

TO: Members of the Assembly Committee on Children & Families
FROM: Chris Klein, Government Relations Director, American Heart Association
DATE: January 29, 2014
RE: Assembly Bill 609, Physical Education in Public Schools

Good morning Chairman Krug and members of the Committee. My name is Chris Klein and I am the Government Relations Director for the American Heart Association in Wisconsin. I appreciate the opportunity to come before you today and testify in support of Assembly Bill 609.

Currently, about one out of every six children in the U.S. is considered obese. And last week the Wisconsin Department of Health Services released a report that found 17% of Wisconsin third-grade children are obese; and one-third of Wisconsin children are either overweight or obese. The report concludes that Wisconsin mirrors the nation in the childhood overweight and obesity public health crisis.

The health consequences of this are severe. As these obese children grow older, they have a much greater risk than their normal weight peers of developing and dying from chronic diseases in adulthood; including cardiovascular disease, high blood pressure, diabetes, obesity, and some cancers.

And while things are not heading in the right direction – childhood obesity is a solvable problem. One important way to help break this trend in childhood obesity and chronic disease is through strong physical education programs and regular physical activity throughout the day in school.

The research is crystal clear: children need at least 60 minutes of physical activity every single day. Since children spend much of their time in school, this environment is key in encouraging and providing opportunities to them to be physically active. Experts recommend that schools provide at least 30 of the daily 60 minutes needed. Physical education plays an integral role in reaching this goal and teaching life-long healthy habits.

Not only does an active child reduce the risk of developing heart disease, studies show physically fit children have higher scholastic achievement, better classroom behavior, greater ability to focus and less absenteeism than their peers.

One important way to stop this rise in childhood obesity is by establishing lifelong physical activity habits with strong physical education programs and regular physical activity opportunities in our state's schools.

The impact of Physical Education will not only help reverse this trend, but also stands to positively impact children over the course of their entire lives. Helping children become physically fitter and establishing behavioral patterns that encourage lifelong fitness will help in the prevention of diseases such as obesity, hypertension and cardiovascular disease.

To accomplish this, the quality of physical education is paramount. The American Heart Association strongly supports that both quantity and quality are vital.

A high-quality physical education program taught by a certified Physical Education teacher enhances the physical, mental and social development of children and helps them understand, improve and maintain physical well-being. Certified Physical Education teachers provide the educational aspects of PE that are designed to develop the knowledge, behavioral skills and motor skills necessary to develop and maintain a physically active and healthy lifestyle.

Since childhood obesity rates continue to rise in Wisconsin, public support grows for addressing childhood obesity and the role schools should play. A recent poll of Wisconsin voters found nearly 90% believe childhood obesity is a serious problem in Wisconsin. The same poll found nearly 90% also believed schools should play a role in addressing childhood obesity.

The increase in childhood obesity rates suggest that a reconsideration of the roles schools play in addressing this epidemic is both necessary and appropriate. It appears the time has come to consider requiring schools provide additional physical education as they once did. And now we have the public support to do so. When I was a child, I had PE every day of the week. I hope my two kids have the same opportunity.

Thank you for the opportunity to express the American Heart Association's support for Assembly Bill 609.

Chairman Krug and members of the committee, thank you for the opportunity to testify today. My name is Jeff Bremer and I'm here today both as a volunteer for the American Cancer Society Cancer Action Network and as a parent.

My wife Sarah and I are blessed with two wonderful children. Maddie and Ben are 9 year old twins who are in the third grade at Sauk Trail Elementary School in the Middleton Cross Plains School District. When our twins were born 6 weeks premature and weighed only 4.5 pounds each, we never would have imagined that they would struggle with weight issues as young children. And yet, from the age of about 6 months onward, there has been an on again and off again battle with their weight.

As you know, overweight and obese individuals have a much greater likelihood of developing heart disease, cancer, and other health problems. Unfortunately, heart disease and cancer have been a large part of our family history. I lost all 4 of my grandparents to heart disease; I lost my father to bladder cancer, my brother to lymphoma and my sister, thankfully, battled and beat breast cancer. This is just my side of the family. My wife's family has also had similar battles with cancer.

