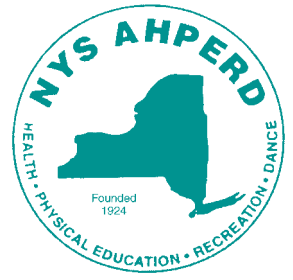




Administrative TIMES



Volume III No. 6

1799 Lehigh Station Road • Henrietta, NY 14467

May 2003

THE PRESIDENT'S MESSAGE

PRESIDENT

Robert C. Zifchock

Freeport Schools
25 Pine Street
Freeport, NY 11520
Business: (516) 867-5330
Fax: (516) 867-5292
rez_20@yahoo.com



PAST PRESIDENT

Robert McGuire

Burnt Hills-Balston Lake HS
89 Lakehill Road
Burnt Hills, NY 12027
Business: (518) 399-9778
Home: (518) 384-1409
McGuire@bhbl.admin.neric.org



PRESIDENT ELECT

Kathy Boughton

RCSD, Monroe MS
164 Alexander Street
Rochester, NY 14607
Business: (585) 232-1530 x1210



EDITOR

Thomas Stewart

Rush-Henrietta Schools
1799 Lehigh Station Road
Henrietta, NY 14467
Business: (716) 359-7853
Fax: (716) 359-7859
tstewart@rhnet.org



Things to Come

Fronts are developing that could be a warning of things to come. In times other than these, each front would come and go without much notice. Current fronts include the Regents Policy Statement on Middle-Level

Education, flat test scores, Governor Pataki's \$1.24 billion reduction in State Aid to school districts, the overall economy, worldwide political unrest and the projected tax increases at State, local and school district levels. Might this impact the disciplines of health and physical education?

I applaud the efforts of the Regents and State Education Department to conduct a Middle-Level Education Policy review. The philosophy of middle level education has shifted from mirroring the high school in both curriculum and activities. Middle schools have replaced junior high schools. Adolescents need schools with academic rigor, schools that are developmentally responsive and schools that are inviting. This review does not occupy the same room with the hot topics of academic scores and budgetary issues.

Academic administrative teams don't seem to be bothered by the unforeseen consequences of "academic-only" fixes. Physical education and health teachers complain of loss of instructional time, while principals allude or profess that academic intervention time is more valuable than shaping a physically active and healthy lifestyle. Administrative teams are creating unintended consequences to our children's future. This raises a critical question. Are we shaping a generation of children whose life span will be shorter than that of their parents?

What scares me most is the singular focus on test scores. The development of the whole child including mind, body and spirit takes a back seat to the unbridled push to increase test scores. Listen to principals or curriculum and instruction specialists. Their monorail objective of raising test scores reverberates in the way they do business—always a topic at Board of Education, faculty and PTA meetings—raise scores or lose money, raise scores because of No Child Left Behind,

raise scores or else. If principals and schools want to truly raise scores, then increase our youths' physical activity. Test scores will rise. Improved cognition is well documented by Shepard (1994,1997,and 1997) in Pediatric Science and most recently by the California Department of Education (2001). Develop and nurture the whole child, not just the mind.

The responsibility to ensure meaningful change belongs to everyone who has a vested interest in education. As educational leaders, we must work in concert to push the values of assessments and skill driven approaches in every discipline, including health and physical education. Quality health and physical education programs are needed to reverse a dangerous National epidemic—OBESITY. Obesity impacts children and adults. Obesity costs billions of dollars.

Meanwhile, consider these facts: The office of the Surgeon General reports that 61% of American adults to be overweight or obese and 13% of children and 14 % of adolescents to be overweight. These numbers have doubled in children and tripled in adolescents since 1980. Approximately 300,000 U.S. deaths each year are associated with overweight and obesity compared to 400,000 U.S. deaths a year associated with cigarette smoking. The total direct and indirect cost attributed to overweight and obesity amounted to \$117 billion in the year 2000. One less year of disease over a lifetime could save New York State \$3-5 billion in health care costs—Feingold (1994).

