<http://www.healthyvirginians.virginia.gov/index.cfm>

Joint Committee of the Board of Education and Board of Health Final Report, September 2004: http://www.doe.virginia.gov/VDOE/VA_Board/BOE-BOH-Report.pdf

Scorecard for the Governor's Nutrition and Physical Activity and Program:

<http://www.virginia.gov/doe/login.html>

Superintendent's Memo No. 7, May 20, 2005, Local Wellness Policy Requirement:

http://www.doe.virginia.gov/administrators/superintendents_memos/2005/reg007.html

Virginia Department of Education Health Education, Physical Education, and Driver Education Web site: <http://www.doe.virginia.gov/VDOE/Instruction/PE/>

TO: Virginia Board of Education

FROM: Christopher Ramos, MPA
Director, Government Relations
American Heart Association

DATE: October 24, 2013

SUBJECT: *Physical Education Program Guidelines for Public Elementary and Middle Schools as Required by HB 1092 (2012)*

The American Heart Association / American Stroke Association believes that quality, daily physical education is an important part of a student's comprehensive education, and it will positively impact his or her life-long health and well-being. Ideal physical education programs will inspire a commitment to physical activity and an overall healthy lifestyle. They will also augment other prevention efforts and help to reverse the growing epidemic of childhood obesity which threatens to undo decades of progress in the fight against cardiovascular disease.

We stand with organizations including the American Cancer Society, the American Diabetes Association, NASPE, the National Association of State Boards of Education (NASBE), the Centers for Disease Control and Prevention and the Institute of Medicine in recommending 150 minutes of physical education each week for children in elementary school and 225 minutes per week for middle school and high school. (At least 50 percent of class time should be spent in moderate to vigorous physical activity.)

Toward this end, we advocated for the passage of HB 1092 (2012), and we were included among the stakeholders whose input the legislation specifically solicited. We were mostly pleased with the eight-page draft guidelines presented to the Department of Education work group which met on September 23, 2013. However, in their current form, the three-page guidelines before the Board of Education reflect a significant, unexpected change from the draft presented for our review at the September 23 meeting. We are disappointed with their current content and surprised by the dramatic adjustments made subsequent to the stakeholder meeting.

Unlike the guidelines presently before the Board of Education, the draft guidelines as reviewed on September 23, 2013 included many additional components. Among the most critical omissions are the following:

Under Section II. Guidelines:

Section II, 1. Indicators:

"All students are required to take physical education in elementary and middle schools;

Schools offer instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school) that support intellectual, physical, social, and personal development; (Page 2)"

Section II, 4. Indicators:

“4. Encourage students to be physically active and become physically fit for life.

Indicators:

- Policies are adopted and practices are implemented to attain 150 minutes (elementary) and 225 minutes per week (middle and secondary school) of physical activity a week;
- Policies are developed and programs are implemented to increase the opportunities for daily physical activity outside of physical education, such as safe routes to school, intramurals, active recess, classroom breaks, after-school physical activity programming, intramurals, clubs, and interscholastic sports; and
- The community provides and supports programs designed to increase physical activity. (Page 3)”

Our goal in pursuing the creation of physical education guidelines and assisting in their development continues to be providing those school districts wishing to voluntarily increase the amount of physical education they provide with a blueprint to do so effectively. Unfortunately, the document before you falls far short of this objective.

It is our hope that – prior to their final approval – the guidelines before you will at least be amended to include more language from the five pages of content removed from the draft we reviewed on September 23, 2013. Further, we hope that you will take the opportunity to amend these guidelines to provide actual guidance to schools on ways to increase the amount of physical education they provide and to implement strong PE programs which meet the nationally recognized 150/225 minute standards.

Thank you for the opportunity to contribute to this process. We hope our concerns will be addressed going forward, and we look forward to continuing to contribute to the development of policies which positively impact the health of Virginia’s children in the future.



Virginia Chapter

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www.virginiapediatrics.org

October 24, 2013

David M. Foster
President, Virginia Board of Education
James Monroe Building
101 N. 14th Street
Richmond VA 23219

Dear President Foster:

On behalf of the Virginia Chapter of the American Academy of Pediatrics (VA AAP), I would like to express our disappointment with this version of proposed physical education guidelines that you are considering. As one of the original stakeholders who worked with Delegate O'Bannon on this bill, we do not believe this document reflects his intent, nor the intent of the General Assembly.

The goal of asking the Board to develop guidelines was simple- to have them develop a blueprint of best practices for implementing the nationally recognized 150 minutes of physical education in elementary school and 225 minutes in middle school. Having such a blueprint available would allow schools who voluntarily want to increase their amount of physical education to have a well-written, easily accessible and respectable resource available to help them design a program that fits their particular school and their student's needs. This draft does nothing of the sort.

The document in front of you today is a mere shadow of the first draft that was presented to us at our first and only stakeholders meeting on September 23rd. The first draft that was presented was a much more robust and research based document. However, they were still lacking the real life examples we sought. At the stakeholder meeting, our representative, Dr. Sam Bartle, expressed our desire for that draft to be amended to include true blueprints for what a 150 minute or 225 minute physical education program could look like in an elementary and middle school.

As pediatricians who see children suffering from a lack of physical education on a daily basis, we see these guidelines as a terrific opportunity to give our schools specific and valuable guidance on how to help our students lead healthier lives. Please don't let this opportunity pass us by.

Childhood obesity has become a health crisis for today's children and ending it is one of our organization's top priorities. As pediatricians, we know firsthand the severity of childhood obesity in the Commonwealth. We constantly treat overweight and obese children that are suffering from diabetes, hypertension, asthma, sleep apnea and other serious health problems. These conditions can have long-term consequences that require ongoing medical treatment and management. Overweight adolescents have a 70 percent chance of becoming overweight adults, which increases their risk for chronic disease, disability and death.

We support a multi-pronged response to childhood obesity that must include regular physical education to be effective. Research consistently shows that children who participate in physical education are better able to concentrate and focus in the classroom and achieve higher scores on standardized tests in addition to learning the importance of including physical activity in their daily life.

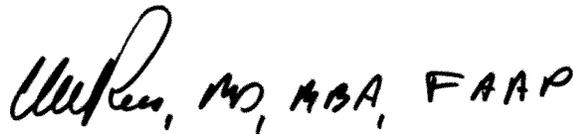
These proposed guidelines are critical to the health and well being of Virginia children. We urge you to go back to the drawing board and revise these guidelines to add specific examples of how schools can provide 150 or 225 minutes of physical education in their schedules. For middle schools, it would be useful to give examples of how 225 minutes could fit into a traditional schedule or a block schedule. We want to make it as easy as possible for schools to implement these guidelines and the more information we can provide on how to do this, the easier it will be for them.

We also want to emphasize that physical education should receive its own dedicated time in the school day. Participation in physical education should not be withheld as punishment and the time allotted for it should not be used for other activities. Physical activity and physical education must be made a priority in our schools to help students learn how to lead more active, healthier lives.

Over the past two decades, the number of obese children has doubled and the number of obese adolescents has tripled. It is urgent that Virginia takes steps toward reducing these rates and issuing meaningful guidelines is a critical first step.

Thank you for the opportunity to provide input on this critical issue.

Sincerely,

A handwritten signature in black ink that reads "W. Rees, MD, MBA, FAAP". The signature is written in a cursive, slightly slanted style.

William C. Rees, MD, MBA, FAAP
President, Virginia Chapter

Wescott, Anne (DOE)

From: Ann Vaughan [ann.vaughan@cancer.org]
Sent: Monday, November 04, 2013 3:50 PM
To: Wescott, Anne (DOE); Williams, Susan B. (DOE)
Cc: Keenan Caldwell
Subject: Comments from Keenan Caldwell Re: PE Guidelines
Attachments: PE Guidelines Comments from ACS CAN.docx; PE in Schools Fact Sheet from ACS ADA AHA.pdf; PE--Proposed Guidelines 2013.docx

Ms. Wescott and Ms. Williams,

Attached you will find comments from Keenan Caldwell that he is submitting on behalf of the American Cancer Society Cancer Action Network, a stakeholder organization for the PE guidelines. Please let me know if you have trouble opening any of the attachments. Keenan can be reached directly at 804-937-2673 or Keenan.Caldwell@cancer.org.

