

WISCONSIN STATE  
LEGISLATURE  
COMMITTEE HEARING  
RECORDS

2005-06

(session year)

Senate

(Assembly, Senate or Joint)

Committee on  
Education  
(SC-Ed)

File Naming Example:

Record of Comm. Proceedings ... RCP

- > 05hr\_AC-Ed\_RCP\_pt01a
- > 05hr\_AC-Ed\_RCP\_pt01b
- > 05hr\_AC-Ed\_RCP\_pt02

*Published Documents*

> Committee Hearings ... CH (Public Hearing Announcements)

> \*\*

> Committee Reports ... CR

> \*\*

> Executive Sessions ... ES

> \*\*

> Record of Comm. Proceedings ... RCP

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*Information Collected For Or  
Against Proposal*

> Appointments ... Appt

> \*\*

> Clearinghouse Rules ... CRule

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> Hearing Records ... HR (bills and resolutions)

> **05hr\_sb0101\_SC-Ed\_pt01**

> Miscellaneous ... Misc

> \*\*



# Wisconsin Medical Society

Your Doctor. Your Health.

TO: Members, Senate Education Committee

FROM: Mark Grapentine, JD & Jeremy Levin  
Wisconsin Medical Society

DATE: March 22, 2005

FOR INFORMATION ONLY: SENATE BILL 101

On behalf of more than 10,000 members statewide, the Wisconsin Medical Society thanks you for this opportunity to provide testimony for information only on Senate Bill 101 (SB 101), related to waivers of laws and administrative rules governing elementary and secondary education.

The Wisconsin Medical Society has long seen the value in children receiving age-appropriate health and physical education in their elementary and secondary education. The Society has several policies on this topic:

#### PUB-020

**Fitness and Nutrition:** The Wisconsin Medical Society (Society) recognizes that obesity and lack of physical fitness is a growing epidemic requiring additional public health and legislative intervention and that our Society shall take a leadership role in Wisconsin in improving fitness and decreasing obesity.

The Society strongly advises that all school districts in Wisconsin have daily physical education programs in all grades and a minimum level of dietary standards in school food that emphasize appropriate portion size and healthier nutritional choices over popular food items.

#### PUB-008

**Sex Education in Wisconsin Schools:** The Wisconsin Medical Society supports requiring the teaching of reproductive health education in all Wisconsin schools.

#### MCH-004

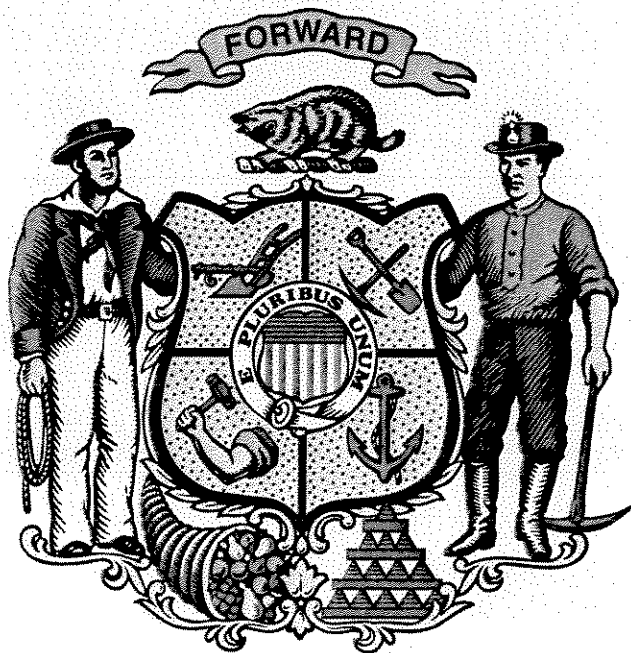
**Age-Appropriate Reproductive Health Education:** To better foster good reproductive health practices among the state's citizens, the Wisconsin Medical Society believes

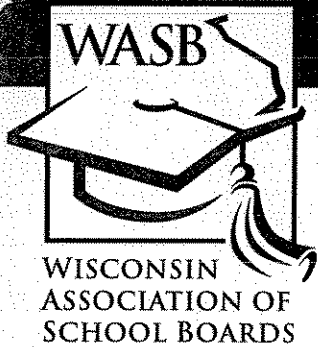
- While local school boards may select the particular program for their schools, age-appropriate reproductive health education should be a required part of all Wisconsin school curricula at all grade levels.
- Because some adolescents are sexually active while others are not, programs need to address both postponing sex and using contraception.

- That the state Legislative Audit Bureau should perform a program evaluation of the various adolescent pregnancy prevention programs offered around the state, with sound methodology and long-term follow-up, so that programs offered to local school districts might be the most effective.

It is our hope that SB 101 would not adversely affect children receiving age-appropriate health and physical education in Wisconsin schools. We hope that the authors of SB 101 and the Senate Education Committee members amend SB 101 to ensure that Wisconsin school children's' core curriculum is protected.

Thank you again for this opportunity to provide this information. If you have any further questions or need additional information, please feel free to contact Mark Grapentine at [markg@wismed.org](mailto:markg@wismed.org) or Jeremy Levin at [jeremyl@wismed.org](mailto:jeremyl@wismed.org). Both can be reached at (608) 442-3800.





122 W. WASHINGTON AVENUE, MADISON, WI 53703  
PHONE: 608-257-2622 • FAX: 608-257-8386

KEN COLE, EXECUTIVE DIRECTOR

TO: Senate Education, Ethics and Elections Committee Members

FROM: Jeff Pertl, Legislative Services Coordinator

DATE: March 22, 2005

RE: SB 101, relating to waivers of laws and administrative rules governing elementary and secondary education.

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**The Wisconsin Association of School Boards (WASB) strongly supports the passage of SB 101 to provide much needed mandate relief to local school districts.**

Given the current fiscal environment and the increasing emphasis on student assessments, now is the time to give school boards greater opportunity to work with their communities and target their limited resources towards programs and services that most directly benefit students. School board members will be held accountable for the outcomes of their decisions.

Currently, the authority to grant waivers rests with the State Superintendent. As a result, some districts have been stymied in their efforts to be relieved from costly mandates that hinder academic achievement. This has discouraged districts from seeking waivers and developing creative alternatives. Furthermore, districts are seldom granted a full, four-year waiver and instead are forced to continue seeking waivers for ongoing programs.

SB 161 would streamline the waiver process by allowing school boards to waive a law or related administrative rule in chapters 115 to 121, with certain exceptions, if the board has held a public hearing. The exceptions, according to statute, include any laws or rules relating to:

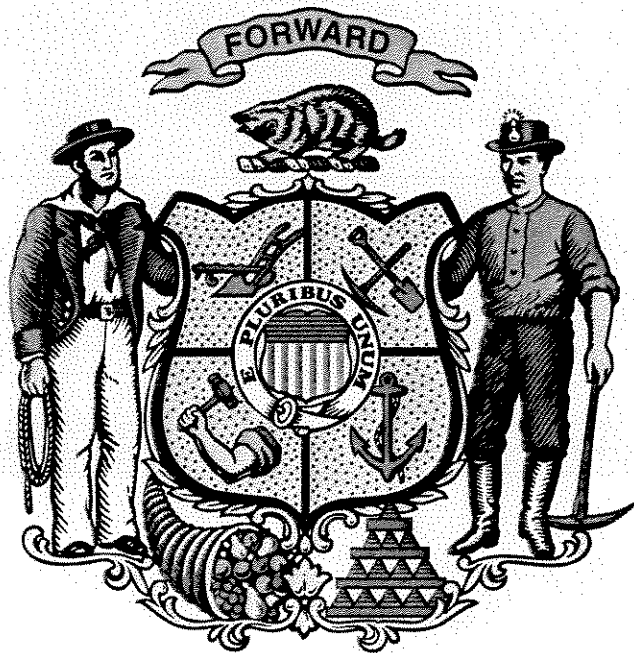
1. The health or safety of pupils.
2. Pupil discrimination.
3. The pupil assessment program or the standardized reading test.
4. Pupil records.
5. The collection of data by the Department of Public Instruction (DPI).
6. The uniform financial fund accounting system and audits of school district accounts.
7. Teacher licensure or certification.