As parents my wife Sarah and I are determined to do everything possible to keep Maddie and Ben healthy, especially when it comes to their risk for developing heart disease and cancer. Like most parents, we try hard to have make sure they eat healthy and stay active before and after school. Maddie is a Girl Scout, a dancer, she's on the swim team, and she participates in Girls on the Run. Ben is a Cub Scout, he plays soccer, baseball, basketball and he is also a swimmer.

These are great activities that keep them active and teach them self-confidence, but these are only done outside of school and there are only so many hours during the day. What's more, my kids are lucky to be able to participate in these programs. Not all families have the same resources, yet all kids deserve to be physically fit.

We believe that 30 minutes of quality physical education each day during the school day would do a lot to keep our kids and everyone's kids fit and active. Physical education provides a much needed break from regular school work to get up, recharge and refocus. It ensures all kids learn the fundamentals of what it takes to be fit, why it's important and how to grow into fit adults. Considering the obesity problem our state and our nation faces, this seems like a necessity not a choice.

Not only would daily physical education help kids' bodies, it also improves their minds. Numerous studies show kids who have more PE perform better on tests and have fewer behavior issues in class. I know when my kids need to burn off energy it can be a struggle to get them to do much of anything. I can only imagine how much more difficult that must be in a classroom.

Keeping our children healthy requires both good nutrition and physical education. Over the last couple of years, the quality of school lunch program has greatly improved and this has been a big step forward, however, it is only half the equation. We need our schools to also commit to ensuring that all children are getting enough physical activity each and every day with at least 30 minutes of that being in physical education. Only then will our schools be adequately protecting the health of our children and promoting healthy habits that will lead to healthy choices throughout their lives.

For these reasons I ask that you please support AB 609 the GYM Act.

Thank you.

Jeff Bremer
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Middleton, WI 53562
Jbremer1752@gmail.com



School Administrators Alliance

Representing the Interests of Wisconsin School Children

TO: Assembly Committee on Children and Families
FROM: John Forester, Director of Government Relations
DATE: January 29, 2014
RE: Assembly Bill 609 – Physical Education in Public Schools

The SAA opposes Assembly Bill 609, relating to physical education in the public schools.

AB 609 requires that every school district operating grades kindergarten to 5 ensure that pupils in those grades participate in physical education for at least 30 minutes each day on which school is held. Under current law, students in these grades must receive physical education three days per week with no specified time requirement. Districts can provide more physical education instruction if they so choose.

This bill is very well-intended with the laudable goal of helping to solve our youth obesity problem and to improve the health and fitness of our children. It's hard to argue with that. However, in practice, most school districts are simply not staffed to meet this expanded instructional requirement. They would have to hire additional staff to meet the requirement and this bill provides no additional resources with which to meet the additional cost. In short, this bill would require school districts to take time and money away from their primary objective – educating students to higher levels of academic achievement.

I am often asked by legislators for a list of mandates that school administrators would like removed from state law. I know there is always frustration when I fail to come up with a lengthy list that my members agree should be removed. And I understand the frustration. But, mandate relief is hard to achieve because these requirements were placed in state law with the best of intentions, namely to protect students or to ensure educational opportunities. Over the years, we have been successful at removing some mandates, but it is always difficult to achieve.

That being said, there is one suggestion I can give regarding mandates that will have the full support of SAA members – don't add any mandates. Yet, every session, there are many bills introduced, and some adopted, that ultimately have an adverse impact on the larger objective of educating students to higher levels of student achievement.

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An Alliance of:

Association of Wisconsin
School Administrators

Wisconsin Association of
School District Administrators

Wisconsin Association of
School Business Officials

Wisconsin Council for
Administrators of Special Services

I know that AB 609 is being offered with the best of intentions – the health and fitness of our children. However, it is counter-productive to focus on student achievement outcomes and then remove instructional resources and time from that objective.

Thank you for your consideration of our views. If you have any questions regarding the SAA's position on AB 609, please call me at (608) 242-1370.



TO: Chairman Krug and Members of the Committee on Children and Families
FROM: Michelle Mettner, Children's Hospital of Wisconsin
DATE: January 29, 2014
RE: Assembly Bill 609

On behalf of Children's Hospital of Wisconsin, I am writing in support to Assembly Bill 609, which ensures students from kindergarten to 5th grade receive 30 minutes of physical education each day of school.