Will these be the first of many cuts? In view of fiscal uncertainty, school districts are making cuts to fashion a proposed budget. This is not an easy task, but one that will affect students in different ways. Some cuts include the loss of senior level health elective classes, allowing students who are athletes to opt out of physical education, removing physical education department chairs, and putting more burden on assistant principals or principals by not replacing the director of health and physical education position. What would be the unintended consequences of these budgetary cuts?

Academic fitness is needed, but so is physical and emotional fitness. I rattle my saber to gain the attention of educational administrators who have an enormous job to do. Let's nurture those gifts that each child has and find the means to fully develop them.

Get, be and stay well.

Bob Zifchock

Editor's Column - "Quality PE Enhances Academic Performance"

It is not in the best interest of our students to ignore the significant research that clearly links physical activity to increased cognition, as well as improved health and well being. The evidence is obvious enough to share with all educators, school district leaders, parents, and school board members. Dr. Ronald Feingold calls this "Making a Case for Physical Education."

The objective of this issue of the Times is to point out specific research that assuredly shows the positive relationship between physical activity and student learning. Most people know that fitness enhances one's health, but are schools confident that quality physical education programs can help improve academic performance? Due to the size of this document, we will refer you to websites that will have more information than we could ever fit into several years' worth of The Administrative Times. Keep in mind that our advocacy is not only for physical activity, but also for quality physical education. Intramurals,

recreation, and athletics can certainly enhance one's activity level, but not at the expense of quality K-12 physical education program. COA President Bob Zifchock has created a table (below) that explains the difference between physical education curriculum and an interscholastic athletics program. (Adapted from a previous Admin Times article by former NYSAHPERD President Larry Debel.)

"Athletics and physical education provide a wealth of opportunities for students, but they arise from very different fundamental bases and travel different paths. Neither should be considered as a replacement for the other, in the same way that no extracurricular program can effectively substitute for a core educational program. As you compare the two lists, you will gain a better understanding of the differences, and be able to clarify your own perception about each program and its goals." (Debel and Zifchock, 2003)

The Differences Between Athletics and Physical Education

| Athletics | Physical Education |
|---|---|
| May choose a coach who has the bare minimum of qualifications (first aid, CPR and no coaching classes completed) lacking a physical education teaching certificate. | Requires duly certified and qualified physical education teachers, who hold a bachelor's degree and later must obtain master's degree, to be hired as teachers. |
| Focuses on the finer participation points of a specific sport, lacking a carefully planned sequential curriculum. | Is a comprehensive program of carefully planned and sequential curriculum aiding instruction that exposes students to a broad range of activities: team and individual sports, fitness, dance, and adventure education. |
| Provides opportunity for in-depth learning in a maximum of only three sport activities, acquiring sport-related knowledge. | Provides students with the necessary knowledge and life skills to develop and maintain personal fitness and wellness so students can improve their quality of life. |
| Provides higher-level experiences for student-athletes, who cannot choose their sport to test for competency and/or proficiency. They must show proficiency and competency at the recreational level in other activity/skill areas. | Has initiated a State Education Department sponsored and field lead state-wide assessment program, for the purpose of standardizing state-wide rubric assessment. While suggesting students demonstrate proficiency in three activities and competency in six activities before commencement. |
| Caters to the narrow interests of students. | Meets the different needs, interests and abilities of ALL students. |
| Fosters competitiveness, winning and sportsmanship only attitudes among and between participants, coaches and fans. | Focuses on developing the whole child: physical, mental, emotional and social health. |
| Is limited to the more able students. | Is designed to include all children recognizing different abilities and adapting activities so all children are able to practice a physically active lifestyle. |
| Practices an exclusionary custom, as cuts are made, eliminating some students from desired participation. | Provides opportunities for children to interact with others of different and varied levels of abilities learning to be tolerant. |
| Is recognized by the New York State Public High School Athletic Association and State Education Department as an "extra curricular" program. | Is recognized by the State Education Department in part 100 and 134.5 Commissioner's Regulations as a core subject necessary to meet graduation requirements. |
| May exempt grade 10-12 students during the sport season only according to Commissioner's Regulation 135.4, expanding elitism and segregation. | Provides student-athletes with opportunities to take leadership roles and assist less developed peers in class. While learning to participate at a Recreational Level in other sport/activities, otherwise not exposed to. |
| Does little to modify activity, equipment, rules and/or game play seeking a winner/loser outcome. | Modifies activities, equipment, rules, facilities and instruction ensuring widespread successes. |
| Reinforces instruction provided in physical education. Knowledge gained in physical education can improve an athlete's knowledge of self and improve athletic performance. | Addresses instruction about physical activity and fitness concepts such as cardiovascular endurance, flexibility, muscle strength & endurance, body composition & weight control, nutrition and stress management. While also addressing the issues of preventing chronic/degenerative diseases, substance abuse and community resources. |
| Has Educational Frameworks focusing on four qualities: competence, character, civility and citizenship. | Supports the New York State Learning Standards and the goals of the National Association for Sport and Physical Education. |

