

Instruction**Definitions**

The following definitions are provided in the California Department of Education's (CDE) 2009 Physical Education Framework for California Public Schools.

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity for developing and maintaining physical fitness throughout their lifetimes, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Instructional Time

Minute Time Requirements for physical education are intended to ensure that physical education is an integral part of the educational program for all students.

For grades 7-12, Education Code 51222 requires that all students, except students excused or exempted pursuant to Education Code 51241, attend courses of physical education for at least 400 minutes each 10 school days.

When determining the number of instructional minutes, exclude time spent walking to and from class or engaging in other physical activity conducted outside the physical education instructional program, such as in regular classroom activities or before/after school programs.

Instruction in physical education shall be provided for a total period of time of not less than 400 minutes each 10 school days for students in grades 7-12. (Education Code

51210, 51222)

Students in grades 10-12 who have been granted a two-year exemption pursuant to Education Code 51241(b) shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Students in grades 10-12 who have been granted a two-year or permanent exemption from physical education pursuant to Education Code 51241(b)(1) or (c) shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Physical Education Course Requirements

High schools must also provide opportunities for students to participate in elective physical education classes each year. (See High School Elective Physical Education Courses)

Professional Development

The district shall provide all qualified teachers of physical education with continuing professional development opportunities including, but not limited to; classroom management and instructional strategies designed to keep students engaged and physically active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Teacher Credentialing

Special Skills Area Authorization

EC44258.7 (c) allows a teacher who has special skills and preparation outside of his or her credential authorization, and with his or her consent, to be assigned to teach an elective course in the area of special skills or preparation. This is contingent upon the assignment being first approved by a committee on assignments appointed by the District, and shall include an Intermediate or High School Physical Education Department Chair as a member of such committee. Assignments approved by the committee shall be for a maximum of one school year, but may be extended by action of the committee upon application by the school site administrator and the affected teacher. All initial assignments or extensions are to be approved prior to the assignment or extension. An "elective course" is defined for purposes of this section as a course other than English, mathematics, science, social studies, and Physical Education Courses One and Two and/or courses required for graduation by the district or State law.

Gender Equity in Physical Education Programs

Title IX of the Education Amendments of 1972 prohibits sex-based discrimination in education programs or activities receiving federal financial assistance.

Specifically, it states:

“No person in the United State shall, on the basis of sex be excluded from participating, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...”

Current Title IX regulations generally prohibit single-sex classes or activities. The regulations state that schools must not provide any course or otherwise carry out any of its education programs or any activities separately on the basis of sex, or require or refuse participation by any of its students on such basis, including physical education classes. Title IX regulations recognize two categorical exceptions for specific types of classes that may be segregated by sex. Those exceptions are:

1. Physical education classes during which the purpose or major activity involves bodily contact, and;
2. Portions of classes in elementary and secondary schools that deal exclusively with human sexuality.

The current regulations also permit schools to group students in physical education classes and activity by ability as assessed by objective standards of individual performance developed and applied without regard to sex. However, participation in a particular physical education activity or sport, if required of students of one sex, shall be available to students of each sex.

While instruction in all physical education classes is coeducational, there is no prohibition against the grouping of students by ability during physical education activities when students are assessed by objective standards of individual performance without regard to sex and all students are involved in the same physical activity or conceptual learning experience at the same time.

Monitoring Moderate to Vigorous Physical Activity

To monitor whether students are engaged in moderate to vigorous physical activity for at least 50 percent of physical education class or session time, the Superintendent or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity or the number of students who are inactive during physical education classes
2. Provide teachers of physical education courses with staff development, equipment and technology to assist them in planning and assessing the level of moderate to vigorous physical activity in their classes.

(cf. 4115 - Evaluation/Supervision)

Physical Fitness Testing

Education Code 60800 requires districts to administer a physical fitness test to students in grades 5, 7, and 9. The State Board of Education has designated FITNESSGRAM as the required Physical Fitness Test (PFT). Pursuant to 5 CCR 1041, this requirement also applies to students who attend schools that are on a block schedule and students who may not be enrolled in physical education classes during the annual assessment window.