Ann Vaughan

Ann Vaughan | Grassroots Manager

American Cancer Society Cancer Action Network, Inc.

4991 Lakebrook Drive Suite 75

Glen Allen, VA 23060

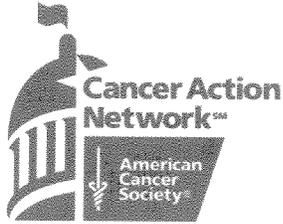
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Comments Re: Proposed Physical Education Program Guidelines for Elementary and Middle Schools as Required by HB1092 (2012)

In their current form, the guidelines before the Board of Education reflect a significant, unexpected change from the draft that was presented to the American Cancer Society Cancer Action Network (ACS CAN) and other organizations for review at the September 23 stakeholder meeting. We are disappointed with their current content and surprised by the dramatic adjustments made subsequent to this meeting.

As you review the proposed guidelines for incorporating physical education into elementary and middle schools, ACS CAN asks that you consider that one in three cancer deaths are due to nutrition and physical activity factors, including overweight and obesity. This is an important fact to know since children who are overweight or obese have a higher chance of being overweight or obese adults than children who are a healthy weight. In Virginia, direct obesity-attributable health care costs reached over \$3.3 billion in 2009 and these numbers are estimated to have continued to spiral upwards since then. Requiring physical education in Virginia's elementary, middle and high schools would be an important step towards reducing these numbers.

We join other organizations including the American Heart Association (AHA), the American Diabetes Association (ADA), National Association for Sport and Physical Education (NASPE), the National Association of State Boards of Education (NASBE), the Centers for Disease Control and Prevention and the Institute of Medicine in recommending 150 minutes of physical education each week for children in elementary school and 225 minutes per week for middle school and high school. (At least 50 percent of class time should be spent in moderate to vigorous physical activity.) For additional information regarding this recommendation, please see the attached PE in Schools Fact Sheet from ACS CAN, ADA, and AHA.

The draft guidelines that were reviewed during the meeting on September 23, 2013 included many additional components that we support and would like to see reinstated. Among the most critical omissions are the following:

Under Section II. Guidelines:

Section II, 1. Indicators:

“All students are required to take physical education in elementary and middle schools; Schools offer instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school) that support intellectual, physical, social, and personal development;” (Page 2 in attached)

Section II, 4. Indicators:

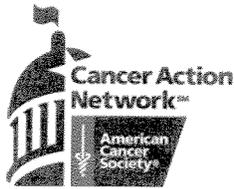
“4. Encourage students to be physically active and become physically fit for life.

Indicators:

- Policies are adopted and practices are implemented to attain 150 minutes (elementary) and 225 minutes per week (middle and secondary school) of physical activity a week;
- Policies are developed and programs are implemented to increase the opportunities for daily physical activity outside of physical education, such as safe routes to school, intramurals, active recess, classroom breaks, after-school physical activity programming, intramurals, clubs, and interscholastic sports; and
- The community provides and supports programs designed to increase physical activity. (Page 3)”

ACS CAN requests that you amend the new guidelines to include more language from the content removed from the draft we reviewed on September 23, 2013. Further, we hope that you will take the opportunity to amend these guidelines to provide actual guidance to schools on ways to increase the amount of physical education they provide and to implement quality physical education programs that meet the nationally recommended minute requirements of 150 minutes per week for elementary students and 225 minutes per week for middle and secondary students..

Thank you for considering our comments on the proposed guidelines and for reviewing the attached fact sheet . We hope that you will address the concerns that we raised since preventing childhood obesity is of utmost importance when it comes to the health of Virginia’s children. Should you have any questions regarding these comments please don’t hesitate to contact Keenan Caldwell, ACS CAN State Government Relations Director, at 804-937-2673 or Keenan.Caldwell@cancer.org.



FACT SHEET

Physical Education in Schools - Both Quality and Quantity are Important

Overview

About one in six children and adolescents ages six to 19 are obese.¹ As these children grow older, they have a much greater risk than their healthy weight peers of developing and dying from chronic diseases in adulthood.² One important way to stop this rise in childhood obesity and future chronic disease risk is to support the establishment of lifelong physical activity habits through quality physical education programs and regular physical activity opportunities in our nation's schools.

Thus, ACS CAN, ADA and AHA advocate for more frequent, quality physical education in all K-12 schools. Physical education teaches students the basics of physical literacy and how to integrate exercise into their lives. It also provides time for regular physical activity in schools, which with increased intensity leads to improved fitness. Regular physical activity is associated with a healthier, longer life and with a lower risk of heart disease, high blood pressure, diabetes, obesity, and some cancers.²

PE in school and sedentary lifestyles

Many youth are increasingly sedentary throughout their day, meeting neither physical education nor national physical activity recommendations. Moreover, physical education in schools has been decreasing in recent years due to budgetary cut backs and competing academic demands.^{3,4} A recent report showed that many schools are still offering junk foods and sodas and not providing adequate time for physical activity.⁵ The following are some important facts to consider:

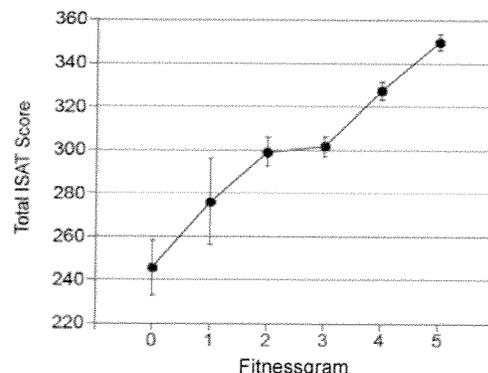
- Children's physical activity levels drop dramatically between the ages of 9 and 15.⁶
- Only 3.8% of elementary, 7.9% of middle, and 2.1% of high schools provide daily physical education or its equivalent for the entire school year.⁷ Twenty-two percent of schools do not require students to take any physical education at all.⁸
- Nationwide, only 51.8% of high school students attend at least some physical education (PE) classes and 31.5% of those students have daily physical education.⁹
- Only 6% of elementary school students and 2% of middle and high school students are in a district with a wellness policy that adheres to the recommended weekly amounts of physical education.¹⁰

Benefits of increased fitness

In a systematic review of physical education programs that increased the amount of time that students were physically active, students' aerobic and physical fitness increased.^{11,12} The benefits of modifying the school physical education curricula are experienced across diverse racial, ethnic, and socioeconomic groups, among boys and girls, elementary- and high-school students, and in urban and rural settings.¹³ A six-month exercise program among obese children and adolescents reduced body mass index, diabetes risk factors and low-degree inflammation and demonstrated that regular exercise can restore blood vessel function and improve cardiovascular risk factors.¹⁴ Evidence from the Early Childhood Longitudinal Study showed that physical education programs do have an impact on improving risk factors in young overweight girls.¹⁵ Other research suggests that regular participation in physical education classes helps reduce obesity in low-income teenagers who are disproportionately affected by the childhood obesity epidemic.¹⁶

Physical fitness can have a positive impact on cognitive ability, avoiding tobacco use, and reducing insomnia, depression, and anxiety.⁸ Physically fit children have higher scholastic achievement, better classroom behavior, greater ability to focus, and less absenteeism than their unfit counterparts.^{17,18,19} Several large-scale studies found improvements in students' academic performance and cognitive ability with increased time spent in physical education.²⁰

Physical Fitness & Achievement Test Performance*



Source: Hillman CH, Erickson K I, Kramer A F. Be smart, exercise your heart: Exercise effects on brain and cognition. *Nat Rev Neurosci*, 2008;9,58-65.