Ronald S. Feingold, Ph.D

(Dr. Feingold's article has been edited in order to fit within the pages of the *Administrative Times*. For the full article, go to www.nysahperd.org/coa.)

As funds for education and community support have become limited, it is increasingly clear that many governments are failing to support physical activity initiatives to a level required to turn around the current "inactivity crisis" as reported by Koop in his 1999 press release. The reduced support has resulted in a decrease in the Health of Our Nation and endangers not only the quality of life and health status of our children, but also that of all citizens of the world.

Mainly due to modern technological developments (e.g. cars, elevators, computers, television) within almost all cultures, both children and adults have become less physically active. In some cultures, inactivity and the resultant obesity and diseases have reached 'crisis proportions' (Koop, 1999). When one considers the role of physical activity upon disease prevention, both physical and mental, the increased level of inactivity can have devastating effects on health care costs and the economy. Feingold (1994) extrapolating US Government figures analyzed that one year less disease over a lifetime can save taxpayers in New York State approximately 3-5 billion dollars a year in health care costs. The National Center for Disease Control in their Fall 2000 report on physical activity noted, "Our nation's young people are, in large measure, inactive, unfit, and increasingly overweight. In the long run, this physical inactivity threatens to reverse the decades-long progress in reducing deaths from cardiovascular diseases. Ultimately this could have a devastating impact on our national health care budget. In the short run, physical inactivity has contributed to the unprecedented epidemic of childhood obesity that is currently plaguing the United States".

Besides the role of physical activity on disease prevention, both physical (cardiovascular disease, diabetes, colon cancer, obesity and osteoporosis) and mental (depression and stress), physical activity, games and sports can play a significant role in the enrichment of social life and the development of one's social interaction skills.

People of all ages, young through elderly, in increasing numbers, have discovered the value of participation in organized activity, games and sports clubs. This valued connection to groups and positive social interaction is of particular importance to individuals in our modern society. These same modern society, unfortunately, may now be characterized by their increased complexity, instability, stress, fragmentation of family units, and increased violence in the school and community. Today, many are aware that a physically active lifestyle and participation in games and sports significantly contribute to one's health, social well-being, recreation and therefore to the quality of one's life. However, the adoption of an active lifestyle does not occur without some organized effort within the schools, communities and governmental agencies. The Be Active America initiative promoted by the New York State Coalition on Physical Activity (NYSPAC) provides for such an organized framework, utilizing schools, teachers, parents, communities and governmental agencies in a collaborative framework to enhance the quality of life and health initiatives. Thus, given that modern technological developments in labor and transportation have generally resulted in physically less active lifestyles, youngsters have become less physically active as a result of the advance of television, computer games and internet and the decrease of safe outdoor playing grounds. Society has become more complex and stressful with juvenile delinquency and deviant behavior becoming more plentiful due to the weakening of social units, such as the family. An increased level of inactivity has a devastating effect on the cost of health care, while the general economy, and a physically active lifestyle contributes to physical and mental health, well-being and social responsibility.