According to the Wisconsin Department of Health Services, one out of four Wisconsin adolescents are overweight or obese. In Milwaukee, one in five children in the metropolitan area is considered overweight. Medical problems often associated with overweight include:

- Type II Diabetes
- High blood pressure
- High cholesterol
- Severe asthma
- Joint and bone problems

Children's Hospital believes most of these health problems related to childhood obesity can be improved or removed by changes in lifestyle habits. Thirty minutes of daily physical education is a positive life style change and will serve as a building block for a healthy lifestyle.

Physicians and health care institutions like Children's Hospital of Wisconsin are working hard to help stem the dangerous tide of childhood obesity that is a real threat to the future prosperity of our state. Of course, parents and guardians are the key to keeping kids healthy. But, children spend a good deal of each day in school, so it only makes sense that schools play a key role in the health of our children as well. By having parents, schools and health organizations working together, we can help reduce childhood obesity.

While there is no silver bullet solution or approach to solving childhood obesity, this legislation is a step in the right direction. Chairman Krug and committee members, I thank you again for the opportunity to submit testimony on behalf of Children's Hospital of Wisconsin and ask that you look favorably upon Assembly Bill 609.



To: Assembly Committee on Children and Families
From: Jennifer Kammerud, Legislative Liaison, DPI 91C
Date: January 29, 2014
Re: **2013 Assembly Bill 609**

The Department of Public Instruction (DPI) is opposing Assembly Bill 609 (AB 609) as the bill will likely have the opposite of its intended effect and could actually be harmful to the provision of instruction in other areas.

The department supports efforts to increase the health and well-being of all students. Providing healthy meal and snack options, offering instruction in health and nutrition, increasing physical activity, and partnering with parents and others should all be part of a comprehensive effort that leads to healthy lifestyles and addresses the burgeoning issue of obesity.

Current law requires school districts to provide physical education instruction at least three times per week at the elementary grades. While the bill would require 30 minutes of physical education instruction every day it may not lead to more time over the course of the week, as many schools have 50 minute periods, and it would pose significant budgetary and instructional choices for school districts to ensure compliance.

A school district will have some of the following options under the bill if they don't want to, or are unable to, increase their spending in this area to hire additional staff, build additional gymnasium space, or extend the school day to accommodate the new requirement:

- Cut art, music, math, reading, science, or social study instruction.
- Eliminate or cut recess.
- Decrease lunch time.
- Increase class sizes for physical education
- Eliminate any preparatory time for elementary school teachers to accommodate assignment of additional classes in physical education.
- Eliminate the gymnasium as a multipurpose room available for use in other instructional areas or for use by the community during the school day.
- If exceeding the proposed requirement in terms of minutes, lower the amount of physical education instruction provided.

In particular, increasing class sizes for physical education has a number of serious implications for the quality of the instruction. Larger physical education class sizes are harder to manage and make instruction and student assessment more difficult, which would result in lower quality

instruction and less skill development. They are less safe due to decreased supervision and greater chance for injury in space-limited gymnasiums. Additionally, students are unable to maximize movement in larger classes due to the physical space constraints of elementary gymnasiums. Given Wisconsin's cold climate, the majority of physical education is taught inside elementary school gymnasiums. These gymnasiums vary in size with many smaller than 20 meters (65.6 feet) in length. As a result, increased class sizes could constrict movement in such a way that there is even less activity in a daily schedule than exists under the current requirement of 3 times a week.

On an administrative front, the bill creates some real problems for school districts. The bill requires physical education for 30 minutes to be taught each day school is held. Schools may not be able to comply with this regulation due to shortened schedules from delayed starts, professional development days, or community usage of the gymnasium.

Increasing physical education time alone is not going to solve the issue of obesity or prevent chronic illness. This bill may actually sacrifice quality physical education and instruction in other areas. In order to enhance physical activity among young children, the DPI supports active schools, which includes before and after-school physical activity, activity breaks in classrooms, active recess and quality physical education as part of a larger effort focused on healthy choices.