8. The commencement of the school term.

All of the state assessments and accountability measures would remain in place. In addition, SB 101 would not apply to federal law. All of the requirements under the No Child Left Behind Act and the Individuals with Disabilities Education Act (IDEA) would remain in effect.

Below is a list of state laws and administrative rules that have been identified by school board members and administrators as costly, unnecessary or that actually hinder innovative attempts to improve student achievement. *This is not intended to be an all-inclusive list nor would all board members agree that the waiving of these particular laws and rules would be helpful for their districts. These examples merely illustrate the need for greater local authority.*

- Reading specialist [s.s. 118.015]. Districts are currently required to employ a certified reading specialist. Many classroom teachers are or could be trained to assess and evaluate their district's reading curriculum. In addition, test results may indicate that resources are needed in another curriculum area.
- School performance report [s.s. 115.38(2)]. District officials have found the school performance reports to be valuable in disseminating information about the achievement of their students, but they would like to distribute the reports in a more cost-effective manner. Suggestions have included posting the report on the district's Web site and/or mailing postcards to each student's household notifying parents that the report is complete and providing hard copies upon request. In addition, districts are now mandated to include a comparison of their performance with districts in the same athletic conference. This has added substantially to the size of the reports and is already available on the DPI's WINSS Web site.
- Private school transportation [s.s. 121.54(2)(b)]. Current law requires school districts to provide transportation to private K-12 schools even when the public school is not in session. Many districts have indicated that they are not opposed to transporting private school students, but it is costly to do so when the public schools are not open.
- Two-way communication devices [s.s. 118.258]. This is an example of an outdated law that, while not costly, consumes time for both administrators and school board members. It requires school boards to adopt rules prohibiting the possession and use of pagers and other two-way communication devices by students on school premises, with limited exceptions, and to submit the rules to the DPI when they are adopted or revised. Certainly, school boards want the authority to limit the use of cell phones and similar devices during school hours. But school boards would have that authority even without a specific law and it is unclear why districts should submit their policies to the DPI.





## Wisconsin Music Educators Association

1102 Stephenson Lane, Waunakee, WI 53597

Phone 608-850-3566 • Fax 608-850-3515

[www.wmea.com](http://www.wmea.com)

Honorable members of the Senate Education Committee, Distinguished Guests:

Good afternoon

My name is Christine Hayes from Whitewater, WI and I am the president of the Wisconsin Music Educators Association that serves over 2,300 members. I teach elementary general music in the Whitewater School district and I have a 13-year-old daughter in public schools. It is an honor to speak with you today concerning Senate Bill 101.

I have grave concerns with the intent of Bill 101, which, if passed, would require the Wisconsin Department of Public Instruction to grant to school districts upon request, waivers from the state school law and its 20 standards.

✓ **The intent of the standards is to provide students with opportunities and access to the arts and other curricular areas that are typically electives.** These are educational offerings that provide students with a complete education. Specifically, music and the other arts develop the affective parts of the brain that cannot be reached and developed through other subject areas – the feelingful qualities. It connects the brain to other academic subjects that strengthen those areas. Reading skills are strengthened through the use of lyrics learned through songs in music class. Divergent thinking skills are applied and honed through writing musical compositions created by students. Cooperative learning skills are strengthened through singing and playing in musical performing groups. Studying the music of different cultures fosters authentic understanding and tolerance.

✓ **The standards give local schools latitude in determining curriculum and instruction. They are not prescriptive.** There are many types of musical offerings that a school district can provide for a meaningful and valued educational experience. It is at the local level where these choices are made. Local school boards currently determine how the arts standards will be administered.



✓ **The arts are defined as a core subject by federal legislation in the No Child Left Behind Act.**

✓ **It is essential to each child's education that music and art be a part of every child's curriculum.** States such as Arkansas and North Carolina have ensured this by passing legislation that **requires** music and art instruction for all elementary schools. Gov. Mike Huckabee, Republican of Arkansas, who serves as the Chair of the Education Commission on the States, comments:

“Arts are as important a part of the overall education of a child as anything else, and it can't be ignored. It can't be considered extraneous, extracurricular, or expendable. But at my age and at twice that age, you can still be playing your trumpet, the piano, guitar, singing, painting, dancing, acting – any of those things are still available to you as long as you live and because it's a life skill. But it also is important in unlocking the brilliance and the creativity of children who otherwise will forever be locked up, and we shouldn't allow that to happen. We have to make sure that people understand that this is not just some extracurricular activity that would be nice if it were a perfect world and we had the money.”

Our school boards make many important decisions in staffing, capital improvements, school rules, facility usage, and the list goes on. The strength of the board members backgrounds and the many roles they fulfill in their communities provides them with the ability to make sound decisions.

The Department of Public Instruction is the voice of our children. Through years of experience, education, and research, the DPI knows what is necessary for students to have a complete education. They have developed our state standards, based on our national standards – focusing on what children should know. They are our checks and balances system to safeguard the quality of every child's educational experience during these difficult financial times. Music education, arts education, is a central part of a child's education. It is where the expressive qualities of life are engaged and strengthened. It nurtures their essential humanness

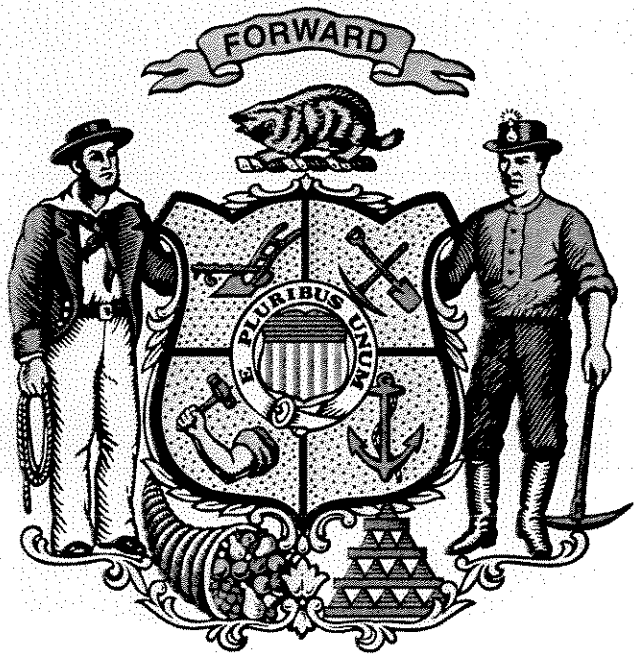
The importance of music education for every child was emphasized yet again just 20 days ago. On March 2nd, 2005, the House of Representatives in Washington unanimously passed a Congressional Resolution, which states:

"It is the sense of Congress that music education grounded in rigorous instruction is an important component of a well-rounded academic curriculum and should be available to every student in every school."

It is vital that DPI continue to be the voice of the child, ensuring access and opportunities for students through basic requirements, so that local boards do not sever the heart to save the shell of the body. Budgets are tight. Everyone knows this. The responsibility falls on both state government and our local school boards to find viable ways to fund that which is essential to each child's education. Our laws currently allow school boards to petition DPI for a waiver. The quality of education in Wisconsin is exceptionally high. The current system is working to the benefit of the children of our state – and that's where the focus should be. There is no need for the "Carte Blanche" option being considered.

I appreciate having the opportunity to speak today and urge you to protect what is essential to our children's education and vote "No" to Senate Bill 101. Thank you.

Christine C. Hayes  
135 N. Esterly Avenue  
Whitewater, WI 53190  
[chaves@idcnet.com](mailto:chaves@idcnet.com)  
(262) 473-4036



SB 17

Luther: Debi testified on SB 17 - no questions

Brian Patnke - no questions

John Forester ~~what~~ what held up bill? Hansen

ANSWER - JFC had questions last session

SB 68

Luther: Debi ~~Janet~~ Sheila - clarify sub - technical change  
confirms the school would not  
set \$ if they opt out

Janet - aren't you creating a reason to cut?

- Debi & Luther see it as a way to get at least some participation
- Luther thinks they'll cut entirely wants to get something  
50 schools considering dropping the program/give them  
reason to stay

Janet follow up - doesn't this by the question add more \$  
for safe appropriation

John Forester - no questions

SB 101 -

Sheila Horsdorf - Luther - schools can get waivers

Is there a problem w/ current policy

Sheila - local control, Horsdorf thinks

Janet - only 5 waivers disapproved - Sheila responds  
w/ doing bill on behalf of WASB

Hansen - ?