During the annual PFT assessment window between the months of February (1) through May (31), all students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education. (Education Code 60800; 5 CCR 1041) (cf. 6162.5 - Student Assessment).

School administrators shall work with the district and school PFT Coordinators and Physical Education Department Chairs to determine the 7th and / or 9th grade PFT assessment calendar at each school by no later than December 1.

The PFT assessment calendar dates for each school shall be included in the District's Assessment and Evaluation Testing Calendar. This PFT Assessment calendar will be given consideration when scheduling all physical education facilities that might be in use during the PFT and shall be distributed to all 7th and 9th grade instructors at each school site by no later than the end of the second quarter.) Additional administrative support shall be provided to the Physical Education Departments during the testing process as needed.

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043) 5 CCR 1043.4 authorizes, but does not require, the district to designate a physical fitness test coordinator. If the district chooses to designate a test coordinator, his/her duties must include those described in 5 CCR 1043.4.

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and California Department of Education for all matters related to the physical fitness test. His/her duties shall be those specified in 5 CCR 1043.4, including, but not limited to, overseeing the administration of the test and the collection and return of all test data to the test contractor. (5 CCR 1043.4)

All 7th and 9th grade students shall be provided with their individual results after completing the physical fitness performance testing.

The Superintendent or designee shall report the aggregate results of the physical

fitness testing in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

Student PFT results may be reported via and shared delivered paper report, electronically, or orally as the student completes the testing and shall be included in his/her cumulative permanent record. (Education Code 60800; 5 CCR 1043.10, 1044) (cf. 5125 - Student Records)

Each student's PFT results shall also be made available to his/her parents/guardians as either a paper report or an electronic file.

(cf. 0510 - School Accountability Report Card)

Testing Variations

All students may be administered the state's physical fitness test with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take the entire test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital

3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

Physical Education Class Size

It is the recommendation of the California State Board of Education, the California Department of Education, the National Association of State School Boards and the Centers for Disease Control and Prevention, that class size in physical education are comparable to class sizes in other subject areas. Large class sizes in any subject inhibit student learning, physical activity and student progress toward achieving grade level standards content knowledge and skills. Furthermore, large class sizes in a moving environment may create supervision and student safety liability issues. Schools should therefore, wherever possible, limit the size of classes in physical education to a maximum of 45 students.

Principals, Assistant Principals, Counselors and Physical Education Department Chairpersons should work together in balancing class sections and reducing class sizes.

Block Scheduling - Secondary School Waivers

It is the intent of the Education Code for schools to have daily physical education available in all grade levels with the equivalent of two years of physical education required for high school graduation. At the secondary level, when a school operates with an alternative bell schedule that does not provide for daily physical education instruction or meet the 400 minimum minutes of instruction every ten school days, the school and District must apply for a waiver of the requirements from the state.

To be granted the waiver, the school must meet all of the following waiver criteria:

1. Students are in physical education in a minimum of 18 weeks in 70-90 minute daily periods during the regular school year.
2. The District describes a method by which the school will monitor students' maintenance of personal exercise program during the weeks student is not participating in a physical education course.
3. The District provides evidence that alternate day scheduling for physical

education rather than alternate term scheduling has been thoroughly investigated. Reasons why alternate day scheduling will not work must be clearly explained.

4. The District provides information that shows the physical education program is aligned with the Physical Education Framework (Provides a sequential, articulated, age-appropriate program).

5. The District provides information that shows the physical education program (in a senior or four-year high school) is in compliance with the California Code of Regulations, Title 5, Article 3.1, 10060.