PE quantity and quality recommendations

ACS CAN, ADA, AHA and many other national groups recommend 150 minutes of physical education each week for children in elementary school and 225 minutes per week for middle school and high school. At least 50 percent of physical education class time should be spent in moderate to vigorous physical activity. Additionally, high schools should make physical education a graduation requirement.

A high quality physical education program should enhance the physical, mental, and social/emotional development of every child and incorporate fitness education and assessment to help children understand, improve and/or maintain their physical well-being.²¹

Action plan for physical education

We recommend the following strategies to improve physical education in our nation's schools:

- Require all school districts to develop and implement a planned, K-12 sequential physical education curriculum that adheres to national and state standards for health and physical education.
- Require school districts and schools to complete comprehensive self-assessments of their physical education programs using existing tools.
- Require school districts and schools to report the findings of their assessment to parents and members of the community.
- Support the hiring of a physical education coordinator at the state level to provide resources and offer support to school districts across the state, and support the hiring of a physical education coordinator in the school district to provide support to physical educators in the school district.
- Provide regular professional development opportunities to physical education teachers that are specific to their field.
- Require physical education teachers to be highly-qualified and certified (as per state requirements).
- Add requirements for fitness, cognitive, and affective assessment in physical education that are based on student improvement and knowledge gain.
- Assure that physical education programs have appropriate equipment and adequate facilities. Require class size consistent with other subject areas.
- Disallow automatic waivers or substitutions for physical education.
- Disallow students to opt out of physical education to prepare for other classes or standardized tests.
- Disallow the ability of states and school districts to assign or withhold physical activity as punishment.

School-based physical activity

We join numerous other national public health organizations in recommending that all school-age children accumulate at least 60 minutes per day of physical activity and avoid prolonged periods of inactivity. Any moderate-to-vigorous physical activity lasting at least 10 minutes provides health benefits.²² Thus, classroom-based physical activity, recess, walking or biking to school, and before and after school physical activity should supplement, but not substitute for, physical activity provided through physical education.²³

¹Ogden CL, Carroll MD, Kit BK, and Flegal KM. Prevalence of Obesity and Trends in Body Mass Index Among US Children and Adolescents, 1999-2010. *JAMA* 2012; 307(5).

²Eyre H, Kahn R, Robertson RM, Clark NG, Doyle C, Hong Y, Gansler T, Glynn T, Smith RA, Taubert K, Thun MJ. Preventing cancer, cardiovascular disease, and diabetes. *Circulation* 2004 Jun 29;109(25):3244-55.

³United States Government Accountability Office. K-12 Education: School-based physical education and sports programs. February 2012. <http://www.gao.gov/assets/590/588944.pdf>.

⁴McMurrer J. Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects. Wash DC: Center on Education Policy, 2008.

⁵Turner L, Chaloupka FJ, Chiqui JF and Sandoval A. School Policies and Practices to Improve Health and Prevent Obesity: National Elementary School Survey Results .2010. www.nwif.org/pr/product.jsp?id=73923

⁶Nader PR, Bradley RH, Houts RM, et al. Moderate to vigorous physical activity from 9 to 15 years. *JAMA*. 2008;300(3):295-305.

⁷CDC.School Health Policies and Programs Study (SHPPS) 2006. *Journal of School Health*. 2007; 27(8).

⁸U.S. Department of Health and Human Services. 2008 *Physical Activity Guidelines for Americans*. Available at <http://www.health.gov/paguidelines/>.

⁹Eaton, DK, Kann L, et al., Youth Risk Behavior Surveillance 2011. Surveillance Summaries. *MMWR*. June 8, 2012. 61(SS04); 1-162.

¹⁰Chiqui JF, Schneider L, Chaloupka FJ, et al. School District Wellness Policies: Evaluating Progress and Potential for Improving Children's Health Three Years After the Federal Mandate, School Years 2006-07, 2007-08, and 2008-09. Vol. 2.

Chicago, IL: Bridging the Gap Program, 2010. Available at http://www.bridgingthegapresearch.org/_asset/r08bgt/WP_2010_report.pdf.

¹¹Kahn EB, Ramsey LT, Brownson RC, Heath GW, Howze EH, Powell KE, Stone EJ, Rajab MW, Corso P. The effectiveness of interventions to increase physical activity: A systematic review. *American Journal of Preventive Medicine* May 2002; 22(4):73-107

¹²Sanchez-Vaznaugh E, Sanchez BN, Rosas LG, Baek J, Eqrter S. Physical education policy compliance and children's physical fitness. *American Journal of Preventive Medicine*. Volume 42, Issue 5, Pages 452-459, May 2012.

¹³McKenzie, T. L., Sallis, J. F., & Rosengard, P. Beyond the stucco tower: Design, development, and dissemination of the SPARK physical education programs. *Quest*, 2009; 61, 114-127.

¹⁴Meyer, AA, Kundt, G, Lenschow, U, Schuff-Werner, P, Kienast W. Improvement of early vascular changes and cardiovascular risk factors in obese children after a six-month exercise program. *J Am Coll Cardiol*, 2006; 48:1865-1870.

¹⁵Datar A, Sturm R. Physical education in elementary school and body mass index: Evidence from the early childhood longitudinal study. *American Journal of Public Health*. Sept. 2004; 94,9.

¹⁶Madsen KA, et al., Physical activity opportunities associated with fitness and weight status among adolescents in low-income communities. *Arch Pediatr Adolesc Med*. 2009; 163(11):1014-1021.

¹⁷Shore SM, Sachs ML, Lidicker JR, et al. Decreased scholastic achievement in overweight middle school students. *Obesity* 2008;16, 1535-1538.

¹⁸Geier AB, et al. The Relationship Between Relative Weight and School Attendance. *Obesity* 2007. 15:2157-2161.

¹⁹Centers for Disease Control and Prevention. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance U.S. Department of Health and Human Services; 2010

²⁰Active Living Research, A National Program of the Robert Wood Johnson Foundation. Active Education: Physical Education, Physical Activity and Academic Performance. Research Brief. Fall 2007. Available online at <http://www.activelivingresearch.org/resource/research/summaries>.

²¹National Association of Sport and Physical Education. Is it Physical Education or Physical Activity? Available at <http://www.aahperd.org/naspe/publications/teachingTools/PAvsPE.cfm?renderforprint=1>. Accessed August 1, 2012.

²²President's Council on Fitness, Sports, and Nutrition. General Fit Facts and Tips. Available at <http://www.fitness.gov/resources-and-grants/fit-facts-and-tips/general-fit-facts/>. Accessed: August 1, 2012.

²³National Association for Sport and Physical Education. Comprehensive school physical activity programs. Reston, VA. 2008. Available at <http://www.aahperd.org/naspe/standards/upload/Comprehensive-School-Physical-Activity-Programs2-2008.pdf>

Williams, Susan B. (DOE)

From: Payne, Elizabeth T [ETPayne@fcps.edu]
Sent: Monday, November 04, 2013 3:40 PM
To: Williams, Susan B. (DOE)
Cc: Wigand, Vanessa (DOE)
Subject: RE: Developing Physical Education Program Guidelines - Update

Pursuant to your request for comments:

Overall - the guidelines present general information without substance and details which do little to help school divisions move forward.

Specific references for your consideration -

Section II. Guidelines – second paragraph under Guidance – “Students are taught by qualified health and physical education teachers who deliver instruction that supports learning for all students.” In Virginia, I thought we required “highly-qualified” teachers for our students. Shouldn’t VDOE guidance use the same wording in this section under number 1 and number 3 (referenced below as well)?

Section II. Guidelines 1. Provide students with “an opportunity to learn” – is this meant to focus on issues of access and equity? Needs to be more specific about what is meant; such as “Provide all students access to developmentally appropriate health-enhancing concepts and skills instruction.”