Grothman - loves bill, school boards can decide on mandate  
don't affect school district; home schools; transportation  
of privates

~~grothman~~ Erpenboch - what does my son do if Middleton  
school boards cut music.

→ Don't we want local control? (Jauch will save that)

Tony Evers - DPI - chpt 115-121 could be wiped except  
for others listed in diff statute

Requirements - Mandates

not/against anything new? try to fit into existing  
curriculum

past 3 yrs DPI attempts to minimize

Jauch - what would schools ~~opt~~ opt out of

- transportation of privates

- open enrollment

- Music, ART & PHY ED

Noticed 5 waiver requests denied - can't answer question

■ Grothman - what are music/art requirements; regular <sup>in</sup> grade

Hansdot - How many requests 92 over last few years  
25 a year

INTERRUPT - HILARY POLACK - Luther - P134 questions



Jeff Pertl - local control, flexibility, ~~flexibility~~ lets raise issues - school districts transporting public/private

Wether - why not apply it - length of waiver grant is short. School Boards don't think waivers will get approved

So don't bother

Small changes via this bill add up. Not going after core curriculum

- Glenn Grothman - misinformed public; music requirements school districts are already doing what they don't have to do;

- Exp - would School Boards support carrying out Arts? Music  
Jeff said they would entertain ideas

Reading Specialists - "

- Hansen - health and safety of pupils - private/public trans  
School boards want same calendar day

Stephen Loftus -

Hausdorf - intent is not to say this bill takes importance of Art & Music away - you need to make sure your locals know this importance too!

Janet Jensen - want equal access to ~~art~~ classes; find from experience that kids need arts; prevents trouble

Exp - Do you think this is real? yes Rockford did it did not restore for 15 years

Dr. Mairiel Wozniak - don't want to rob any school district of

Virgi Driscoll - left brochure to talk about how art affects all education  
Hansen - the discipline of music students, performances  
outside events would be a shame to lose it

Christine Hayer - arts educator, music - compliment other curriculum  
Gov. Huckabee of ARK, needs all this  
School Boards - good decisions / diff levels of expertise  
DPI - voice of our children - knows what is necessary  
State standards based on nat'l standards  
they know best. DPI knows arts/music essential  
DPI already has waiver process  
no need for carte blanche legislation

Mindy Reinstra - art education student preparing to be  
teacher

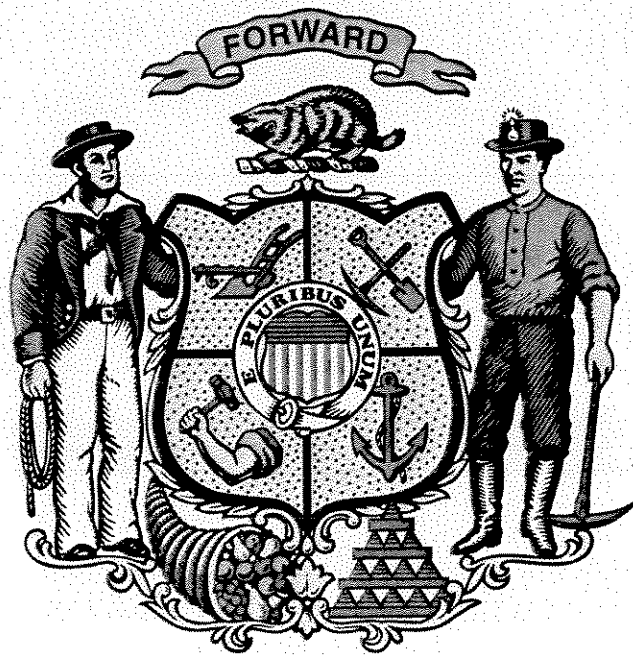
Keith Bakker - has magazine - Child - fit child  
waiver - Varsity athletes / physical education  
~~to~~ athletics vs physical education - there is a lifetime difference  
dietary guidelines, inclusiveness, coach hired  
to work, teacher hired to teach, starting line up  
sports are exclusive  
Exp. statement - phys ed vs arts = equal

Barb Sella - 3 concerns

- trans
- how it affects Catholics
- school board infitun

- Denise Clearwood - Arts will still be on chopping block  
Hansdorf - even w/out mandate they're changing things at local level  
Combining Sage class for arts = music
- Judd Schemmel - transportation issue / is issue of pupil safety?  
- want level of clarification - not sure  
no q's
- Grey Albrecht - same pts - had good experience w/ approval of waiver process
- Pam Gallagher - pts about arts making better students
- David Olson - James Madison Memorial High School 9th grade  
vote no -
- ~~Brad Schaefer~~
- Robert Loe - East High School - kid can go to school - LW - because of his music abilities - will be on chopping block  
LOE NO
- Shayl Trumbower - Madison East Parent - streamlining
- Denise Whalen - DPI makes sure that all kids get the same curriculum  
Hansen - don't want the cuts
- Elizabeth Kiser Billingsham - don't lower state standards  
waiver would make too many flexible goals
- Kelly Brewer - to compete we need set standards. what can I do to stop it?





Archdiocese of Milwaukee

Association of  
Christian Schools International

Christian Schools International

Diocese of Green Bay

Diocese of LaCrosse

Diocese of Madison

Diocese of Superior

Lutheran Church  
Missouri Synod  
North Wisconsin District

Lutheran Church  
Missouri Synod  
South Wisconsin District

Wisconsin Association of  
Independent Schools

Wisconsin Conference of  
Seventh Day Adventists

Wisconsin Evangelical  
Lutheran Synod  
Northern Wisconsin District

Wisconsin Evangelical  
Lutheran Synod  
Western Wisconsin District

Wisconsin Evangelical  
Lutheran Synod  
Southeastern Wisconsin District

To: Senator Luther Olsen, Chair – Senate Committee on Education  
Members of the Senate Committee on Education  
From: Judd Schemmel, Executive Director – Wisconsin Council of  
Religious and Independent Schools  
Re: Senate Bill 101

Chairman Olsen and members of the committee, we appreciate the opportunity to share our concerns regarding Senate Bill 101. While we are testifying in opposition to SB 101, we want to emphasize that our opposition is very narrow in focus.

Currently, Wisconsin Statutes Section 121.54(2)(b)1 requires a public school district to provide transportation benefits to eligible students enrolled in a private K-12 school. In addition, section 121.55 describes the different options available to districts to meet this obligation.

While SB 101 does not allow a public school district to secure a waiver for any statute or rule affecting, in part, pupil health and safety (118.38 (1)(a)), there appears to be some question as to whether or not this exception to the waiver for pupil health and safety would include those portions of Chapter 115-121 and any administrative rules affecting the transportation of eligible students enrolled in a private school.

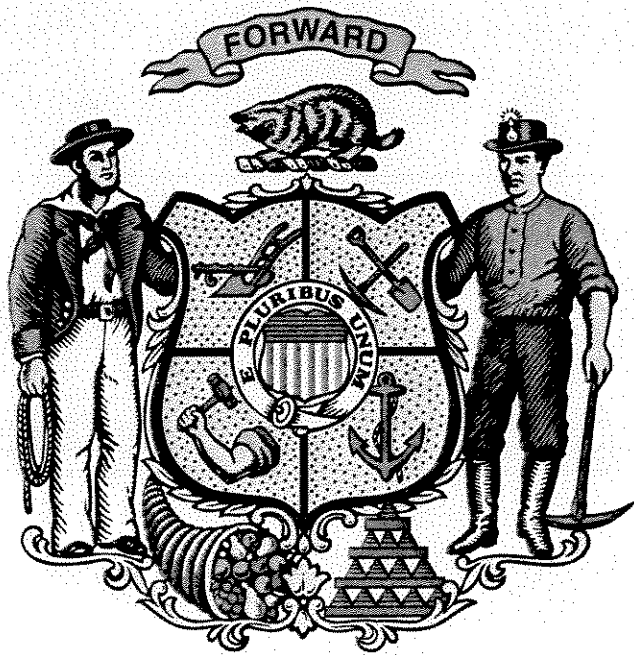
We believe the transportation of all students, both public and private, is a matter of pupil safety. We believe at this point is best illustrated in language from Article I, Section 23 to the Wisconsin Constitution which states, "Nothing in this constitution shall prohibit the legislature from providing for the **safety and welfare** of children by providing for the transportation of children to and from any parochial or private school on institution of learning." **Emphasis added.**

It is our hope that SB 101 can be amended to clarify that a waiver secured by a district will not apply to any district requirements in chapters 115-121 or in administrative rule that apply to the transportation of eligible students enrolled in a private school.