TO: Members, Assembly Committee on Children and Families
FROM: Melissa Horn, Government Relations Director at Health First Wisconsin
RE: Assembly Bill 609
DATE: January 29, 2014

Thank you for the opportunity to submit testimony in support of Assembly Bill 609, legislation that increases daily physical education for Wisconsin elementary students to 30 minutes a day. This proposal meets the standard recommended by the Institutes of Medicine and is an evidence-based step towards improving the physical, academic and social health of Wisconsin's children.

With 1 in 4 Wisconsin kids being overweight or obese, we need to do all we can to, as the proposal states, "get youth moving" and create an atmosphere that teaches kids the lifelong skills to maintain a healthy, active lifestyle.ⁱ 30 minutes a day of physical education, paired with a healthy diet, is proven to lower long term risk of developing heart disease, diabetes, high blood pressure and cancer. These diseases not only cost our state an estimated \$3.1 billion dollars annually in health care, but there is also significant loss in worker productivity and even more in terms of lives lost prematurely.ⁱⁱ In fact, this generation of children may be the first to live shorter lives than their parents.

Wisconsin children are in school an average of 6 hours a day, 5 days a week for nearly 9 months of the year, which is why it is imperative they are given quality opportunities to get active so when they are sitting behind their desk, they can better focus on the work in front of them. In fact, countless studies have shown physically fit kids perform better academically in school, miss less days and behave better overall.ⁱⁱⁱ Incorporating these 30 minutes of physical activity a day not only helps their academic career now, but also sets a framework for their future productivity in the workforce into the rest of their adult life. And this is an issue Wisconsin voters care strongly about - as expressed in a poll this past fall, 94% of respondents agreed that daily physical activity in schools improves academic performance!^{iv}

Daily physical education provides an outlet to encourage students to interact with their peers, try new things and learn from each other more directly. It also creates equitable opportunities for all kids, not just those whose parents are able to afford the cost associated with activities after school. By developing children in all aspects of their mind and bodies, we can give all kids a fair shake in both their physical and academic performance. There is widespread concern about the achievement gap with children and ensuring physical education every day can help all kids achieve more, improve behavior and be more attentive students. We can't waste opportunities when we could be educating our children in a more efficient way where they will learn at an even higher level. More minutes stuck behind a desk doesn't mean that the information soaked in. More attentive kids can equal more learning and better students.

As a non-profit organization dedicated to building a healthier environment to learn, live, work and play, we urge the committee to support this legislation and continue to look for policy solutions that promote active, healthy lifestyles. Thank you for your consideration.

ⁱ Wisconsin Department of Health Services. Obesity, Nutrition and Physical Activity in Wisconsin. 2008

ⁱⁱ Trogdon et.al. State and Payer-Specific Estimates of Annual Medical Expenditures Attributable to Obesity. 2011

ⁱⁱⁱ Active Living Research, A National Program of the Robert Wood Johnson Foundation. Active Education: Physical Education, Physical Activity and Academic Performance. Research Brief, 2007.

^{iv} "Transform Wisconsin Healthy Living Poll". Survey. Wisconsin Clearinghouse for Prevention, housed within University Health Services on the UW Madison Campus. www.transformwi.org August 2013



January 28th, 2014

Dear State Representatives,

I am writing you in support of Representative Chad Weininger's bill requiring elementary students to have at least 30 minutes of physical activity daily. While Wisconsin's current law requires physical education three times a week for an unspecified amount of time, I would like extend this requirement for all students.

I work as the sports medicine outreach supervisor in Green Bay and oversee athletic trainers and personal trainers at 12 area high schools along with University of Wisconsin-Green Bay and St. Norbert College. Over the past 20 years that I have been working in the field, I have seen physical education programming, teachers, and students change the way they feel about physical activity. They understand they will be not play basketball, soccer, or softball the rest of their lives. They have grasped physical activity in developing it into a life long attitude. They are learning about proper movement, balance, and how the body should perform in daily activities.

In the past three years, I have been working closely with two of our school districts who we assisted in getting national physical education grants to improve their programming. One school district, Ashwaubenon, I have been working closely with their physical education teachers to create a new curriculum for their physical education program. We have been collaborating with the Stevens Point Area School District on this program as well. We have started with make changes in our programming at the high school level. We are working at having all high school students have physical education every semester through their high school career. Our goal would be 60 minutes a day for each student to have physical activity while at school. This program will be active within the next year at the high school and within 2 years in K-8. The school district understands that by teaching proper movement, balance, strength, and teaching the body to perform daily activities, we will reduce injuries, obesity, and have a healthier school district overall.