Section II. Guidelines 2. “Ensure meaningful content and skills are included...” – this does not indicate that students are and should be held accountable for their learning – current wording allows teachers to “include it” as opposed to instruct and assess. Consider “Ensure meaningful content and skills are instructed and assessed in the physical education curriculum.”

Section II. Guidelines 2. *Guidance*: Do you want to say that the SOLs are “minimum” expectations without encouraging schools to extend learning in these areas? Consider - Local school division curriculum, aligned with the *Physical Education Standards of Learning for Virginia Public Schools*, establishes learning expectations for what students should know and be able to do at the end of each grade or course in physical education and support the following academic achievement goals for students:

Section II Guidelines 3. Consider - Ensure students are taught by highly-qualified health and physical education teachers. This section needs to include guidance about maximizing activity within instructional time.

Section II Guidelines 4. Indicators – “Curricula provide students, teachers, and parents with the necessary information to design an individualized program of fitness.” Although it is clarified in the guidance section, this wording appears to indicate that everyone is designing a program of fitness. Consider - Curricula provide students with the necessary information to design an individualized program of fitness. Then the guidance could add clarification such as - A well-designed physical education curriculum integrates fitness education and provides the resources teachers need to assist students with designing an individualized program of fitness. Parent communication tools are provided to facilitate implementation of student individualized programs of fitness outside of school. Students who participate in physical education programs that promote personal fitness and encourage daily physical activity through fitness planning will be more likely to become physically fit and responsible in their physical activity choices and behaviors for a lifetime.

Thank you for allowing comments,

Liz Payne, Ed.D.

K-12 Coordinator for Health, Family Life Education, and Physical Education

Fairfax County Public Schools
3877 Fairfax Ridge Road 3104
Fairfax, VA 22030
571-423-4553
Fax 703-279-5202
etpayne@fcps.edu

From: Williams, Susan B. (DOE) [<mailto:Susan.B.Williams@doe.virginia.gov>]
Sent: Friday, October 25, 2013 10:57 AM
To: Williams, Susan B. (DOE)
Subject: Developing Physical Education Program Guidelines - Update
Importance: High

Dear Stakeholders:

The draft Physical Education Program Guidelines that were reviewed by the Virginia Board of Education at their meeting yesterday are available for your review and comment by following this link:

http://www.doe.virginia.gov/boe/meetings/2013/10_oct/agenda_items/item_o.pdf

As indicated in my email sent on September 24, 2013 and forwarded below, we are distributing this “final draft” version of the guidelines to you for your comment. We need to receive your comments by **Monday, November 4, 2013**. The final review of the guidelines by the Board of Education will take place at their next meeting, which will be held on Thursday, November 21, 2013. There will be an opportunity for public comment on the draft guidelines at that time.

If you did not attend yesterday’s Board of Education meeting, a video of the meeting is available on the Virginia Department of Education’s website at <http://www.doe.virginia.gov/boe/meetings/index.shtml#> Simply scroll down to the October 24 meeting and click on the first “Video” link provided there. Public comment on the draft guidelines may be viewed at 26:37 according to the video counter/time stamp at the bottom of the screen, and Anne Wescott’s presentation of the draft guidelines to the Board begins at 3:03:30.

Please let me know if you have any questions or require additional information.

Thank you for your assistance.

Susan Williams

Susan B. Williams
Director of Policy
Virginia Department of Education
James Monroe Building
101 N. 14th Street - 25th Floor
Richmond, Virginia 23218
804.371.0558 - Phone
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www.doe.virginia.gov

From: Williams, Susan B. (DOE)
Sent: Tuesday, September 24, 2013 3:50 PM
To: Williams, Susan B. (DOE)
Subject: Developing Physical Education Program Guidelines - Next Steps
Importance: High

Dear Stakeholders:

First, to those of you who attended the meeting yesterday: thank you so much for taking the time out of your busy schedules to participate in this process by reviewing the draft guidelines and offering your comments and input. Please know that your review and feedback are critical to this process and to developing meaningful PE program guidelines.

Next, for your information, I have attached a list of the attendees from yesterday's meeting.

Finally, as promised, I also am providing the "next steps" that I reviewed at the end of the meeting yesterday:

1. Meeting attendees as well as those who were invited to participate but unable to attend will have until **Monday, September 30** to provide written comments.
2. VDOE staff will synthesize and incorporate comments as appropriate and prepare a "second draft" of the guidelines for internal executive review.
3. The "second draft" will be provided to the members of the Board of Education (Board) for first review at their meeting on **Thursday, October 24**.
 - a. There will be an opportunity for **public comment** on the draft guidelines at that time.
4. After the October 24 Board meeting, VDOE staff will incorporate any changes that Board members may request.
5. Next, we will send out the "final draft" version of the guidelines to you for comment.
 - a. We will keep that window open for 10 days – until **Monday, November 4**.
6. If there are additional comments received during that 10-day window, VDOE staff will incorporate them as appropriate and prepare a revised document for internal executive review.
7. VDOE staff will present the guidelines to the Board for final review at their **Thursday, November 21** meeting.
 - a. There will be an opportunity for **public comment** on the draft guidelines at that time.

Again, thank you for your invaluable participation in this process. I look forward to working with each of you as we proceed.

Please do not hesitate to contact me if you have any questions.

Susan

Susan B. Williams

Director of Policy

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Williams, Susan B. (DOE)

From: Corinne Dooley [DooleyCM@pwcs.edu]
Sent: Tuesday, November 05, 2013 8:28 AM
To: Williams, Susan B. (DOE)
Subject: HB 1092

Good Morning Susan,

My name is Corinne Dooley and I am the Physical Educator at Neabsco Elementary school in Woodbridge, VA. I have read the proposed physical education guidelines for VDOE and I am concerned about the language in the guidelines. It implies that anyone can teach my job and it is not an essential part of our students education. In fact, this is the exact opposite and this is supported by tons of research. With that being said, I would like to see at least the following four main points in the proposed guidelines:

- Schools "require" physical education, not just "offer" physical education opportunities.
- "Highly Qualified" physical education teachers, not just "Qualified" physical education teachers provide instruction....
- Health Education and instruction be included in the standards, not just physical education.
- Minimum amount of time (150 minutes) of physical education, independent of "encouraged" daily physical activity.

Thank you for your time and support,
Corinne Dooley

Corinne Dooley
Physical Education Teacher
Neabsco Elementary

3800 Cordell Avenue
Woodbridge, VA 22193
(703)-670-2147

Williams, Susan B. (DOE)

From: Geraldo Hernandez [HernanGM@pwcs.edu]
Sent: Monday, November 04, 2013 6:21 PM
To: Williams, Susan B. (DOE)
Subject: Concern with the language in bill (HB 1092)

Dear Ms. Susan Williams,

My name is Geraldo Hernandez and I am a Health/Physical Education Elementary teacher for Prince William County. It was brought to my attention that there is some unclear language in the proposed bill, HB1092. I am hoping the revised bill will include stronger language that specifically includes the following:

- Schools "require" physical education, not just "offer" physical education opportunities.
- "Highly Qualified" physical education teachers, not just "Qualified" physical education teachers provide instruction...
- Health Education and instruction be included in the standards, not just physical education.
- Minimum amount of time (150 minutes) of physical education, independent of "encouraged" daily physical activity.

Thank you for your time,
Geraldo Hernandez

Williams, Susan B. (DOE)

From: Steven Kibler [KIBLERSS@pwcs.edu]
Sent: Monday, November 04, 2013 4:43 PM
To: Williams, Susan B. (DOE)
Subject: Proposed Physical Education Program Guidelines for Public Elementary and Middle School

There are four main points you should want to see in the proposed guidelines:

-Schools "**require**" physical education, not just "offer" physical education opportunities.

IF we are making guidelines to counteract obesity, provide students with efficient programs, and make Virginia a healthier state overall, then Physical Education needs to be Required not offered.