A second area of concern centers on section 118.145(4) involving high school students. Currently, students enrolled in a private high school can participate in up to two classes each semester at a public high school provided the student resides in the district, and the school board has determined there is sufficient room in the classroom. This provision allows students enrolled in private high schools the opportunity to participate in select courses they might not be able to access. Under SB 101 districts would no longer be required to at least consider the participation of interested students enrolled in a private high school.

Thank you for the opportunity to provide this testimony. We'd be happy to address any questions you may have.

WCRIS represents 765 of Wisconsin's private K-12 schools with a total enrollment of 120,000 students



## **The Arts (Visual Art, Music, Theatre, and Dance)**

### *Leave no Child Behind*

#### **All the arts are central to the human experience.**

- Arts satisfy the basic need to create.
- Arts transmit the memory of civilization.

#### **All the arts celebrate cultures.**

- America is a multicultural society.
- The arts respect diversity.

#### **All the arts create meaning.**

- Students enjoy the arts.
- Arts address learning styles, intelligences, and experiences.
- Arts provide opportunities to express oneself and to communicate with others.
- Arts engage the whole child.

#### **All the arts improve student achievement.**

- The arts require discipline.
- The arts encourage critical thinking and develop problem solving skills.
- The arts encourage excellence.
- The arts connect all curricula.

#### **All the arts create community.**

- The arts foster collaboration, cooperation, and respect.
- The arts connect students to each other, their learning, and their communities.
- The arts are inclusive.

#### **All the arts in school begin a lifetime of literacy.**

- The arts promote an understanding of visual culture.
- The arts facilitate decoding, understanding, and interpretation of symbolism.
- The arts develop decision-making skills.

## **ASCD Adopted Position**

### *The Whole Child*

#### **The Whole Child**

The current direction in educational practice and policy focuses overwhelmingly on academic achievement. However, academic achievement is but one element of student learning and development and only a part of any complete system of educational accountability. ASCD believes a comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders.

Together, these elements support the development of a child who is healthy, knowledgeable, motivated, and engaged. To develop the whole child requires the following contributions:

#### **Communities provide**

- Family support and involvement.
- Government, civic, and business support and resources.
- Volunteers and advocates.
- Support for their districts' coordinated school health councils or other collaborative structures.

#### **Schools provide**

- Challenging and engaging curriculum.
- Adequate professional development with collaborative planning time embedded within the school day.
- A safe, healthy, orderly, and trusting environment.
- High-quality teachers and administrators.
- A climate that supports strong relationships between adults and students.
- Support for coordinated school health councils or other collaborative structures that are active in the school.

#### **Teachers provide**

- Evidence-based assessment and instructional practices.
- Rich content and an engaging learning climate.
- Student and family connectedness.
- Effective classroom management.
- Modeling of healthy behaviors.

4201 N. Lake Drive-  
Shorewood, WI 53211  
March 21, 2005

Dear Senator Darling,

I voted for you.

Now I am writing to express extreme alarm about the possibility of Senate Bill 101 eliminating music and art in K-12 schools. For two decades I was a kindergarten through Grade 8 vocal music teacher in urban, suburban, public, and private schools. In more than 30 years as a music educator I have participated in the growth of music programs for all children, I have witnessed the destruction of music programs for some children because of financial incompetence, and I have heralded The National Standards for Arts Education. These Standards promote balanced, comprehensive, sequential programs of music instruction for all children. I happily relocated to Wisconsin because the DPI promotes 20 Model Academic Standards for Music requiring music and art in K-6 and electives in 7-12, similar to the National Standards. I teach elementary music education at UWM; the National and State Standards are basic in my curriculum.

Before moving to Wisconsin I envied the exemplary leadership of Mel Pontious at DPI, State Fine Arts Consultant, and Mike George, recently retired Executive Director of Wisconsin School Music Association and Wisconsin Music Educators Association. Wisconsin had a national reputation of excellence in music instruction under the leadership of Pontious and George. Pontious spearheaded the Wisconsin Curriculum Frameworks that were a model for other states. As a former K-12 Curriculum Coordinator of Performing Arts (Music, Dance, Drama) in Brookline Public Schools and former Music Consultant in Natick Public Schools (both in Massachusetts), I used the Wisconsin model to develop curriculum with committees of music teachers. For a long time my state did not have a state arts consultant. The current Wisconsin Standards are still among the best in the nation. They work. Whereas DPI enforces state school law, waivers would weaken and eventually destroy the intent of the Standards.

The following is a quotation about an elementary school in Preston, Idaho without arts specialists:

Fourth-grade classroom teacher: 'I teach mainly crafts. We do things for Christmas and the other holidays, make Indian villages, totem heads, vegetable prints, blow ink across the paper with straws, and make Indian sand painting on sandpaper. The children don't seem to mind if we skip art for a week.'...

Music is taught once a week for 35 to 40 minutes and consists mainly of singing. Seven fourth-grade classes are brought together for music. Although each of the seven classroom teachers helps, only three have sufficient background in music to play the piano or lead the singing. As one of them says, 'We are trying to make

it more than 36 songs...but the [teachers] who don't know music just have the children listen to some cute song.'

*Towards Civilization: A Report on Arts Education* (1988), National Endowment for the Arts, p. 53.

Although these Idaho students have comprehensive sequential instruction in some disciplines, the arts are not taught seriously. These children are haphazardly exposed to artistic skills and knowledge. These children are not introduced to great works of art from a variety of cultures and historical periods. These children are not encouraged to use their musical and visual arts imaginations.

In 2005 do we want the Wisconsin music and visual arts students to become the Preston, Idaho students of 1988? I don't. I want Wisconsin children to be able to communicate proficiently in the arts. We must keep the discipline and study of music and visual arts in Wisconsin schools. We must keep qualified, certified music and visual arts teachers in Wisconsin. We need more of them.

Enclosed is my article about my work with music teachers in Milwaukee Public Schools. The last sentence is "Educators must realize that teachers learn how to teach music and students learn music skills and knowledge through support, practice, patience, perseverance, and time." *Teachers Teaching Teachers: Revitalization in an Urban Setting, Music Educators Journal* (2004, November), 41-46.

Sincerely,

Dr. Marsha Kindall-Smith  
Faculty Associate, Music Education  
University of Wisconsin-Milwaukee  
Shorewood resident

To: sen.Decker@legis.state.wi.us  
Subject: Education Bill 101

Dear Senator Decker,

Today March 22 at 1:00 in 300SE in the Capital a hearing is being held . Senate Bill 101 proposes to change the law so that school boards may, after a public hearing, request a waiver from the DPI regarding state school law.

**I am completely against the proposed bill which would have a severely negative impact on the Arts and every student who deserves a complete education to prepare them for life.**

It is wrong to pass such a law that would allow school boards to eliminate Visual Art and Design and Music programs in K-6 and electives 7-12. I do feel the DPI should be able to grant a waiver from the revenue limits so that schools would be able to access money to maintain core subject programs that include the Arts.

Frequently, when programs in the Arts are cut, students, parents, and community voice their concern that they were not aware that such cuts would happen. Those cuts have severe repercussions for English as a second language students, learning disability students, attention deficit children, visually gifted and talented students, at risk students and all others that benefit greatly from those and other arts education classes in the schools.

When arts programs are lost, classroom teachers are not trained or qualified to instruct students with the level of quality that a certified Arts teacher can. With high stakes testing , classroom teachers seldom have time, training, or expertise to teach the arts adequately if at all. Where will the employees come from with art related occupations if Arts education is cut in our schools and will some of those businesses move out of state?

Depending on the community to provide the Arts learning students need is not a solution or even an adequate bandage. Community Arts programs often are infrequent or have costs that only those with financial ability can afford. Many arts opportunities exclude students of parents that cannot afford the cost.

Visual Art and Design is very essential to every person in every Wisconsin community to preserve a high quality of life and healthy local economy.