Our journey has just begun with the school districts we take care of. We know this movement will spread across our region and the state. It is will affect many of the students' parents who will learn from their children a healthier lifestyle and change their lives for the good. Please support Representative Chad Weininger's bill to make a great difference in the lives of our children and the lives of their parents.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael T. LaMere".

Michael T. LaMere
Prevea Sports Medicine Clinic

Dear Committee Members:

As a teacher in the public school system, I would not only support a plan that would recommend that students in elementary school receive Physical Education every day of the week, I wish that it would be extended through eighth grade.

I teach 7th Grade Social Studies in New Holstein. I have been a teacher here since 2000 and have taught 6th, 7th, 8th and 9th grade Social Studies and Cultures classes. In 2007 I started teaching a project, then sponsored by the Center for Civic Education called Project Citizen.

Project Citizen teaches kids how to become active citizens in their communities. They learn about government then they pick a problem in society, prove it's a problem through research, and then create alternative solutions to the problem and pick one that they think is the best solution. They then create an action plan on how they might get their idea to have support from the community and the appropriate governing body.

Last year, my class, self-named "No Child Left Obese," studied the problem of childhood obesity. One of the most startling statistics they found was that their generation is predicted to be the first to not outlive their parents. They also found that one in three children in the United States is either overweight or obese and that the United States by far has the worst rate of childhood obesity compared to any other country around the world.

Almost all students in middle school in New Holstein would agree that they do not get enough physical activity during the day. They do not get recess, with the exception that during their 1/2 hour lunch, they are allowed to run around in the gym for 15 minutes. They also have 3 minutes passing time between classes. They only have physical education classes two times a week.

Two days a week is not enough time. The class went through many potential options and ultimately came to the conclusion that they wanted physical education five days a week and that state would have to require the school district to take this action. While there are many competing demands that would have to be met, the students also came up with a few interesting suggestions. They thought that the exploratory classes could be cut and those teachers could then help in the physical education classes. A certified physical education teacher should be required for every 50 students, but after 25 students another certified teacher of any qualification would be assigned to co-teach. The teachers would then share the duties of lesson planning, grading, managing, etc. My students in their report volunteered New Holstein to test it out.

Overall, as a teacher, mom of 3 young children, and community member who cares about the health of our young people, I wholeheartedly agree with this legislation with one exception: I believe it should be extended through eighth grade. Kids need adults who force them to move. Kids need environments that encourage play and activity. This legislation is a step towards "creating a more perfect union," for our kids. As my students would say "Please make legislation so that "No Child is Left Obese."

Respectfully Submitted,

Heather Tomchek
7th Grade Teacher
New Holstein School District
htomcheck@live.com

January 21, 2014

Dear Committee,

As a pediatrician and diabetes specialist, I strongly support the expansion of physical education to ½ hour per day in Wisconsin elementary schools. Over the past 4 decades, our rates of pediatric obesity have increased significantly in all ages from toddlerhood to young adulthood. Importantly, the rise in prevalence of pediatric obesity has been paralleled by increased rates of pediatric Type 2 diabetes mellitus and other obesity related diseases.

My research with students at Cherokee school in Madison shows evidence of changes in the metabolism and handling of blood sugar in non-obese 6th to 8th grader girls, which suggests deleterious changes appear early in the evolution of fatness and an individual's life. Further, other pediatric studies indicate once youth develop Type 2 diabetes mellitus progression of disease is more rapid than in adults and that these youth often develop cardiovascular complications, including heart attacks, during the third decade of life.

Additionally concerning is that my research and that of others demonstrates individuals of various backgrounds, including Mexican-American and African-American, are more susceptible in our obesogenic environment to the development of type 2 diabetes mellitus and other metabolic disease. Unfortunately, many of these same children reside in areas where parents regularly state in clinic that it is unsafe to exercise outside and that there is not enough time or resources to take children to a safe area to exercise. School offers a safe opportunity for structured physical activity to improve physical fitness and foster healthy habits.

In conclusion, as a pediatric researcher and clinician, I firmly believe increased, structured school based physical activity is part of any solution to improve the health and future of all Wisconsin children.

