



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Physical Education Programs – Grades K-12

NUMBER: BUL-2528.1

ISSUER: Judy Elliott, Chief Academic Officer, Office of Curriculum, Instruction and School Support

DATE: December 21, 2009

ROUTING
 Local District Superintendents
 Local District School Services Directors
 Principals
 Assistant Principals, Secondary
 Counseling Services
 Physical Education Department Chairs
 Physical Education Teachers

POLICY: It is the policy of the Los Angeles Unified School District (LAUSD) that all schools are compliant with the California Education Code regarding physical education and fully implement the California Department of Education’s *Physical Education Model Content Standards for California Public Schools K – 12*.

MAJOR CHANGES: This Bulletin replaces BUL-2528.0 on the same subject issued by the Chief Instructional Officers – Secondary and Elementary, dated July 18, 2006.

BACKGROUND: On July 8, 2008 the LAUSD Board of Education passed the Board Resolution “Physical Education Is A Priority.”

With the publication in 2004 of the *Physical Education Model Content Standards for California Public Schools for Kindergarten through Grade Twelve*, the latest research on the brain and learning, the tremendous cost of obesity related disease, the current emphasis on health-related fitness, and the agreement of the CDC, Surgeon General, National Institute of Health, American Heart Association, American Diabetes Association that quality physical education for every child is critical to improve the health of our students, it is vitally important to examine our physical education programs and ensure that they are in compliance with state and federal mandates governing physical education.

PURPOSE: This bulletin is intended to provide administrators and school staffs with the information regarding the requirements for implementing physical education programs at elementary, middle and high schools, as well as graduation requirements. Due to the changes in Education Code, this bulletin also offers explanations as they relate to those changes and is organized in the following way:

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PHYSICAL EDUCATION PROGRAM COMPONENTS:

- I. **Minute Time Requirements** for physical education are intended to ensure that physical education is an integral part of the educational program for all students. It is the intent of the Education Code for schools to have physical education available in all grade levels, with the equivalent of two years of physical education required for high school graduation.
 - A. **Elementary**. Students in grades 1-6 shall have 200 minutes of physical education each 10 school days, exclusive of lunchtime and recess (EC §51210).
 - B. **Span**. Span schools with grades 1 through 8 shall have 200 minutes of physical education each 10 school days, exclusive of lunchtime and recess (EC §51223).
 - C. **Secondary**. Students in grades 7-12 shall have 400 minutes of physical education each 10 school days (EC §51222). If a middle school includes 6th grade students it is recommended that all students receive the secondary requirement of 400 minutes of physical education each 10 school days.
 - D. **Secondary Schools - Waivers for Block Scheduling**. 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 10 school days, the school and District must



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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 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 a personal exercise program during the weeks the 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*.

II. **Physical Education Course Requirements**

- A. Grades 1 – 9 - Students shall have physical education every year in grades 1-9, with one additional year required in high school for graduation (EC §51225.3).
- B. High Schools – An equivalent of two years of physical education is required for high school graduation. In addition to EC §51225.3, high schools must also provide opportunities for students to participate in elective physical education classes each year.

III. **Teacher Credentialing - Elementary Physical Education Instruction.** To ensure that students have access to qualified teachers, only teachers with a Single Subject Credential in Physical Education or a Multiple Subject Credential may plan the physical education instructional program, deliver instruction, evaluate students, and assign grades in physical education.

- A. When the regular elementary classroom teacher provides physical education instruction for only his or her individual class, the teacher is qualified to teach physical education if he or she possesses a Multiple Subject Teaching Credential (EC §44256).
- B. When one teacher provides physical education instruction to more than one class of students throughout the school day, the subject becomes departmentalized. When this occurs, the teacher must possess a Single-



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Subject Credential authorizing physical education instruction.

- C. Instructional aides, paraprofessionals, and volunteers may not be used to provide physical education instruction or decrease the student/teacher ratio for physical education instruction (EC §45340-§43567).
- D. Each elementary school must provide to their local district a school wide physical education class schedule approved by the principal and turned into their local district school services director. (See District bulletin number BUL-4656.1, Elementary Physical Education Programs)

IV. **Teacher Credentialing - Secondary Physical Education Instruction.**

- A. To ensure that students have access to qualified teachers, only teachers with a Single Subject or Standard Secondary Credential in Physical Education may plan the physical education instructional program, deliver instruction, evaluate students, and assign grades in physical education (EC §44256).
- B. Instructional aides, paraprofessionals, volunteers, and walk-on coaches may not be used to provide physical education instruction or decrease the student/teacher ratio in physical education (EC §45340-§43567).
- C. **Special Skills Area Authorization.** EC §44258.7 (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 the special skills or preparation. This is contingent upon the assignment being first approved by a Committee on Assignments appointed by the District. An “elective course” is a course other than English, mathematics, science, or social studies. Assignments approved by the Committee on Assignments 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.
- D. **One Period Physical Education Teacher.** EC §44258.7 (b) allows a full-time teacher who holds a credential in a subject other than physical education to *coach a recognized competitive sport for which the students receive physical education credit* for one period a day, if that teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport. The Board of Education has approved this action.

V. **Gender Equity in Physical Education Programs**

Title IX of the Education Amendments of 1972 that prohibits sex-based discrimination in education programs or activities receiving federal financial assistance. Specifically, it states:



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“No person in the United States 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...”

- A. All physical education classes, with the exception of interscholastic athletics, must be co-educational.
- B. Participation in a particular physical education activity or sport, if required of students of one sex, shall be available to students of each sex.
- C. Instruction and testing in all physical education classes are to be co-educational.
- D. Student grouping by ability is allowed. However, any grouping of students during physical education activities should be on-going, flexible, and modified per unit or activity and may not have a discriminatory impact.
- E. Students are to be assessed by objective standards of individual performance without regard to sex.