6. Students are prepared for and participate in the physical performance testing as specified in the California Education Code, 60800

High School Physical Education Program Content

Students in their high school physical education experience are to be exposed to a comprehensive and sequential physical education program. They are to be exposed to the eight core content areas that will provide them with a foundation of skills to experience several lifetime sports and physical activities they may be involved in for the rest of their lives. Students that experience the eight content areas meet the physical education goals and objectives as stated in the California Code of Regulations or the California Physical Education Framework. They would also be meeting all of the subject matter requirements of the state Physical Education Model Content Standards. The content areas for which each student must be evaluated on his or her progress are: 1) effects of physical activity upon dynamic health; 2) mechanics of body movement; 3) aquatics; 4) gymnastics and tumbling; 5) individual and dual sports; 6) rhythms and dance; 7) team sports; and 8) combatives.

Note that content areas 1 and 2 are interwoven within the content areas taught in High School Physical Education Course One (1) and High School Physical Education Course Two (2). Students need to have instruction, appropriate practice opportunity and time to be fairly evaluated on their progress toward being competent or proficient in the state content standards for their grade level. They also need to be afforded the opportunity of enough time and quality of experience in these core areas to develop competent or proficient skills in these areas. Even though the first two content areas, effects of physical activity upon dynamic health and mechanics of body movement, are threaded throughout all of the other six content areas, the content areas are to be equally divided in duration throughout the two years of mandated physical education classes.

High School Physical Education Course One

The Physical Education Model Content Standards for California Public Schools identifies this course as addressing the following content areas: Effects of physical activity upon dynamic health; mechanics of body movement; aquatics, dance/rhythms, individual activities, and dual activities.

High School Physical Education Course Two

The Physical Education Model Content Standards for California Public Schools identifies this course as addressing the following content areas: Effects of physical activity upon dynamic health; mechanics of body movement; combatives, gymnastics/tumbling, and team activities.

High School Graduation Requirements

Course 1 and 2

Beginning with the 1988-89 school year, no pupil shall receive a diploma of graduation from high school that, while in grades 9 through 12, inclusive, has not completed two courses in physical education, unless the pupil has been exempted.

All 9th grade students are to be enrolled in Physical Education Course One. Students must take Physical Education Course Two in the 10th, 11th or 12th grade as identified in the California Code of Regulations, Title 5, 10060. In addition to Course Two, students may enroll in an elective Physical Education course during 10th, 11th or 12th grade. These electives may consist of weight training, dance, yoga, combatives or other courses as approved by the Governing Board.

California Education Code (EC 51241) requires all 9th grade students to take and pass the FITNESSGRAM®, the California physical performance test or lose the two-year physical education exemption. As of July 1, 2007, all 9th grade students must pass five out of six tests in the Healthy Fitness Zone (HFZ) of the FITNESSGRAM® or they are required to take Course Two in their 10th grade year and continue to take appropriate physical education courses each year until they pass five out of the six tests.

After completing Course One and Course Two, and to avoid repeating identical content courses, students may, in their 11th and 12th grade years enroll in physical education elective courses that will provide them with the opportunity to practice for, take and pass the State Physical Fitness Test.

Elective physical education courses with appropriate identifying course numbers will be developed. Failure to pass the physical performance test does not alter a student's graduation status.

Credit from online Physical Education courses will not be accepted toward meeting district graduation requirements in Physical Education as they have not been shown to meet the stringent district and State Physical Education teacher credentialing, eight-component content area and 400 minute of instruction requirements of courses providing graduation credit. However, an approved on-line physical education course may be taken for elective course credit, once the two year physical education requirements of successfully completing Course One and Two have been met.

High School Marching Band Physical Education Course 1 and 2

Upon delivery, acceptance and approval of an updated and revised AUHSD Marching Band Physical Education Course 1 and 2 proposal (including a detailed course description; student learning outcomes based on the mandated content; curriculum map; appropriate assessment strategies; Unit and Lesson Plans), qualified 9-12th grade students shall have the option of enrolling in Marching Band Physical Education 1A/B or 2A/B, course of study that meets all mandated course content, minutes of instruction and instructor credentialing requirements and criteria of the AUHSD Board of Education; California Education Code; State and Federal laws pertaining to this area of instruction for credit towards graduation.