On behalf of Wisconsin's children, thank you for your consideration of the proposal to strengthen elementary physical education brought before you.

Sincerely,

Peter Wolfgram, MD
Division of Pediatric Endocrinology and Diabetes
Medical College of Wisconsin.

To Whom It May Concern:

As college basketball coaches at an NCAA Division III college in Madison, WI, we are in favor of expanding physical education classes in Wisconsin elementary schools to thirty minutes per day. We understand the Get Youth Moving Act will accomplish this.

Between the two of us, we have fifty plus years of athletic coaching experience in Wisconsin. Again, between the two of us, we have coached in numerous sports at every level from elementary school youth to NCAA level student-athletes.

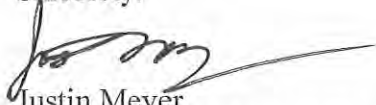
In our current positions as college basketball coaches, we see numerous elementary age youth at our basketball camps. There is also an elementary school on our college campus whose students use our gym on a daily basis. It is obvious to us that youth obesity is a growing problem.

It would seem indisputable that declining physical activity is contributing to a larger number of overweight/obese youth. Again, it would seem indisputable that as these youth grow to adulthood, there is a high likelihood they will remain overweight/obese. And finally, it would seem indisputable that overweight/obese adults face a much greater risk of developing chronic diseases including cancer, heart disease, stroke and diabetes.

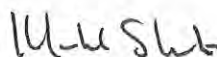
It is our observation that when outside of school, often times, physical activity in backyards, parks, playing fields and gyms has given way to the lure of TV's, video games and other forms of non-physical activity. As coaches, we believe daily physical education classes in our elementary schools should be a part of the solution to reducing youth obesity.

Thank you for your consideration.

Sincerely,



Justin Meyer
Head Men's Basketball Coach
Edgewood College



Mike Shult
Ass't Men's Basketball Coach
Edgewood College

January 28, 2014

To Whom It May Concern,

My name is Kelly Corey and I am a Physical Education Teacher in the Janesville School District. I earned my teaching degree from the University of Wisconsin in Health and Physical Education in 2005 and I also hold a master's degree from the University of Wisconsin-La Crosse in Professional Development for Educators. I am an active member of the Wisconsin Health and Physical Education Association (WHPE) and am passionate about the work I do with my students on a daily basis. I am writing this letter because I want to share the many important reasons that I believe in and support the Get Youth Moving Act (GYM) advocating for daily physical education.

Physical education is an integral part of the total education of every child in Kindergarten through Grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented. As you can see below, the benefits are wide ranging and far reaching:

Improved Physical Fitness Physical education improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

Skill Development and Skill Appreciation Physical Education develops motor skills, which allow for safe, successful and satisfying participation in physical activities. Physical Education also provides an appreciation for what skilled movement entails.

Regular, Healthful Physical Activity Physical Education provides a wide-range of developmentally appropriate activities for all children. It also incorporates the principles of exercise, including how, when, why, and how often.

Support of Other Subject Areas Physical Education reinforces knowledge learned across the curriculum. The gym serves as a lab for application of content in science, math, and social studies.

Self-Discipline Physical Education facilitates development of student responsibility for health and fitness.

Improved Judgment Quality physical education can influence moral development. Students have the opportunity to assume leadership roles and cooperate with others. Students have opportunities to question actions and regulations and accept responsibility for their own behavior.

Stress Reduction Physical activity becomes an outlet for releasing tension and anxiety while facilitating emotional stability and resilience. Physical Education also allows for more concentration in the classroom.

Strengthened Peer Relationships Physical education can be a major force in helping children socialize with others successfully and provides opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of peer culture.

Improved Self-Confidence and Self-Esteem Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent, and self-controlled.

Experience Setting Individual Goals for Personal Enjoyment and Achievement Physical Education gives children the opportunity to set and strive for personal, achievable goals.

Subject Knowledge Physical Education gives students cognitive information on safety, biomechanics, exercise physiology, motivation, personal health, and nutrition.

Aids in Prevention of Obesity Physical Education helps build skills that support an active lifestyle.

Improves Academic Performance Numerous peer reviewed studies in the last 10 years have shown a positive relationship between Physical Education, exercise, and academic performance in K-12 students.