Visual art is integral to everyone in Wisconsin. March is National Youth Art Month and the theme this year is **"Start with Art Learn for Life"**

All jobs, and almost every aspect of our lives depend on or are affected by Visual Art and Design in some way.

Artists design the sheets and blankets we sleep in, shoes we walk in, the cloths we wear. They design all the transportation we use to get to where we need to go . and Artists as architects design our buildings including hospitals, business facilities, police stations, schools and churches. They create the products we use and the packaging they're in. Visual Art and design is at the center of the learning of our children and teachers depend upon the art activities, book illustrations and all the other related visual information designed to help students learn.

No subject area is relied on as much as the area of Visual Art and Design in our daily lives. Students of Kindergarten through fifth grade from South Mountain and John Marshall Elementary School have depicted the importance of art through their mural visually depicting the Youth art Month theme. It is in the State



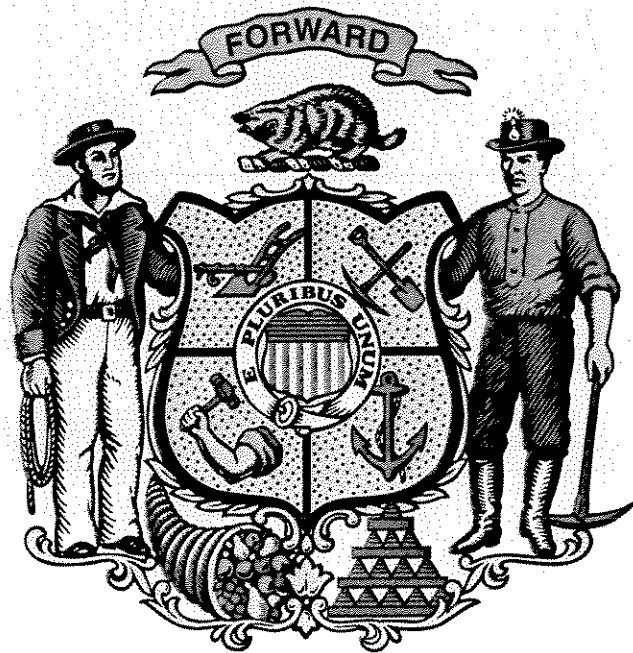
Capital (2nd floor of the rotunda) along with art work of K -12 students from all parts of Wisconsin.

**Keeping quality programs in art and music and continuing to require well trained certified Art Educators should be a top priority if we really believe in a complete education for every student in our state.**

Respectfully,

Stephen Loftus  
President  
Wisconsin Art Education Association

1243 Sunset Drive  
Wausau, WI 54401  
(H) 715-842-4841  
(W)715-261-2350 or 3939  
(Fax) 715-261-2355





DANCE  
DRAMA  
MUSIC  
PAINTING  
DRAWING  
THEATRE

DESIGN  
ANIMATION  
PIANO  
ORCHESTRA  
CHORUS  
MOVEMENT

# THE ART OF EDUCATION



THE ARTS  
NOT A PART  
SUCCESS  
EDUCATION  
THEY ARE  
A PART  
SUCCESS  
EDUCATION

**Piano instruction  
improved children's  
spatial skills and  
self-esteem.**

*Journal of Research in Music  
Education, 17, 198-212*



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# ELEMENTARY

- Kindergarten children showed higher achievement in writing and improved story comprehension following classroom drama instruction.

- Drama and drawing instruction improved the quality of writing for primary students.

- Students five to seven years old who received specialized arts and music training achieved higher standardized math scores.

- Pre-schoolers who had music training showed increased spatial-temporal reasoning abilities (abstract reasoning abilities, visual memory, imagery and sequencing).

*Critical Links: Learning in the Arts and Student Academic and Social Development.*

## The arts help children reach their potential.

Keeping arts as an integrated, vital aspect of early curriculum is a necessary step to ensuring our children are stimulated in ways that sharpen creative thinking, cultivate problem solving and promote social well being.



■ Students highly involved in the arts in middle- and high-school earned better grades, were less likely to drop out of school, watched fewer hours of television, were less likely to report boredom in school, had a more positive self-concept and were more involved in community service.

■ Dance/movement instruction improved creative reasoning in seventh grade students.

■ Classroom drama instruction contributes to greater language development: written and oral measures of story recall, reading achievement, reading readiness, oral language development and writing.

■ Students trained to look closely at works of art showed higher reasoning ability in science.

*Critical Links: Learning in the Arts and Student Academic and Social Development*

**The arts help make the core curriculum stronger.** Students who

to the arts show increases in comprehension in math

reading and writing, not to mention improving creative

problem solving and self esteem.

# HIGH SCHOOL

Students who studied the arts were more likely to score higher on measures of creative thinking.

Significant relationships were found between the arts and math and verbal SAT scores.

Disadvantaged children in arts-integrated schools had higher math and reading test scores than students in comparison schools.

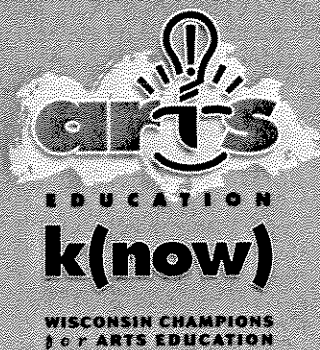
Dance instruction improved confidence, tolerance, and persistence of at-risk and non-English-proficient students.

*Critical Link: Learning in the Arts and Student Academic and Social Development*

Students who study the arts are better employees.

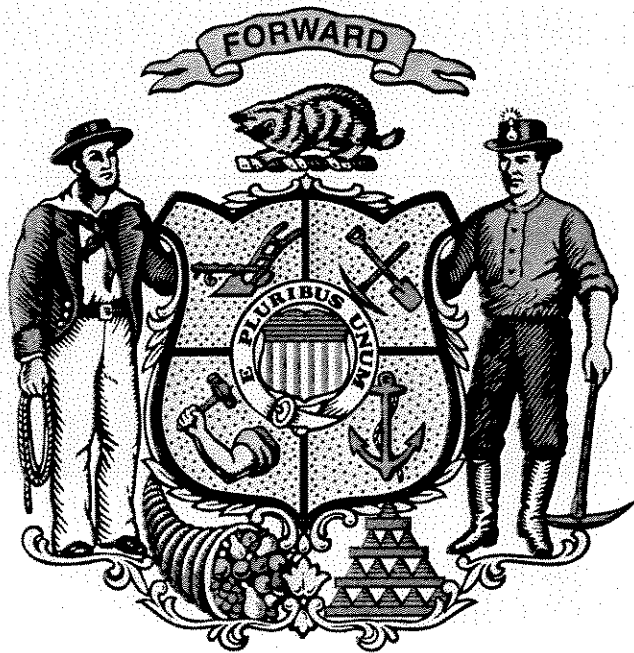
The message is clear. In the information age, business people need workers who can **think creatively, solve problems** and apply a higher level of understanding and insight. **Arts** prepares students to meet these criteria better than a **traditional** integrated arts curriculum.





For more information, contact [vdriscoll@wi.rr.com](mailto:vdriscoll@wi.rr.com).

Design courtesy of The Karma Group.



Wisconsin's laws have been carefully crafted by its informed citizens, specialists in each specific area, and passed by the majority, people who followed their conscience, not a party. Laws defend the rights of citizens and protect them. They are not perfect, but they only require a minimum.

**My attendance at this hearing is to voice strong opposition to the proposed repeals, amendments, deletions, and the creation of weaker laws, which rob children of their educational rights and give Wisconsin less than the minimum.**

An Act to repeal 118.38 (4); to amend 118.38 (3); to repeal and recreate 118.38 (2); and to create 118.38 (1) (a) 9. of the statutes; relating to: waivers of laws and administrative rules governing elementary and secondary education.

The condition of a country, state, or city is determined by the way it treats its children, its future. The proposal Senate Bill 101, threatens children's minimum educational rights at a time when Wisconsin and the United States are at their highest standard of living. How many on our legislature select the minimum for themselves in all of their purchases?

Do people realize that the United States has the lowest taxes of the world's developed countries? 25% in contrast to 33%. Wisconsin's laws have given its citizens a quality of life in the past. Taxes are not a popular topics, and people have complained about them since biblical times.