-"**Highly Qualified**" physical education teachers, not just "Qualified" physical education teachers provide instruction....

I would go even further and state that it should say a Highly Qualified **Endorsed** Physical Education Teacher

-Health Education and instruction be included in the standards, not just physical education.

-Minimum amount of time (150 minutes) of physical education, independent of "encouraged" daily physical activity.

Adding the Health Education gives us the ability to teach the whole child, from social, emotional, and nutrition as well as given guided practice to leading a healthy/ active lifestyle. It should be all inclusive.

These are just some more points I would like to add to my previous response to the proposed guidelines for HB 1092.

Again thank you,

Stephen Kibler

Marsteller Middle School

Health and Physical Education Dept. Chair

Athletic Director

kiblerss@pwcs.edu

703-393-7608 ext 316

Wescott, Anne (DOE)

From: Steven Kibler [KIBLERSS@pwcs.edu]
Sent: Monday, November 04, 2013 3:43 PM
To: Wescott, Anne (DOE)
Subject: Proposed Physical Education Program Guidelines for Public Elementary and Middle Schools

Mrs. Wescott,

After reviewing the video and reading through the Proposed Physical Education Program Guidelines for Public Elementary and Middle Schools, I find it displeasing that there is not stated minutes for Physical Education. As a Physical Educator for 12 years, I have seen the misuse of the Regulations, meaning students are pulled from our classes for remediation programs for math and reading. I as a parent understand the importance of all curriculum in providing a complete education for our children. Along with that I listened to the Board constantly agree that Physical Education is important to combating the epidemic of childhood obesity. The guidelines provided in the Proposal are important in giving the students the proper attention to leading a healthy active lifestyle. However, by not putting a minimum amount of minutes into the Proposal leaves us as Physical Educators vulnerable to the fact that students can be freely taken out of Physical Education class.

I understand that one of the problems to any budget is assigning mandates without funding. I feel that if we implement the minutes into the Proposal then we are saying that the amount of time we are providing is sacred and can not be taken away from. I know that each school district may/does provide a varying amount of time to each subject according to their school day. In theory by assigning minimum minutes to Physical Education does not mean that we are increasing the school day or changing structure, it means we are scheduling the day just as we did by adding a mandate of 60 minutes to math and reading. I ask that as you move forward in this discussion that you consider, not only the important parts of the Proposal (adequate safe equipment/environment and Qualified Physical Education Teachers), but the time that is involved to effectively provide students the information and guided practice to live a healthy safe life.

Thank you,

Stephen Kibler

Marsteller Middle School

Health and Physical Education Dept. Chair

Athletic Director

kiblerss@pwcs.edu

703-393-7608 ext 316

Williams, Susan B. (DOE)

From: Karin Martin [MARTINKA@pwcs.edu]
Sent: Monday, November 04, 2013 4:27 PM
To: Williams, Susan B. (DOE); anne.wescott@doe.wirginia.gov; Karin Martin
Subject: Fwd: Comments on HPE Draft HB 1092

Dear Assistant Superintendent Wescott and Ms. Susan B. Williams,

Specifics of how highly qualified physical education teachers meet the goals of HB 1092 must include time requirements (ie. 150 minutes in health and/or physical education class per week) that must be adhered to by all school divisions. The state is responsible for setting the standard of what children must achieve in school systems. Students must have certified highly qualified physical educators in the Virginia public School System teaching students for 150 minutes per week. We need the commitment for the health and future academic success of our next generation.

Sincerely,

Karin Martin
Elementary Physical Educator

Williams, Susan B. (DOE)

From: Fred Milbert [MILBERFA@pwcs.edu]
Sent: Monday, November 04, 2013 4:50 PM
To: Williams, Susan B. (DOE)
Subject: Comments Health and Physical Education SOLs

TO: Ms, Susan Willimas

I ask that you pass on my comments representing physical education in Prince William County Public Schools;

From my understanding and correspondence with individuals who work on a draft for the new standards:

The video clips show that the original work of the selected professionals who provided a very good draft seemed to be dismissed. This that said, I request the passing of these thoughts to the people holding the hearings:

The initial draft reviewed on September 23rd. should be given more serious consideration without the obvious editing that eliminated great deal of work. Discussion for a daily requirement of physical education needs to be held and the original desires and intent of the work group receive the consideration that is given to other content in public education.

A time requirement for physical education instruction in schools is need, unhealthy students do not learn. The language should read "all students are required to take physical education*.

All teachers should be highly qualified, the current draft will not be strong enough to support the type of teachers required for other content.

There is no mention of health education, an already tremendous challenge with large classes and lack specified teaching time. A student make decisions that impact their health every day, If we do not teach the decision making skills, then how do we expect them to live in the future, sick, diabetes, heart disease, irresponsible and risky behaviors. There needs to be an accountability for the health concepts being taught. Will this fall on the classroom teacher? These teachers don*t have time and the HPE teachers often have class sizes in middle schools in the upper 40*s and 50*s, with no classroom available to them to teach health concepts.

School divisions should have a time expectation for teaching physical education - schools should meet the expectation of 150 minutes week in elementary, 225 a week in secondary.

This may not have the reasoning behind the thoughts, however, that has been provided. I am merely stating my support for the right changes in health and physical education - make it an important part of the life skills that our students in Virginia need to live healthier in the future.

Thank you,

Fred Milbert

Fred Milbert, M.Ed.

Supervisor of Health and Physical Education, Driver Education, Athletics and JROTC Prince
William County Schools
703 791-7353
milberfa@pwcs.edu (<mailto:791-7353milberfa@pwcs.edu>) <http://pwcs.healthpe.schoolfusion.us>

Williams, Susan B. (DOE)

From: Joseph Murgo [murgojb@pwcs.edu]
Sent: Monday, November 04, 2013 6:15 PM
To: Williams, Susan B. (DOE)
Cc: Fred Milbert; Beth Tomanek
Subject: Virginia School Board Guidelines for Physical Education

Dear Ms. Williams,

I am writing to you as a very passionate physical education teacher in Prince William County. I have been teaching middle school Health and Physical Education for 12 years. Physical education is vital to children at the middle school level in order for them to learn how and why it is important for them to be physically fit. A quality physical education program enhances learning in other subjects and gives students the tools to live long and healthy lives. Some of the terms that were left off of the original proposal concern me, and it is extremely important for those terms to be included in order to show the importance of a quality physical education program. There are four points that I would like for you to consider for the final proposal:

1. "Qualified physical education teacher" should be "highly qualified physical education teacher". I know many teachers in Prince William County that run excellent, quality programs. We all went to college to become educators and enhance our knowledge through re-certification, just as core teachers. I feel the term 'qualified' is very grey and undermines the importance of our positions.
2. Schools should also require physical education and health, not offer the class. We do not offer math or language arts, we require it. Students need to learn the importance of exercise, they need time to exercise during the school day, and they need to understand how exercise makes them healthy individuals. Other countries require 60 minutes per day of physical education instruction in schools and their obesity rates are much lower than in the United States.
3. Health Education and instruction should be included in the standards. Health class is a great way to teach important terms and concepts for our students. We teach the students about drugs, alcohol, and family life; these children may not otherwise receive this education. Waiting until high school to teach this important material is too late.
4. The minimum amount of time (225 minutes for 8th grade, and 150 minutes for 6th and 7th grades) for physical education per week should be added back into the proposal as well. This helps administrators with scheduling, and more importantly, it gives physical education teachers adequate time for our lesson plans.

Thank you for taking the time to read my opinions for the Virginia School Board Guidelines for Physical Education. I am a very passionate educator that wants what is best for the students of Virginia. I respectfully request that the original terms in my four points above be put back into the proposal as my colleagues worked hard to stress the importance of health and physical education at the elementary and middle school levels.