High School Athletics Physical Education Courses 1 and 2

Unless exempted from all Physical Education course requirements, all high school students, including student-athletes will successfully complete two-years of Physical Education course work as set forth in the “High School Graduation Requirements”. Upon delivery, acceptance and approval of an updated and revised AUHSD Athletic Physical Education Course 1 and 2 proposal (including a detailed course description; student learning outcomes based on the 8 mandated content areas; a curriculum map; appropriate assessment strategies; Unit and Lesson Plans), qualified 9-12th grade students shall have the option of enrolling in a 6th period Athletic Physical Education 1A/B or 2A/B, course of study that meets all mandated course content, minutes of instruction and instructor credentialing requirements and criteria of the AUHSD Board of Education; California Education Code; State and Federal laws pertaining to this area of instruction for credit towards graduation. Qualified 9-12th grade students are those who are in-season and participating on a high school interscholastic athletic team.

High School Physical Education Elective Courses

The Anaheim Union High School District Board of Education has opted to exempt students from two of the four years of physical education resulting in the mandate of students enrolling in both Course One and Course Two core content physical education classes. By exempting students from the additional two years of physical education classes, District high schools are to offer for those exempted students a variety of physical education elective courses once Course One and Course Two have been completed. (EC 51222(b)). These courses are offered to provide students with the opportunity to specialize in activities of their own choosing. Following a specific regimen and honing their skills, students are then able to develop a personalized plan to ensure a lifetime of fitness and physical activity. (Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve, page 48)

These components are required in order for the course to meet minimum high school graduation requirements. To ensure that students have access to qualified teachers, only instructors with a Single Subject Credential in Physical Education, Standard Secondary Credential in Physical Education, or a special authorization or certification to teach physical education electives, may plan the physical education instructional program, deliver instruction, evaluate students, and assign grades in physical education elective courses (EC 44256).

Performance and Sports-Specific Physical Education Elective Courses

Upon delivery, acceptance and approval of an AUHSD Performance and Sports-Specific Physical Education Elective Course proposal (including a detailed course description; student learning outcomes based on the content; curriculum map; appropriate assessment strategies; Unit and Lesson Plans), qualified 9-12th grade students shall have the option of enrolling in a Performance and Sports-Specific Physical Education Elective course of study that meets all mandated course content, minutes of instruction and instructor credentialing requirements and criteria of the AUHSD Board of Education; California Education Code; State and Federal laws pertaining to this area of instruction for elective credit.

Independent Study in Physical Education

Independent study may be used to extend a student's education opportunities in physical education. However, Independent study may not be used as an alternative curriculum or as the exclusive means of course credit for the physical education graduation requirement as specified in the updated California Department of Education's Independent Study Operations Manual.

Students in independent study high school programs must meet District proficiency standards for graduation and the course content, assessment, evaluation, time requirements are at least equal to those imposed in the regular program. Schools will collaborate with the District Physical Education Coordinator and/or Training Specialist in developing independent study activities.

Temporary or Permanent Physical Education Exemptions

- Temporary exemption - Temporary exemption from participating in a physical education course may be granted (EC 51241) to a pupil if the pupil is one of the following:
 1. Ill or injured and a modified program to meet the needs of the student cannot be provided.

2. Enrolled for one-half, or less, of the work normally required for fulltime pupils.

• Permanent exemption - Permanent exemption from participation in a physical education course may be granted if the pupil complies with any one of the following:

1. Is 16 years of age or older and has been enrolled in the 10th grade for one academic year or longer and has passed both Physical Education Course One and Course Two or if the student is 16 years of age or older and has transferred from a District that does not mandate two years of Physical Education for graduation;
2. Is enrolled as a postgraduate pupil;
3. Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise. This Pertains to the time the student is enrolled in these programs.

• Physical Education Exemption for Certain Pupils in Grades 12 – The provisions of EC 51246 indicate that the School Board may exempt any pupil enrolled in his or her last semester or quarter, as the case may be, of the 12th grade who, pursuant to EC 46145 (minimum required courses per semester or quarter and EC 46147 (exemption for certain 12th grade students to attend less than the minimum school day), is permitted to attend school less than 240 or 180 minutes per day, from attending courses of physical education. However, with the physical education exemption, a pupil may not attend school for more than 240 minutes per day to maintain the exemption.