1. Physical exercise has a definite impact on the frontal lobe of the brain, a primary area for concentration, planning and memory.
2. Being active promotes cell growth and regeneration. It can literally grow new brain cells and synaptic connection. It is like "Miraclegro for the Brain." (John Ratey)
3. Movement helps prepare the brain for learning by supplying more blood and glucose.
4. Exercise improves the neural connections in the brain through increased BDNF and other neural transmitters like dopamine and endorphins. BDNF exerts a fertilizer-like growth effect on certain neurons in the brain.
5. Cross lateral movement organizes brain functions. (Blaydes Madigan)
6. The brain is a muscle and in order to add new cells, stress in the form of exercise must occur. (Ratey)
7. The PE4Life program was shown to reduce disciplinary issues. (Ratey and PE4Life)
8. Studies have shown physical activity improves cognitive function in children. (Sibley, 2003)

9. Physically fit children identify visual stimuli much faster than sedentary children. (Brain Rules)
10. Brain activation studies show that children and adolescents who are fit allocate more cognitive resources to a task and do so for longer periods of time. (Brain Rules, p. 18)
11. At the University of Illinois, psychophysiological Charles Hillman studied third and fifth grade students and found a positive correlation between fitness and academics. Of the six areas that the national test *Fitnessgram* measures, two were particularly important to academic performance: BMI and aerobic fitness. The electroencephalogram (EEG) showed more activity in fit kids' brains indicating that more neurons involved were being recruited for a given task. The conclusion being that better fitness equals better attention and better results.
12. In the Naperville School District in Illinois, zero hour physical education classes led to increased test scores in math and science as measured by the TIMSS. They had the highest scores in the country in math and were sixth in the science core. The only variables that appeared to be different between Naperville and the other school districts were the test results and the physical education programs. (Charleston Public Academy)

These are just a few of the conclusions from the hundreds of studies demonstrating the importance of physical activity and its connections to the brain and learning.

Due to the increased reliance on test scores in our nation, many school districts and states are making decisions to reduce or remove physical education programs to provide more time for math, reading, and science. However, given the many important and inarguable benefits of physical activity on learning, those decisions do not make sense and are not congruent with the overall goal. Let's be a state that leads our school districts to the top in the nation by recommending daily physical education for all Wisconsin youth in grades K-12.

Sincerely,

Kelly Corey
6140 S. Edgewater Drive
Beloit, WI 53511

Submitted by R. P. Kurkman

Randall School Lunch Menu

December 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Chicken Nuggets Sweet Corn Pineapple White Cake Salad/Milk	3 Hot ham & Cheese Mac n Cheese Apple sauce Salad/Milk	4 Pancakes Hashbrowns Orange Juice Grapes Salad/Milk	5 Mini Corn Dog Krinkle Cut fries Fresh Vegetables Pears Salad/Milk	6 Cheese Pizza Sweet Corn Apple/Peach Crisp Mandarine Oranges Salad/Milk	7
8	9 Chicken Ring Thing Fries Banana Salad/Milk	10 Scrambled Eggs Bacon Apple Juice Pasta Salad/Apples Salad/Milk	11 Assort. Sandwiches Pot.Or Chicken Noodle Soup Choc. Pudding/Pears Salad/Milk	12 Cheese Burger Sweet Potato Fries Peaches Salad/Milk	13 Bosco Sticks Sweet Corn Apple Sauce Salad/Milk	14
15	16 Chicken Nuggets French Fries Cherry Tomatoes Banana Salad/Milk	17 Grilled Cheese Tomato Soup Green Beans Pears Salad/Milk	18 Corn Dog Baked Beans Cauliflower Pineapple Salad/Milk	19 Sub Sandwiches Potato Chips Corn Applesauce Salad/Milk	20 Bosco Sticks Green Beans Strawberries Frozen Yogurt Salad/Milk	21
22	23 No School	24 No School	25 No School	26 No School	27 No School	28
29	30 No School	31 No School School Resumes on 1/2/2014				