Wisconsin Educational Standards are subtitled a blue print. Would the legislators who introduced and those who cosponsored Senate Bill 101 also tinker with engineering laws with minimum standards for buildings and bridges? To the knowledgeable, it is clear that such thinking amounts to a foolish dream of how much money could be saved. It is the same to tinker with with education, instead of making them more demanding. In the past, public schools provided the European immigrants and their descendants with an education, based on Wisconsin's current laws. This minimum is currently being threatened by Senate Bill 101. when a new wave of people are coming to Wisconsin, and also when many homes have only one parent to raise and educate children,

We need to remind ourselves that, until recently, Wisconsin's laws, its laws for minimums in education, have brought it forward, not backward. Whether it be the laws for buildings and bridges, building inspections, education, the field of licensure for doctors, lawyers, nurses, educators, every state would improve by asking for higher standards, no less.

What about the money? I ask instead, "What about the choices we make for the money that we do have?" I urge the Education Committee to reject Senate Bill 101 and thereby protect children's educational rights equally across the state and in the future to able to implement the recommendations of the Superintendent's blue ribbon Commission of 2000

Respectfully submitted by Dr. Mariel Wozniak, Ph.D., retired educator  
Wisconsin Certifications held: 4 District Administrator,  
10 Supervisor, Coordinator, Director of Instruction, pK-12 51  
Principal,  
42 Teacher

March 22, 2005

As part of the general learning process, art balances the curriculum to help develop the whole intellect. Art education fosters perceptual awareness, visual creativity, aesthetic valuing, understanding of past and present cultures, life-coping skills, aesthetic literacy, communication skills, and experiences in understanding one's self.

## **Music**

The growth of music in the overall school program during the last 20 years has been phenomenal. This growth is attributable to many factors, including a clearer awareness that various art forms are a legitimate and valuable aspect of public education.

All students ought to experience music in a meaningful way. Music and the other arts represent the highest thoughts, achievements, and aspirations of humankind and, in turn, describe much of a culture's customs, values, and beliefs. Unlike mathematics or language, which use symbols, communication through music is abstract; students cannot grasp the "shape" of melodies or the "intensity" of harmonies without being taught to "read" music's abstract symbols. Among other things, music helps students develop aesthetic awareness and sensitivity, provides a means for creativity and self-expression, and gives students a source of enjoyment that can enhance the quality of life throughout life.

## **Help from DPI**

In addition to consultant services in the areas of health, physical education, art, and music, DPI offers a comprehensive set of guides to curriculum planning in each of these curricular areas.

## *Administrative Rule*

PI 8.01(2)(j). The school district board shall provide instruction in health, physical education, art and music as follows:

Health instruction shall be provided in accordance with a written comprehensive health education curriculum which includes the curricular areas defined in ss. 115.35 and 118.01(2) of the Wisconsin Statutes. A professional staff member shall be designated as coordinator of health education. Health education in grades kindergarten through 6 shall be under the supervision of a licensed health teacher. In grades 7 through 12 health education shall be conducted by or under the supervision of a licensed health teacher and shall include one structured course in health taught by a licensed health teacher.

Physical education instruction shall be provided in accordance with a developmental, sequential, comprehensive physical education curriculum and program of instruction for all pupils. Instruction in grades kindergarten through 6 shall be provided at least 3 times weekly, except that days on which special activities are conducted may be exempt; and shall be conducted by or under the direction of a licensed physical education teacher. Pupils in grade 6 may be scheduled in accordance with the criteria for scheduling grades 7 through 12, if the pupils are attending a school that includes any of those grades. All pupils in grades 7 through 12 shall participate in the instructional program of physical education taught by a licensed physical education teacher except that in senior high schools one year or the equivalent may be optional to pupils.

Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based on concepts developed through sensory awareness, aesthetic discrimination and skill development in the creation of art, and the knowledge of human art heritage. Art instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the supervision of a licensed art teacher.

Art instruction shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed art teacher.

Music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression, and music reading. Music instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the supervision of a licensed music teacher. Music instruction including general music, vocal music, and instrumental music shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed music teacher.

## *Related Standards*

**Standard (a).** Every teacher, supervisor, administrator, and professional must hold a DPI-issued certificate, license, or permit.

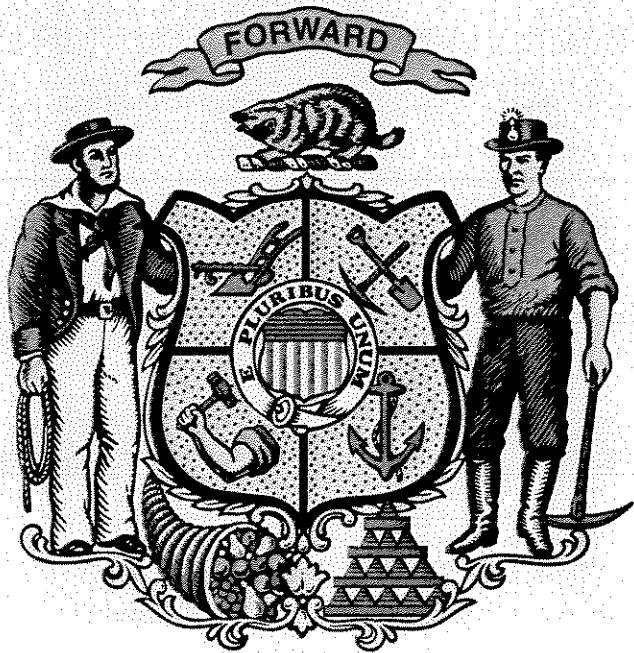
**Standard (k).** Written, sequential curriculum plans must be developed.

**Standard (L).** In elementary grades, health, physical education, art, and music instruction must be provided.

## *Meeting Standard (j)*

Requirement	Example of Documentation
Written comprehensive curriculum for all.	<ul style="list-style-type: none"> <li>Achieved through standard (k); s. 115.35 for health.</li> </ul>
Instruction in all areas in grades K-6 shall be provided by or under supervision of a subject-area teacher. Physical education meets three times per week at a minimum.	<ul style="list-style-type: none"> <li>Achieved through standards (L) and (a).</li> </ul>
Instruction in grades 7-12 shall be available in art and music and taught by an art and music teacher.	<ul style="list-style-type: none"> <li>Achieved through standards (L) and (a).</li> </ul>
Instruction in grades 7-12 in health shall include at least one structured course by a health teacher.	<ul style="list-style-type: none"> <li>Achieved through standards (L) and (a).</li> </ul>
Instruction in grades 7-12 in physical education shall be required of all students and taught by a physical education teacher (except for a one year forgiveness in senior high schools).	<ul style="list-style-type: none"> <li>Achieved through standards (L) and (a).</li> </ul>





# REVEALING REPORT: THE 10 BEST & WORST STATES FOR FITNESS

SECRETS  
D KIDS'  
(PARENTS')  
SUCCESS

WARD-WINNING  
S' ROOMS

HY CHILDREN LIE

K YOUR FAMILY'S  
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-Step Plan

TTING RULES:  
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THMA TRIGGERS  
TREATMENTS

HE PREGNANCY BLUES:  
HAT NO ONE TELLS YOU

# HEALTHY EATING!

SMART CHANGES TO MAKE TODAY  
ASY, NUTRITIOUS DINNERS  
AISING A VEGETARIAN

5 KEYS TO  
SIBLING  
HARMONY

RAY ROMANO'S  
FATHERHOOD  
CHALLENGE

2005 FAMILY  
CAR-BUYING  
GUIDE

APRIL 2005  
U.S.A. \$3.50  
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# the 10 best and worst states for fit kids

Raising fit kids is a challenge across America, but is it easier or harder than average where you live? To see whether your state is on your side or on the sidelines, we spent five months studying mandated school fitness and nutrition policies. We also examined a dozen-plus other factors relating to healthy lifestyles, including the availability of safe playgrounds, rates of participation in youth sports, and the number of fast-food restaurants.

What we uncovered was astonishing: Just one state requires physical education (PE) class for all students daily, only 1 in 4 specifies a reasonable PE class size, and only two-thirds teach elementary school students about nutrition. "Most states are failing kids and their parents," says Suzanne Smith, an obesity expert and an adviser for our story (see "Our Championship Team" on page 112).