Respectfully,

Joseph Murgo

Williams, Susan B. (DOE)

From: Cory Nicaastro [NicaastroC@pwcs.edu]
Sent: Tuesday, November 05, 2013 8:08 AM
To: Williams, Susan B. (DOE)
Subject: Importance of Physical Education!

The importance of Physical Education cannot be overlooked. Please consider the following:

- Schools "require" physical education, not just "offer" physical education opportunities.
- “Highly Qualified” physical education teachers, not just “Qualified” physical education teachers provide instruction....
- Health Education and instruction be included in the standards, not just physical education.
- Minimum amount of time (150 minutes) of physical education, independent of “encouraged” daily physical activity.

Respectfully,

Mr. Cory Nicaastro, M.A. Edu.
Health & Physical Education
Mullen Elementary School

HEALTH is OUR GREATEST WEALTH!

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong!” -J.F.K

Williams, Susan B. (DOE)

From: Cindy Probus [PROBUSCM@pwcs.edu]
Sent: Monday, November 04, 2013 4:39 PM
To: Williams, Susan B. (DOE)
Subject: Virginia School Board Guidelines for Physical Education

My name is Cindy Probus. I am a Physical Education Teacher at T. Clay Wood Elementary in Prince William County, Virginia. I read the proposed physical education guidelines that were developed in response to HB 1092 directing the Virginia State School Board to develop physical education guidelines for public elementary and middle schools.

After reading the proposed physical education guidelines, I feel as though a few vital things are missing.

1. It does not say that schools have to REQUIRE physical education. Instead, it states to OFFER physical education opportunities.
2. HIGHLY QUALIFIED physical education teachers should be providing instruction, not just QUALIFIED physical education teachers.
3. Standards should include both Physical Education and Health instruction.
4. The guideline do not give a specific required amount of time for physical education. Students should have at least 150 minutes of PHYSICAL EDUCATION independent of "encouraged" physical activity (recess or other activities).

Please consider putting these suggestions in the Virginia State Physical Education guidelines. Thank you!

Cindy Probus
Physical Education Teacher
T. Clay Wood Elementary

Williams, Susan B. (DOE)

From: Dan Puhlick [PUHLICKD@pwcs.edu]
Sent: Monday, November 04, 2013 4:24 PM
To: Williams, Susan B. (DOE)
Subject: Physical Education in Virginia

Physical Education is the only subject which, by the very nature of its content, has the potential to affect how a person will feel every moment of every day for the rest of his or her life.

Physical Education need to be not just "offered", but required in ALL public schools in the Commonwealth of Virginia. Physical Education needs to be expanded beyond the minimum amount of 150 minutes per week, and be taught by a Highly Qualified Health and Physical Education Teacher, beyond the independent daily physical activity encouraged my many people.

Thank you for your consideration in making Physical Education a priority for the children of the Commonwealth of Virginia.

Dan Puhlick
Bull Run Middle School
HPE- Department Chair
Bull Run Football
Patriot HS Lacrosse
703 753-9969

Williams, Susan B. (DOE)

From: Geoffrey Raymond [Raymongl@pwcs.edu]
Sent: Monday, November 04, 2013 4:46 PM
To: Williams, Susan B. (DOE)
Subject: Health/PE

Ms. Williams,

I am a Middle School Health and Physical Education Teacher in Prince William County, Virginia.

*I believe that all Health/PE Teachers should be **Highly Qualified** to teach their subject.

*I believe schools should **"require" physical education**, not just "offer" physical education opportunities.

*I believe there should be a minimum amount of time (150 minutes) of physical education, independent of "encouraged" daily physical activity per week.

*I believe that health education is essential in grades 6-8, and should be included in the standards not just physical education.

Thank you for your time. Please take this into consideration.

Good day!

Geoff Raymond M.Ed

Benton PE/Health

703-791-0727

A sound body nurtures a sound mind -Plato

Wescott, Anne (DOE)

From: Lesli Stronko [STRONKLP@pwcs.edu]
Sent: Monday, November 04, 2013 3:04 PM
To: Wescott, Anne (DOE)
Subject: Physical Education and Health

Hi Ms. Wescott,

As this document is up for review, there should be three things included. The number of minutes that students should have physical education in K-8 should be included. Health Education should be mandated. Only highly qualified teachers should be teaching Health and Physical Education. Thank you for these inclusions.

Sincerely,

Lesli Stronko, M.Ed.

Physical Education Department Chair

Benton Middle School

Wescott, Anne (DOE)

From: Brock Thom [THOMBP@pwcs.edu]
Sent: Monday, November 04, 2013 4:09 PM
To: Wescott, Anne (DOE)
Subject: Health & Physical Education In VA Public Schools

Ms. Wescott,

I am a Middle School Health and Physical Education Teacher.

*I believe that all Health/PE Teachers should be Highly Qualified to teach their subject.

*I believe there should be a defined amount of minutes that students in PE K-8th grade should be required to take per week.

*I believe that health education is essential in grades 6-8.

Thank you for your time. Please take this into consideration.

Brock Thom
Health & Physical Education
Benton Middle School

Williams, Susan B. (DOE)

From: Beth Tomanek [TOMANEKEA@pwcs.edu]
Sent: Monday, November 04, 2013 4:26 PM
To: Williams, Susan B. (DOE)
Subject: Public Comments Regarding Proposed Physical Education Guidelines for Public Elementary and Middle Schools as Required by HB 1092 (2012)

Hello,

I would like to add my personal comments to the Proposed Physical Education Guidelines for Public Elementary and Middle Schools as Required by HB 1092 (2012).

As a 27 year veteran of the physical education profession, I feel there is certain stronger language necessary to ensure the guidance of schools in providing quality health and physical education programs for our students.

There are four main points I would like to see included in the proposed guidelines:

- Schools "require" physical education, not just "offer" physical education opportunities.
- "Highly Qualified" physical education teachers, not just "Qualified" physical education teachers provide instruction....
- Health Education and instruction should be included in the listing of standards, not just physical education standards.
- Include a minimum amount of time (150 minutes) of physical education, independent of "encouraged" daily physical activity.

Thank you for the opportunity to provide input and the work that you do for the citizens of Virginia!

Beth Tomanek, MS Ed.
Health and Physical Education Specialist
The Office of Student Learning
Prince William County Public Schools

2148-A
14715 Bristow Rd.
Manassas, VA 20112

(703)791-8042

Williams, Susan B. (DOE)

From: Holly Tousha [ToushaHJ@pwcs.edu]
Sent: Tuesday, November 05, 2013 8:23 AM
To: Williams, Susan B. (DOE)
Subject: Physical Education!

Mrs. Williams,

Physical education should be a required subject that has a time requirement:

Teachers should be highly qualified and the current draft only specifies that teachers should be qualified. This is a problem because it leaves a great deal of latitude for school divisions to have a "teacher of record" with the instruction delivered by a classroom teacher or teaching assistant.

Health education, which guides our health decisions every day, Health Education needs to have accountability for the concepts that should be taught.

Guidelines are a blueprint for school divisions : it is important to implement 150 minutes of physical education and physical activity a week for grades K-8 and 225 for secondary students.

Thank you for your consideration,
Holly Tousha
Brentsville District High School
Health, Physical Education, and Drivers Education.

Williams, Susan B. (DOE)

From: Marvin Webster [WEBSTEMX@pwcs.edu]
Sent: Tuesday, November 05, 2013 11:43 AM
To: Williams, Susan B. (DOE)
Subject: Physical Education impacts our education

Hello Mrs. Williams :)

Physical Education is an important part of a quality education for our children as they go through all learning experiences during their school careers! I enjoy being a role model for students by leading an active and healthy lifestyle that isn't all about sports but lifelong physical activities and eating right. Social skills are learned, working well with others, how to maintain an active and healthy lifestyle through physical activity and nutrition. These are just some of the many reasons I wanted to be a physical educator ever since my sophomore year of high school.