Likewise, governmental agencies of all countries would do well to favor physical activity as a lifestyle issue in order to enhance lifestyle and reduce health care costs.

It is recommended that those officials with responsibility for the health and well-being of their citizens, should strongly propagate and stimulate the adoption by youngsters, adults and the elderly a physically active lifestyle.

Feingold, R.S (1994), "Making Connections: An Agenda for the Future", *Quest*, 46(3), 356-366

Koop, C.E. (1999), former US Surgeon General, Press Release, June 9

CDC (2000), "Promoting Better Health for Young People through Physical Activity and Sports", Wash, DC. P.1

Improved Academic Performance and Cognitive Development!

Besides the physical and mental health benefits of physical activity as well as the development of positive social skills, the role of physical activity may have its greatest impact on cognitive function. Recently, there is developing a body of research that supports physical activity and academic performance as well enhanced brain function.

Activity on Cognition

Comparing 6-12 yr old children who received 5 hrs to 40 min of activity per week found those with more activity showed significant positive difference in academic performance.

Shepard, R and Lavelle, R (94). "Academic skills and required physical education. CAHPER, Research Suppl., 1(1), 1-12.

Activity on Cognition

Numerous studies have shown that by adding activity to the children's curriculum, thereby reducing time on academic subjects, they found no reduction of grades and standardized tests, and many were found to improve their grades and academic learning.

Shepard, R. (97). Curricular physical activity and academic performance. *Pediatric Exercise Science*, 9, 113-126. Sallis J., and McKenzie, T., et al. (99). *Research Quarterly*, 70(2), 127-134

Cognitive Ability and Activity

Shepard notes that enhanced reading, language and motor performance resulted from increased blood flow to the brain, increased arousal and attentiveness.

"...physical education can be introduced when a child enters primary school without compromising academic performance."

Shepard, R. (97). "Curricular physical activity and academic performance". *Pediatric Exercise Science*, 9, 113-126.

SAVE THIS DATE!

COA State PE/Health
Director's Conference

October 19-21, 2003

Villa Roma

Registration Forms Will Be Available On Our Website!

For more information concerning the California study linking PE and academics, contact:

Paula Keyes Kun (703) 476-3461; pkun@aahperd.org
Debbie Vigil (916) 319-0341; dvigil@cde.ca.gov
Dianne Wilson-Graham (916) 319-0280; dwilsong@cde.ca.gov

For information about...grant writing/PEP info.:

www.pe4life.org
www.pegrant.info/
www.pcentral.org
www.pegrants.com

For information about...research on physical activity/academics:

www.unb.ca/crisp/0003.pdf
www.csba.org/is/ch/linkages.htm
www.actionforhealthkids.org

IMPORTANT NOTE:

The Board of Regents and the State Education Department are seeking public comment and reaction to the Regents Policy Statement on Middle-Level Education and to the effect of the policy on guidance and regulations. SED staff has developed a Public Engagement Tool Kit to facilitate gathering this information from groups of interested individuals. The Tool Kit is available at the following web address:

<http://www.emsc.nysed.gov/deputy/MIDDLE-LEVEL/middle-level-education-home.htm>

For those who wish to comment individually on the draft Policy Statement, the Department is creating a site on its webpage where individuals can log on and complete the Part 1 and Part 2 Questionnaires. This site is not yet operational but should be in the next few days. When it is ready, it will be posted on the above website address.

In addition, organizations and associations will have an opportunity on April 29, 2003, to present their thoughts and ideas about the draft policy, and its guidance and regulatory implications, formally to the members of the Board of Regents. More specific information on this event (e.g., location, time, schedule, registration process, etc.) will be posted on the above website soon.

If you do decide to organize a discussion group or to comment as an individual, please note that the State Education Department needs the input by May 5, 2003. This will allow time to include the comments and suggestions in a report to the Board of Regents in June.

PERMIT NO. 8604
NEWBURGH, NY 12550
US POSTAGE PAID
PRSRT STD



Council of Administrators
New York State AHPERD
1799 Lehigh Station Road
Henrietta, NY 14467