Randall School Breakfast Menu

December 2013




SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Muffins Pineapple	3 Choc. Chip Oatmeal Ba Apple Jucie	4 Waffle Pears String Cheese	5 Assort. Cereal Nutrigrain Bar Orange Juice	6 Mini Cinni Peaches Yogurt	7
8	9 Whole Grain Bagel Peanut Butter Applesauce	10 Pancakes Strawberries	11 Oatmeal Bar Pineapple String Cheese	12 Oatmeal Assort. Cereal Banana	13 Mini Cinni Yogurt Orange Juice	14
15	16 Super Donut Apple String Cheese	17 Muffin Yogurt Banana	18 Choc. Chip Bar Apple Juice	19 Assort. Cereal Apple Sauce String Cheese	20 Mini Cinni Yogurt Pears	21
22	23 NO SCHOOL	24 NO SCHOOL	25 NO SCHOOL	26 NO SCHOOL	27 NO SCHOOL	28
29	30 NO SCHOOL	31 NO SCHOOL School Resumes on 1/2/2014				

Randall School Breakfast Menu January 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	Friday	SATURDAY
			1 NO SCHOOL	2 Assorted Cereal Nutrigrain Bar Apple Juice Milk	3 Mini Cinni Peaches Yogurt Milk	4 
5	6 Whole Grain Bagel Peanut Butter Or Cream Cheese Apple Milk	7 Pancakes Strawberries Milk	8 Choc.ChipOatmeal Bar String Cheese Pineapple Milk	9 Oatmeal or Assorted Cereal Banana Milk	10 Mini Cinni Apple Juice Yogurt Milk	11
12	13 Super Donut Apple String Cheese Milk	14 Muffin Banana Yogurt Milk	15 Choc.Chip Oatmeal Bar Orange Juice Milk	16 Assorted Cereal Applesauce String Cheese Milk	17 Mini Cinni Pears Yogurt Milk	18
19	20 Choc.Chip Oatmeal Bar Applesauce Milk	21 Frudel Peaches Yogurt Milk	22 Egg & Cheese Omlet Animal Crackers Pineapple Milk	23 French Toast Sticks Apple Juice Milk	24 NO SCHOOL	25
26	27 Muffins Pineapple Milk	28 Choc.Chip Oatmeal Bar Apple Juice Milk	29 Mini Waffle Pears String Cheese Milk	30 Assorted Cereal Nutrigrain Bar Apple Juice Milk	31 Mini Cinni Peaches Yogurt Milk	

Randall School Lunch Menu January 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	Friday	SATURDAY
			1 NO SCHOOL	2 Chicken Nuggets Curley Fries Pears Salad/Milk	3 Cheese Filled Pizza Stx Corn Fruit Crisp Mixed Fruit Salad/Milk	4 
5	6 Mini Corn Dogs Baked Beans Mandarin Oranges And Pineapple Salad/Milk	7 Tacos Corn Cornbread Apples Salad/Milk	8 Chicken Patty Cosmic Fries Mixed Fruit Salad/Milk	9 Grilled Cheese Tomato Soup Jell-o Pears Salad/Milk	10 Cheese Pizza Corn Toffee Bar Peaches Salad/Milk	11
12	13 Chicken Nuggets Waffle Fries Banana Salad/Milk	14 Egg McMuffin W/Sausage Patty Yogurt Pears Salad/Milk	15 Corn Dog Baked Beans Pineapple Salad/Milk	16 Sub Sandwiches Chips Applesauce Salad/Milk	17 French Bread Pizza Green Beans White Cake W/ Strawberries Salad/Milk	18
19	20 Hot Dog Sweet Potato Fries Banana Salad/Milk	21 Pancakes Sausage Apple Juice Mandarin Oranges Salad/Milk	22 Hot Ham & Cheese Potato Chips Peaches Salad/Milk	23 Salisbury Steak Mashed Potatoes Carrots Pineapple Salad/Milk	24 NO SCHOOL	25
26	27 French Toast Sticks Sausage Apple Juice Pears Salad/Milk	28 Cheese Burger Fries Oranges Salad/Milk	29 Assort. Sandwiches (Tuna, Egg Salad, PBJ) Chicken Noodle Soup Jell-o/Grapes Salad/Milk	30 Chicken Nuggets Cooked Carrots Applesauce Salad/Milk	31 Ravioli Green Beans Sugar Cookie Apples Salad/Milk	