In order for this to happen we need to continue to have physical education as a mainstay in Virginia public schools!
-It should be required in its current format or even expanded to 11-12 grades
-Highly qualified physical educators should provide instruction (bachelor's and masters degrees in physical education and health)
-No less than 150 minutes a week of physical education so students can get the maximum benefit of an physically active lifestyle

I hope you consider what I have written and why this is so important to me and my fellow physical educators at all levels of education and our future (children)!!

*-If kids come to us physical educators from **strong, healthy, functioning families**, it makes our job easier. If they do not come to us from **strong, healthy, functioning families**, it makes our job more important! -*
Barbara Colorose

Sincerely,
Marvin Webster
Nokesville Elementary School

Wescott, Anne (DOE)

From: Steve Hawley [Steve.Hawley@lcps.org]
Sent: Monday, November 04, 2013 10:14 AM
To: Wescott, Anne (DOE)
Subject: Health and PE in Schools

To Whom it May Concern,

This following should be put back in the Proposed Physical Education Program Guidelines for Public Elementary and Middle Schools as Required by HB 1092 (2012)

- All students are required to take physical education in elementary and middle schools;
- Schools offer instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school) that support intellectual, physical, social, and personal development;

And I would go 1 step further to say that all students in high school should be required to take PE /Health.

Health is even more important than PE. Students need to learn how to take care of their physical, mental and emotional, and social health. This is where they need to be taught how to deal with bullying, what to post and what not to post on social media such as Facebook and Twitter, how to deal with suicidal thoughts, how to get along with everyone even if the look different or think different, how to take care of their body physically to resist disease and promote a physically active lifestyle which is proven to help test scores in all subjects, helps them feel better, help them be healthier so they miss less school, and helps them interact with others positively.

PE and Health are the MOST important subjects taught in school because if you can't take care of your body (physically and mentally) then what good is it to know about other subjects when you are depressed or sick with disease!

Please promote anything that requires more and better health and PE in schools.
Thank you.

Sincerely,

Steve Hawley
7th and 8th Grade Health and PE Specialist
Harper Park Middle School

First Review of Proposed *Physical Education Program Guidelines for Public Elementary and Middle Schools* as Required by HB 1092 (2012)

Sheila J. Jones, Loudoun County Public Schools

Comments/concerns:

1. As I viewed the video clips of October 24th board meeting, I was immediately struck by the passion the stakeholders displayed when commenting on the guidelines. The speakers who represented the *American Academy of Pediatrics* and the *American Heart Association* were quite frustrated by the extreme amount of editing that was done to the initial draft reviewed on September 23rd and the current draft. The current draft was in no way reflective of the work we spent an entire afternoon editing. It should be noted that ***not a single group eliminated the number of minutes prescribed in the draft, and some discussed the need for a daily requirement of physical education.***
2. The current draft is completely devoid of any time requirement for physical education in schools. In fact, the language was changed from the previous draft that indicated “*all students are required to take physical education*” to this: “*schools offer instructional periods of PE*” (*consistent with the SOAs*).
3. The previous draft specified that teachers should be *highly qualified* and the current draft only specifies that teachers should be *qualified*. This troubles me because it leaves a great deal of latitude for school divisions to have a “teacher of record” with the instruction delivered by a classroom teacher or teaching assistant.
4. There is no mention of health education, which is far and away our biggest challenge. We make decisions that impact our health every day but there is no accountability for the concepts being taught. Certainly, the classroom teachers don’t have time and the HPE teachers are often given class sizes in middle schools in the upper 40’s and 50’s, with no classroom available to them to teach health concepts.
5. Anne Wescott stated that the guidelines are a blueprint for school divisions who *want* to implement 150 minutes of physical education and physical activity a week. With such an emphasis on SOL scores in Virginia, this literally opens the door for school divisions to drastically reduce time in physical education. The only remaining requirement might be a fitness plan, which can be met in a variety of ways, according to the SOQ’s:

15. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

To quote Art Weltman, Ph.D., and Youth-Nex Associate *Director of Promoting Healthy Eating and Activity for Youth* at the University of Virginia, “***We have engineered exercise out of society.***” If schools do not provide opportunities for our students to be *physically educated* and *physically active*, and provide relevant instruction about health-enhancing behaviors, then who will? Please consider the original intent of the guidelines and use the recommendations made by the committee.

We should meet again and create guidelines that provide school divisions with guidance on **how** they can make this work – not a blueprint for those who might want to try.

Wescott, Anne (DOE)

From: Jen's [pe4ever@verizon.net]
Sent: Monday, November 04, 2013 6:21 PM
To: Wescott, Anne (DOE)
Subject: Public comment on physical education draft

Thank you for allowing public comment on the proposed draft for physical education in the state of Virginia.

I am in support of what is proposed, but would like to see a set amount of time per week for each level, 150 for Elementary and 225 for middle. It is critical that our kids have at least 60 minutes of exercise each day. I know we can't have all of that during physical education, but the minutes guideline would get us started in the right direction.

I also fully support the qualified/ highly qualified certified physical education teacher as the method to provide quality instruction in physical education.

Thank you for your time and consideration of quality physical education.

Sincerely,
Jennifer B. Aubel

Sent from my iPhone

Williams, Susan B. (DOE)

From: Regina Kirk [kirkvahperd@gmail.com]
Sent: Monday, November 04, 2013 5:20 PM
To: Williams, Susan B. (DOE)
Subject: Public Comment on Guidelines for Elementary and Middle School Physical Education

On behalf of the members of the Virginia Association of Health, Physical Education, Recreation and Dance, I would like to take this opportunity to comment on the draft *Physical Education Guidelines for Public Elementary and Middle Schools*. We thank Delegate O'Bannon for his continued diligence in addressing the need for guidelines for physical education.

Unfortunately the proposed guidelines do not address the critical issue of time required for instruction in physical education at elementary and middle school. We urge the Board of Education to reinstate the 150/225 minute time requirements as proposed in the original document.

We appreciate the support expressed by Amy Siebert, on behalf of Dr. Helen Ragazzi of the Academy of Pediatrics, and Christopher Ramos of the American Heart Association. In this time of concern about rising childhood obesity, we, as physical educators, urge the Board of Education to amend this document to reflect the time requirements for elementary and middle school physical education. The health and well-being of the students of Virginia should take priority when developing guidelines for instruction.

Thank you, also, to Board of Education member, Dr. Oktay Baysal, for his support for enhancing public school health and PE programs. We appreciate all the support in this matter.

Sincerely,
Regina Kirk
President-Elect
VAHPERD Board of Directors

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Regina Kirk
President-Elect
VAHPERD Board of Directors

Williams, Susan B. (DOE)

From: Georgina Bergeron [BERGERGY@pwcs.edu]
Sent: Tuesday, November 05, 2013 11:55 AM
To: Williams, Susan B. (DOE)
Cc: Beth Tomanek
Subject: Comments Regarding Virginia Physical Education Guidelines

November 5, 2013

Dear Virginia State School Board,

Health and physical education is a vital and dynamic part of the total educational process! It contributes to physical, mental, and social development. Our students have varied individual needs, interests and abilities which Physical Education and Health class addresses in order to enable each student to realize their maximum potential. We believe Physical Education Instructed by a highly qualified and certified professional provides opportunities to develop total fitness, efficient motor skills, coordination, sporting behavior, teamwork, and healthy behaviors that will be pursued throughout life.

Health and Physical Education Class should be a requirement at all levels of learning. The minimum 150 minutes of time with our students in Physical Education and Health Class is not nearly enough. Most students are not active at home and do not get out and exercise like it was once in the past. In an age where children are eating more, making poor food choices and becoming obese as a result, students need to be taught the importance of balancing good nutritional habits along with exercise. Statistics show that the number of overweight children has nearly doubled in the last decade and only 2 percent of our children are meeting the daily nutritional recommendations. That is why it is vital to our health as a country to raise the number of minutes per week in Physical Education and Health Class for each student.