Read on to see if your state is among the best or the worst. Even the top states need improvement (and many have legislation in the works), so once you're armed with the facts, go to the Action Center at [www.child.com/web\\_links](http://www.child.com/web_links) to advocate for bills mentioned in this story. ➤

From requiring regular gym classes to banning soda in the school cafeterias, some states do a better job than others at encouraging good nutrition and fitness habits in children. Our five-month investigation reveals which states are on the ball and which ones need to shape up.

by Karen Cicero





**The Most & Least Frequent Gym Classes** Alabama, Illinois, Louisiana, and Montana require PE classes daily for elementary school students, while Alaska, Colorado, Delaware, Florida, Nevada, and South Dakota don't mandate them at all.

**FITNESS IS FUN** More than 3 million kids play U.S. Youth Soccer (below). In some PE classes, children learn yoga (bottom).



### THE 10 BEST STATES

**1 Connecticut** Our top state didn't have a plan to combat childhood obesity just a few years ago. Then lawmakers sprang into action. Legislation that took effect in July requires physical activity daily for kids in kindergarten to fifth grade. "If a child doesn't have a gym class on any one day (the state mandates 60 to 90 minutes of PE per week for kindergartners to third-graders and 80 to 120 minutes for fourth- to sixth-graders) the school must offer recess," says state Rep. Themis Klarides (R), who introduced the legislation. The law also requires that schools sell low-fat dairy products, water, and fruit when kids are allowed to buy food.

A pilot project that began in September in five of the state's schools goes one better, replacing junk food and soda sold in the cafeteria with only nutritious items, like yogurt and fruit. "The elementary school students haven't complained about the change," reports Colleen Thompson, R.D., co-coordinator of the project.

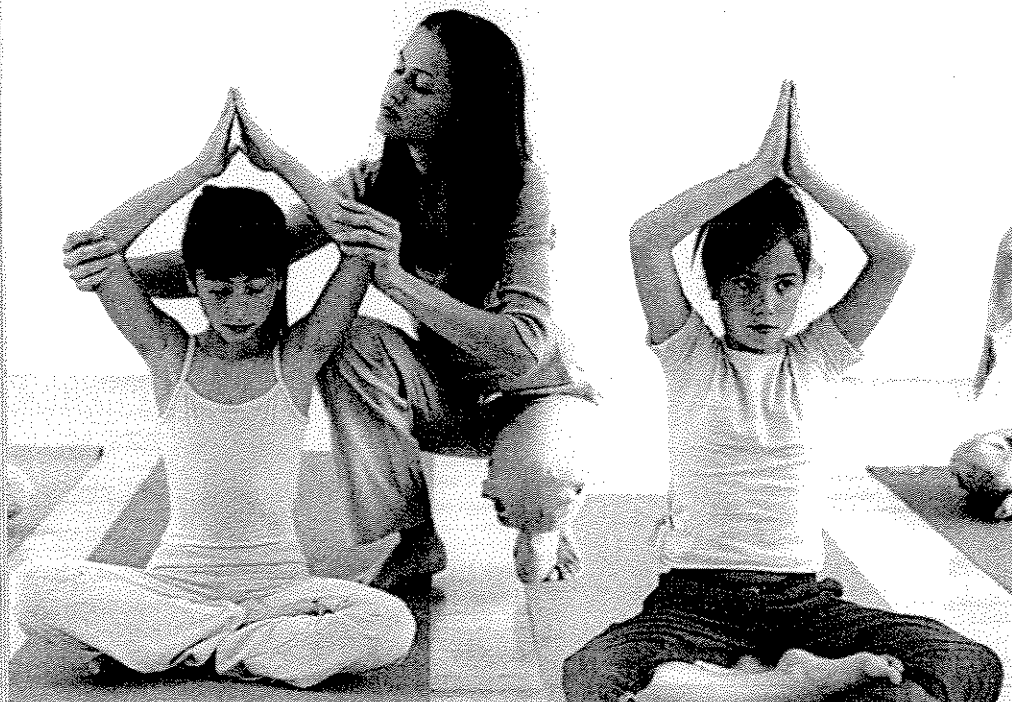
**2 New York** In the late '80s, when most schools were establishing contracts with soft drink companies, New York passed a bill banning the sale of soda, gum, or candy from the beginning of the school day to the end of the lunch period. "It was progressive for its time," says Bob Stern, program manager for the New York State Assembly Task Force on Food, Farm, and Nutrition Policy. "We're now working on ways to stay ahead of the curve."

As we went to press, the state's proposed budget included \$3 million over the next two years for a childhood-obesity-prevention program. The governor's office is also developing Active-8 Kids, a campaign to get children ages 8 and under involved in sports.

On the drawing board: legislation that would extend the ban on soda and candy to the end of the school day and raise time requirements for PE (94% of high-schoolers take PE, the most of our survey and double the national average).

**3 Vermont** In 2003, the state launched its Fit & Healthy Kids Initiative, which includes grants for communities and allocates additional funding for Run Girl Run!, a program to increase self-esteem and fitness in

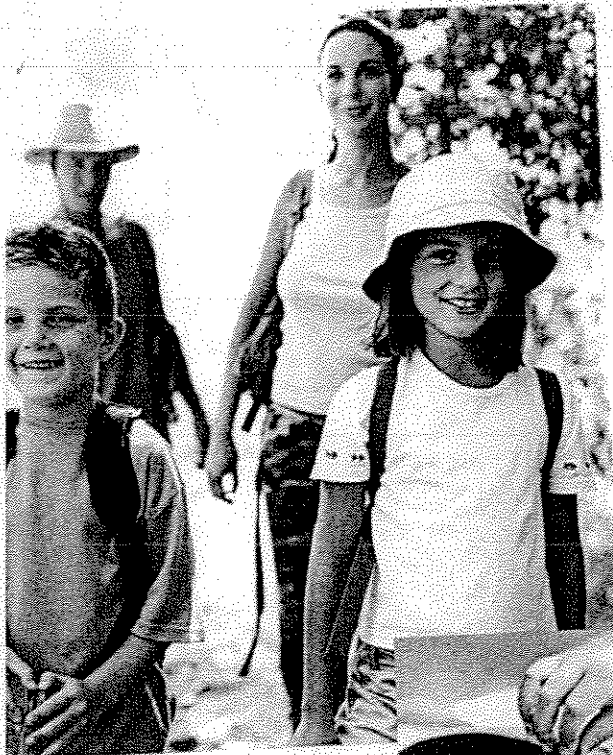
**The Most & Least Fit Preschoolers** In a government survey of 38 states, Wyoming's percentage of overweight children under age 5 was, at 8.6%, the lowest. At 18.6%, New Jersey's was the highest. The average: 14.3%.



middle school girls. It begins with an eight-week summer session to train for a 5K race and offers hiking and snowshoeing during the school year.

Education officials have also drafted a model fitness and nutrition policy. It calls for 150 minutes of PE weekly plus daily recess for students in elementary school (current law requires PE twice a week but doesn't specify an amount of time) and prohibits the use of vending machines during school hours. School districts were reviewing the policy at press time; officials want to have it adopted for the upcoming school year.

**4 Massachusetts** Residents are enthusiastic about sports—and not just the Red Sox. About 1 in 6 of the state's children plays U.S. Youth Soccer—the most of our survey—and about 1 in 10 participates in Little League Baseball or Softball. Parents get



#### PARENT POWER

Experts say that kids are more likely to be active and eat well if their parents set a good example.



off the couch too: More than 80% of adults spend some leisure time doing physical activity, and as a result they're leaner than many of their counterparts around the country, with a rate of overweight and obese adults ages 18 to 34 that is significantly below the national average.

Massachusetts is also home to one of the largest Safe Routes to Schools programs in the country; it encourages children to walk or bike to school with parent escorts, offers pedestrian-safety training, and advocates for easier-to-navigate sidewalks, crosswalks, and

streets. The results have been impressive so far: In one elementary school, the number of students who hoofed it to class rose from 38% to 56% in just two years.

Nutrition and PE classes in schools are a weak spot, but legislators are close to reform. At press time, state Rep. Peter Koutoujian (D) introduced a bill requiring about three hours a

**The Most & Fewest Fast-Food Restaurants** Hawaii has one fast-food establishment for every 1,102 residents. In contrast, Connecticut has one for every 1,831 citizens.

week of PE class or recess and 50 hours yearly of nutrition or wellness education.

