

# HOUSE BILL REPORT

## HJM 4002

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**As Reported by House Committee On:**  
Education

**Brief Description:** Requesting reauthorization of the No Child Left Behind Act to include health and fitness.

**Sponsors:** Representatives Sullivan, Simpson and Kenney.

**Brief History:**

**Committee Activity:**

Education: 2/2/10 [DP].

**Brief Summary of Bill**

- Requests that reauthorization of the federal No Child Left Behind Act include health and fitness, including physical education, as a core academic subject to be taught by highly qualified teachers.

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### HOUSE COMMITTEE ON EDUCATION

**Majority Report:** Do pass. Signed by 12 members: Representatives Quall, Chair; Maxwell, Vice Chair; Priest, Ranking Minority Member; Hope, Assistant Ranking Minority Member; Fagan, Hunt, Johnson, Liias, Orwall, Probst, Santos and Sullivan.

**Minority Report:** Do not pass. Signed by 1 member: Representative Dammeier.

**Staff:** Cece Clynch (786-7195).

**Background:**

The federal No Child Left Behind Act (NCLB) requires all teachers of core academic subjects to meet a federal definition of "highly-qualified" to teach in that subject. The core academic subjects are language arts, reading, English, science, mathematics, history, government, geography, economics, arts, civics, and designated world languages. The definition of highly qualified requires at least a bachelor's degree, full state teacher certification, and demonstrated subject area and teaching competencies. The competencies can be met in a number of ways.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

Schools that receive Title I funds must notify parents if a student has been taught for more than a month by a teacher who is not considered highly qualified. States are required to report annually on the number of teachers in the state not considered highly qualified.

In Washington physical education requirements are set by rule by the Office of Superintendent of Public Instruction (OSPI). In grades one through eight, students must receive an average of 100 instructional minutes of physical education (PE) per week. The rules specify that a one credit course or its equivalent shall be offered in PE for each grade in the high school program. Two of the 19 credits for graduation must be health and fitness credits that align with current essential academic learning requirements at grade 10 or above.

The assessment of achieved competence is to be determined by the local district. State law requires districts to have "assessments or other strategies" in health and fitness. The OSPI has developed classroom based assessment models for districts to use.

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**Summary of Bill:**

It is requested that in the reauthorization of the NCLB, health and fitness, including PE, be identified as a core academic subject area to be taught by highly qualified teachers.

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**Appropriation:** None.

**Fiscal Note:** Not requested.

**Staff Summary of Public Testimony:**

(In support) Physical education should be included as a core academic subject. Great things can happen with great PE. In PE, students learn how to move. They also learn the importance of regular fitness activity throughout life. There is great social value to PE. Currently, 35 percent of people in this state are obese. The costs of obesity are huge. Last year, obesity cost this state \$1.5 billion. Costs in 2018 are projected to be \$7.6 billion. A preventative approach to health care is needed and health care needs to be redefined to include PE and fitness. There is another reason that this matters, in addition to the health impact of obesity, and the costs involved to treat obesity related problems. Fit and healthy students are ready to learn. Because PE and health and fitness are not core academic subjects under the NCLB, states have reduced or limited PE. Administrators are not paying attention to the subject as they should. Some teachers of PE are not as qualified as they should be while the ones that are highly qualified feel undermined by the fact that this is not considered a core academic subject and so there is not a need to be highly qualified.

(Opposed) None.

**Persons Testifying:** Lisa Summers and Steve Jefferies, Washington National Association of Sport and Physical Education.

**Persons Signed In To Testify But Not Testifying:** None.