Obesity has been the fastest growing cause of disease and death in America which is completely preventable. In fact today, two out of every three Americans are overweight or obese and nearly one out of every eight deaths in America will be caused by illnesses related to being overweight (Okie, 2005). If we do not implement some changes in order to get a handle of this growing epidemic, we are going to face a nation of Americans with diseases that could have been prevented through some very simple changes. If we do not act now, the obesity epidemic will continue to grow in every state, city, community, and school across our nation.

Mens sana in corpore sano (a healthy mind in a healthy body) is a famous Latin quotation, often translated as, "A sound mind in a healthy body." How can we expect to have our students do the Math, do the Science, and other core subjects if they do not have their health? How can we reduce their stress levels to learn the material in other classes if we reduce the 150 minutes spent with a highly qualified Physical Educator? A required 150+ minutes spent in physical education and health class which is continually instructed by a certified teacher is what will make the difference in our students' lives and the overall health of Virginia!

Yours in Education,

Gina Bergeron, Physical and Health Educator

Prince William County Schools

Wescott, Anne (DOE)

From: Brenda Armani [Brenda.Armani@lcps.org]
Sent: Tuesday, November 05, 2013 7:36 AM
To: Wescott, Anne (DOE)
Subject: Elementary PE and Health Education Guidelines

Dear Mrs. Wescott,

Please reconsider putting in minimal amount guidelines a week for elementary and middle school PE and Health education. Some school district could severely limit the time of PE and Health education because of lack of knowledge of the importance of my content area to the growth and development of 21st century learners. I would recommend for elementary a minimum of 90 minutes a week for elementary.

Thank you for your time,

Brenda Armani
Physical Education Teacher
Forest Grove Elementary
(571)-434-4560
brenda.armani@lcps.org

Williams, Susan B. (DOE)

From: Eleni Heeschen [eheeschen@k12albemarle.org]
Sent: Tuesday, November 05, 2013 12:13 PM
To: Williams, Susan B. (DOE)
Subject: Thanks!

I am an elementary PE teacher in Albemarle County and I appreciate your support of Physical Education programs through out the state. We are fortunate to have our students 4 times a week for PE. Wouldn't it be nice to have PE every day? Thanks again for supporting us.

Eleni Heeschen, Physical Education Teacher Baker Butler Elementary
2740 Proffit Rd
Charlottesville VA 22911

Williams, Susan B. (DOE)

From: John Gary [DMS] [JGary@dcpsnet.org]
Sent: Monday, November 04, 2013 5:07 PM
To: Williams, Susan B. (DOE)
Subject: Supporting Health and Physical Education

I just wanted to thank you for your strong support and effort to help, improve and better all Health and Physical Education courses in Virginia.

Thanks again for all you do,

John Gary
Physical Education and Health Teacher
Co-Department Chair
Middle School Assistant Football Coach Dinwiddie Middle School
(804)469-5430

"Great teamwork is the only way to reach our ultimate moments, and create break throughs that define our careers and fulfill our lives."--Pat Riley

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Williams, Susan B. (DOE)

From: Horne, Christine M. [CMHorne@fcps.edu]
Sent: Monday, November 04, 2013 7:54 PM
To: Williams, Susan B. (DOE)
Subject: Thanks for support of physical education

Ms. Williams,

Please accept my thanks for supporting physical education in the state of Virginia. I am appreciative of the Academy of Pediatrics, the American Heart Association, and state board member Dr. Oktay Baysal, for the time and effort put in the new guidelines. I am especially pleased to see it clearly spelled out that physical education is not the same as physical activity (recess).

Please pass on my heartfelt gratitude to all who helped with these measures.

Sincerely,

Christine Horne

PE Specialist

Canterbury Woods Elementary School

703.764.5643

Williams, Susan B. (DOE)

From: Rebecca Kerney [rkerney@hampton.k12.va.us]
Sent: Tuesday, November 05, 2013 8:23 AM
To: Williams, Susan B. (DOE)
Subject: Health and Physical Education

Hello, thank you for supporting health and PE in the school system. It is very much needed for the well being of our students.

Again, thank you very much.

Ms. Kerney

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Williams, Susan B. (DOE)

From: Bonnie Conner Gray (bcgray) [bcgray@henrico.k12.va.us]
Sent: Tuesday, November 05, 2013 8:21 AM
To: Williams, Susan B. (DOE)
Cc: Regina P. Kirk (rpkirk)
Subject: Thanks for supporting health and physical education

Hello,

I wanted to thank everyone from American Academy of Pediatrics and all others who recently supported programming and curriculum for health and physical education in Virginia. It is remarkable to me that each year there are bills and legislation which do not support the efforts that educators take each day to prevent childhood obesity and other health conditions of our youth and families.

Your support is critical to the welfare of not only our youth and families but more globally, our society.

I am very appreciative of these efforts and wanted to take time to thank you personally for this important commitment to health and physical education .

Bonnie Conner-Gray
Henrico County Public Schools

Williams, Susan B. (DOE)

From: Suzanne G. Criswell (sgcriswell) [sgcriswell@henrico.k12.va.us]
Sent: Tuesday, November 05, 2013 9:28 AM
To: Williams, Susan B. (DOE)
Subject: HPE Curriculum

I would like to take a moment to THANK the Academy of Pediatrics, the American Heart Association, and state board member Dr. Oktay Baysal for their support of Health and Physical Education in schools. The science behind the importance of HPE and learning is indisputable and to have these voices supporting our curriculum is so important. The goal of educators is to make lifelong learners – and understanding that learning and productivity is directly related to our health is at the very least as important as the “ABC’s”.

Mrs. Suzanne G. Criswell
HPE 10
Douglas S. Freeman High School



Curr

Williams, Susan B. (DOE)

From: Mark Pankau [Mark.Pankau@lcps.org]
Sent: Tuesday, November 05, 2013 10:31 AM
To: Williams, Susan B. (DOE)
Subject: In Support of Quality Physical Education

Hello Susan:

Please accept this email as a thank you to all who spoke in favor of quality Physical Education programs in Virginia schools. In this time of obesity with our children, it is paramount that everyone realize the importance of moving and learning.

As a certified Neurokinesiologist and Physical Educator, I often tell everyone, The Head Bone IS Connected! Should the Board or other educational leaders wish to know more about the importance of teaching teachers and educating school administrators on daily Brain Breaks in the classroom, or how the brain impacts the body - and vice versa - please send them my way.

And thank you for all you do for us too!

Mark Pankau, M.S. Ed., CMT

Guilford Elementary School
Health & Physical Educator
Green Beans Enviro Club Director
Certified Master Trainer, Action Based Learning
571-434-4550 Go Outside & Play!

Williams, Susan B. (DOE)

From: Armstrong, Calvin L. [c.l.armstrong@spartans.nsu.edu]
Sent: Tuesday, November 05, 2013 11:56 AM
To: Williams, Susan B. (DOE)
Subject: Thank You

Good Morning,

My name is Calvin Armstrong and I'm an aspiring teacher in health and physical education. I wanted to thank the Academy of Pediatrics, the American Heart Association, and state board member Dr. Oktay Baysal for their support of health and physical education programs in Virginia.

Continuously do well,

Calvin L. Armstrong Jr.
Health Physical Education Exercise Science Major
Golden Key Member
Alpha Kappa Mu Member
Norfolk State University
c.l.armstrong@spartans.nsu.edu

Williams, Susan B. (DOE)

From: Michele M. O'connor [mmoconnor@shenandoah.k12.va.us]
Sent: Tuesday, November 05, 2013 3:00 PM
To: Williams, Susan B. (DOE)
Subject: PE in Public Schools

Dear Susan,

Thank you for your efforts in support of PE in VA public schools at the state Board of Education! This is an uphill battle!

Michele M. O'Connor
PE Teacher at W.W. Robinson Elementary School
Woodstock, VA

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Michele M. O'Connor