**Missouri** With increased emphasis on standardized reading and math scores, more and more schools are cutting out recess. Missouri is one of only three states requiring the break for elementary school students. The state is also improving PE classes. Case in point: Scores in its standardized physical fitness tests given to fifth- and ninth-graders have risen in the last five years.

One in 6 Missouri children participates in YMCA program, and the state is one of about

two dozen that take part in two comprehensive government programs to track health behaviors in preschoolers and teenagers.

**Maine** Parents are good role models in this state: They're more likely than the average to eat five servings of produce daily and much more likely to spend their leisure time involved in physical activities. Nearly 40% of moms are breastfeeding at six months, also above the national average.

The state government helps out too: It's banned junk food in the cafeteria and struck a deal with the soft drink industry to remove advertisements from schools. Lawmakers are now debating bills that would require chain restaurants to supply calorie information on the menu and have schools give parents confidential reports about their child's weight.

**West Virginia** West Virginia is the only state in the country that requires students to take the President's Physical Fitness Test, a government-sponsored program that assesses a child's fitness level in five activities, including pull-ups, curl-ups, and running. Students in all grade levels take part in the program. And the state is only one of fewer than a dozen requiring school districts to evaluate students' fitness levels periodically.

The school cafeteria is looking healthy as well. West Virginia booted candy, soft drinks, and gum out of schools in 2001 and is also one of five states requiring that whole grains be served five or more times per week.

**Wisconsin** Almost 80 schools in the state give their students a fun homework assignment: Dance, play soccer, or take part in other sports—preferably with their parents. Many participating schools in the four-year-old Movin' Schools Program earn gift certificates for gym equipment or cash. Each activity is worth a certain number of "miles." ▶

**The Most & Fewest Produce Lovers** Nearly a third of Vermonters dig in to at least five fruits and veggies daily, well above the national average of 22.8%. In Oklahoma, however, a mere 15.4% of adults consume five servings daily.





**The Safest & Most Dangerous Playgrounds** Illinois received the top grade for park playgrounds in a recent safety analysis. Wyoming got the worst score, with half the equipment missing parts and only 38% free of noticeable gaps.

**CATCHING UP**  
Gym class should be just as exciting as after-school sports. In 2004, the Centers for Disease Control and Prevention gave \$70 million to school districts to implement or improve PE programs.

"Schools are being extremely creative," says Keith Bakken, executive director of the Wisconsin Association for Health, Physical Education, Recreation, and Dance in LaCrosse. "The classes 'race' each other to a desired destination, such as Yellowstone National Park or Washington, DC."

Wisconsin schools have also received the third-highest amount of physical-education funding from the U.S. Department of Education. Only California and New York, states with much larger populations, have snagged more funding. How did Wisconsin spend the grant money? Says Bakken: "Some middle and high schools have state-of-the-art weight rooms, and many elementary schools offer climbing walls or in-line skating programs."

**9** **Arkansas** In 2003, realizing that many moms and dads don't know whether their child weighs too much or are in denial about it, Arkansas became the only state in the nation requiring that schools report to parents a child's body mass index (a measure of weight vs. height used to determine whether a person is overweight). "Some parents told us that although they knew their child was overweight, they weren't motivated to do anything until they saw it in writing," says Joy Rockenbach, program director of the Arkansas Body Mass Index initiative. The report encourages parents to have their

child's doctor confirm the BMI measurement and offer suggestions about how to take action.

A side benefit: The report helps determine whether changes to their PE or lunch programs result in better BMIs. Legislation in 2003 eliminated elementary school students' access to vending machines.

**10** **Illinois** This Midwestern mecca has long been the only state to require PE classes daily for all students.

Unfortunately, it's not quite as good as it sounds: The state has waived the mandate for about one-quarter of its school districts, and a study from Illinois State University in Normal suggests that another 40% of elementary schools skip daily PE without a waiver. Even so, a third of young kids having daily PE is much better than the national average of 8%. "Plus, the state offers some creative programs," says Beth Mahar, past president of the Illinois Association for Health, Physical Education, Recreation & Dance.

Among them: the new Namaste Charter School for kindergartners and first-graders in Chicago; it integrates an hour of PE, which includes yoga and Pilates, and a half hour of recess into each school day.

**THE 10 WORST STATES**

**50** **Alaska** The state requires PE only for high school students. When it's offered in elementary schools, about 85% of courses are taught by classroom teachers rather than the preferred certified PE specialists. In a new safety rating, playgrounds in the state's parks scored poorly.

**49** **Nebraska** PE is required just once per week in elementary school, nutrition isn't taught to young children, and the state doesn't require or recommend recess. Parents aren't setting a good example either: Four in five don't get five servings of produce daily. ➤

**The Most & Least Team Spirit**  
More than 1 in 8 boys and girls in Rhode Island who meet Little League age requirements have joined teams. Alabama, on the other hand, has fewer than 1 in 50 kids participating in the program.



Best states for  
fit kids

**48 Nevada** This state doesn't require PE in elementary school. Kids aren't active on their own either, with just 1 in 14 participating in YMCA programs and 1 in 29 playing youth soccer, below the U.S. average.

**47 Mississippi** In a government study of 32 states, Mississippi had the highest percentage of heavy high school students; about 15% carry around too many extra pounds, and another 15% are on the verge of being overweight.

**46 Kansas** This state does things half right. It encourages school districts to follow PE standards but doesn't balk if they do their own thing, and it recommends allowing recess for elementary school students but doesn't ensure it happens.


**45 South Dakota** It's one of two states that don't require PE at any grade level. Legislation that requested school districts review (not even ban) the sale of soft drinks and junk food in the school cafeteria didn't pass the state Senate last year.

**44 Alabama** Two-thirds of 35- to 49-year-olds are overweight or obese, the parks are in bad shape, and kids aren't active in youth sports.

The Best & Worst School Recess Policies Illinois, Louisiana, and Missouri are the only states that require a regularly scheduled recess period for all elementary school students. The majority of states don't even recommend recess.

**43 Idaho** Kids and parents are leaner than average here. The playgrounds located in parks, however, are a mess, with about half the equipment containing splinters and rust.

**42 Wyoming** Nutrition is a weak spot in this state. It doesn't require that the subject be taught to elementary school students or have legislation restricting junk food in the school cafeteria.

**41 Iowa** You'd think this farming state would be loaded with produce lovers, but a mere 17% of adult residents eat five servings of fruits and veggies daily, the third-lowest amount in the country. 



Didn't see your state on this list? Find out where it ranked at [www.child.com/web\\_links](http://www.child.com/web_links).



**CAFETERIA CRISIS**  
Nearly half of elementary schools have vending machines or snack bars that offer foods high in fat, salt, or added sugar.

The Best & Worst Gym Teachers Only Delaware, Illinois, Michigan, and Missouri require that certified PE specialists — instructors with the most training in the subject — teach kids in elementary school. In Hawaii and Alaska, classroom teachers most often cover PE at lower grade levels.

#### OUR CHAMPIONSHIP TEAM

The following individuals and organizations contributed to the development or analysis of these rankings: Action for Healthy Kids; Centers for Disease Control and Prevention; Food Research and Action Center; Little League Baseball and Softball; Melinda Johnson, R.D., a Phoenix-based spokesperson for the American Dietetic Association; Dolly Lambdin, Ed.D., the Austin, TX-based president of the National Association for Sport & Physical Education; Julia Graham Lear, Ph.D., director of the Center for Health and Health Care in Schools in Washington, DC; National Association of the State Boards of Education; National Coalition for Promoting Physical Activity; National Conference of State Legislatures; National Program for Playground Safety; Robert Pangrazi, Ph.D., professor emeritus in the department of kinesiology at Arizona State University; The President's Council on Physical Fitness and Sports; Eric Small, M.D., Mount Kisco, NY-based chair of the American Academy of Pediatrics' (AAP) Committee on Sports Medicine & Fitness; School Nutrition Association; U.S. Census Bureau; Suzanne Smith, senior project manager of obesity for the American Heart Association in Dallas; Howard Taras, M.D., professor of pediatrics at the University of California-San Diego and member of the AAP's Task Force on Obesity; U.S. Youth Soccer; Reginald Washington, M.D., Denver-based co-chair of the AAP's Task Force on Obesity; and YMCA of the USA.