Physical Education Service Delivery Options: Adapted and Related Physical Education Programs

All children, unless specifically excused or exempt, are required to participate in a physical education program (EC 51222 and EC 51241). The Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and federal regulations define “special education” as specially designed instruction to meet the unique needs of a child with a disability, including instruction in the classroom and instruction in physical education (20 U.S.C. 1401 [29]; 34 C.F.R. 300.26). Like all special education, physical education should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers. California Code of Regulations, Title 5 section 3051.5, provides:

“Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.”

The Physical Education Framework For California Public Schools, 2009 (pg. 220-224); identifies the types of available physical education programs, the service delivery options available in physical education, the identification procedure for adapted physical education services, the criteria to consider for adapted physical education, the referral process, the assessment process and teacher credentialing authorizing the teaching of adapted physical education.

The following are the types of available physical education programs:

General Physical Education: Based on grade level physical education standards, District approved curriculum and instructional strategies, the general physical education program provides a full spectrum of movement activities, fitness, sports, and games that require no adaptation or modifications required for safe and successful participation. Many children with disabilities can participate in the general physical education program because their disability requires only minor adaptations, or does not affect their performance in physical education at all.

Modified Physical Education: Students with disabilities, which are temporary in nature, are not eligible for special education and/or related services as the disability will diminish significantly or will disappear over time. Some examples are broken bones, pulled ligaments and muscles, and infections. Since APE is a special education service, children with temporary disabilities are not eligible for APE services. However, some students with temporary disabilities may need modifications such as “no running,” “no contact sports,” or “use of crutches” as determined by a physician and in consultation with the parent and student to determine the extent to which a student may participate in the physical education program (5CCR 3051.5 (a))

Specially Designed Physical Education: Specially designed physical education is an instructional program based on the District’s Adapted Physical Education curriculum and designed for children with disabilities who are placed in a Special day Program and cannot benefit from participation in general physical education. Goals may or may not be identified for these students. An appropriately credentialed APE teacher and/or special day program teacher shall teach specially designed physical education for severely handicapped students. (5CCR 3051.5 (a))

The general classroom teacher, general physical education teacher, or special day program teacher should be aware of the goal(s) stated on the IEP and should reinforce skills taught by the APE teacher. The IEP team should indicate on the IEP how coordination would occur between school personnel. Adapted Physical Education is a physical education program for children with disabilities who have needs that cannot be solely met in general or specially designed physical education. It is taught by a credentialed adapted physical education teacher either independently, with or without aides, or in a team teaching situation with either a general or special educator.

Frequency and duration of services, and goals and objectives/ benchmarks, which are monitored by the APE teacher, are identified on the IEP.

Adapted Physical Education Collaborative Consultation

Collaborative consultation in and of itself is not a service. It is a process by which an APE teacher works with other members of the IEP team to plan individualized instruction. Collaborative consultation results in a program that is consistent with the curriculum, setting, and needs of the student and is coordinated with other services and educational activities in which the student participates.

Adapted Physical Education Collaborative Consultation could be identified on the IEP as a service that is provided on behalf of the student assists the student in participating in the less restrictive settings of general or specially designed physical education.

Additional Opportunities for Physical Activity

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess and lunch supervisors on methods to engage students in moderate to vigorous physical activity

(cf. 1240 - Volunteer Assistance)
(cf. 4231 - Staff Development)
(cf. 5030 - Student Wellness)

2. Encouraging teachers to incorporate physical activity into the classroom

3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, special events, and competitions

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.5 - Student Organizations and Equal Access)

4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs

(cf. 5148 - Child Care and Development Program)
(cf. 5148.2 - Before/After School Program)

5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities

(cf. 1330.1 - Joint Use Agreements)

6. Developing business partnerships to maximize resources for physical activity equipment and programs

(cf. 1700 - Relations Between Private Industry and the Schools)

7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school

(cf. 5142.2 - Safe Routes to School Program)

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