VI. **Equal Protection**

The Physical Education Resolution directed the Superintendent to ensure that all physical education classes are compliant with Title VI of the Civil Rights Act of 1964 and California Government Code Section 11135. The Civil Rights Act and California law prohibit intentional discrimination based on race, color or national origin and prohibit unjustified discriminatory impacts on minority students that attend schools that receive federal financial assistance. Students that attend schools that receive federal funding can be “unintentionally” discriminated against if they do not receive quality physical education instruction. Physical education classes need to meet these guidelines by assuring that properly credentialed teachers are instructing physical education classes, assuring that schools are meeting the physical education minute requirement, maintain reasonable class size averages (BUL-820.1), and provide quality facilities for physical education.

According to the California Health Interview Survey 2003 and the Shape of the Nation Report-Status of Physical Education in the USA, research indicates that physical education quantity and quality are particularly deficient for less affluent students and, those in racial and ethnic groups who are at high risk for being overweight and/or obese. According to the California Endowment (Physical Education Matters 2008), youth with the fewest resources are at the highest risk for health problems. Many students are not passing the state-required fitness test, and there are large disparities by race and ethnicity. Compared to non-Hispanic white and Asian girls, national data shows Black



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and Hispanic girls were less physically active. Less than 30% of students met all six standards in Grades 5, 7, and 9. Racial ethnic differences are consistent with the pattern of lower quantity and quality of physical education in low resource schools serving mainly students of color. In Grade 5, for example, 34% of non-Hispanic whites passed all six standards, compared to 23% of Blacks and 20% of Latinos.

VII. **Physical Fitness Testing – Grades 5, 7, and 9.** During the months of February, March, April, or May, the LAUSD shall administer to each pupil in grades 5, 7, and 9 the physical performance test designated by the State Board of Education. The *Fitnessgram*® developed by the Cooper Institute is the selected physical performance test for the state of California. Each physically disabled pupil and each student who is physically unable to take the entire physical performance test shall be given as much of the test as his or her condition will permit (EC §60800.a).

- A. At the high school level, all 9th grade students are to be administered the *Fitnessgram*® physical performance assessment whether enrolled in ADV PE 1AB, ADV PE 2AB, athletics and all 9R (ninth grade student based on credits) student, or any other physical education course as a 9R student.
- B. Each school district shall submit to the California State Department of Education, at least once every two years, the results of its physical performance testing.
- C. In addition to the results of the physical performance testing being mailed home to the pupil and parent, informal test results may be provided orally as the pupil completes testing. A copy of the student's test results shall be placed into the student's cumulative record.
- D. School Accountability Report Cards - The LAUSD shall report the aggregate results of its physical performance testing administered pursuant to *California Education Code* §60800 in their annual school accountability report card required by EC §33126 and EC §35256.

VIII. **Class Size of Physical Education Classes in Secondary Schools**

- A. To provide a sound instructional program, maximize student safety, and account for the factors of the nature of the activity, the availability and adequacy of facilities, and individual student differences, District schools should, wherever possible, limit the size of classes in physical education as follows:
 - 1. Team sports, such as football and soccer: maximum of 55 students.
 - 2. All others: maximum of 45 students.



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- B. Principals, assistant principals, and physical education department chairpersons should work together toward reaching these goals.
 - C. Exceptions include, but are not limited to, such unique classes as Adapted Physical Education, Interscholastic Athletic Teams, and Drill Teams, which are governed by other guidelines.
- IX. **Content of High School Physical Education Programs.** Students in their first two years of high school physical education are 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.
- A. Students that experience the eight content areas meet the physical education goals and objectives as stated in the *California Code of Regulations* or the *Physical Education Model Content Standards for California Public Schools*. Each student must be evaluated on his or her progress in the following content areas: 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 ADV PE 1AB and ADV PE 2AB.
 - B. Students need to have instruction, opportunities for appropriate practice and time to be fairly evaluated on their progress toward being competent or proficient in the state content standards for their grade level. Students 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.
 - C. 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.
- X. **High School Physical Education Course One ADV PE 1AB (330105/06).** 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.
- XI. **High School Physical Education Course Two ADV PE 2AB (330121/22).** The *Physical Education Model Content Standards for California Public Schools* identifies this course as addressing the following content areas:



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Effects of physical activity upon dynamic health; mechanics of body movement; combatives, gymnastics/tumbling, and team activities.

XII. **High School Graduation Requirements.** No pupil shall receive a diploma of graduation from high school who, while in grades 9 through 12, inclusive, has not completed two courses in physical education, unless the pupil has been exempted (see Physical Exemptions). To complete this requirement, the District recommends two options.

A. Option 1: All 9th grade students are to be enrolled in Physical Education Course One identified as ADV PE 1AB (330105/06). As stated in the *Physical Education Model Content Standards for California Public Schools* this course addresses the following content areas: Effects of physical activity upon dynamic health; mechanics of body movement; aquatics; dance/rhythms, individual activities, and dual activities. Students must also take Physical Education Course Two identified as ADV PE 2AB (330121/22) in the 10th, 11th, or 12th grade. This course addresses: Combatives, Gymnastics/Tumbling, and Team Activities. The content strands of 1) Effects of physical activity upon dynamic health, and 2) Mechanics of body movement as identified in the *California Code of Regulations*, Title 5, §10060, are woven within the content areas for both Course One and Course Two.

B. Option 2: For schools with lower numbers of students, any student (grades 9-12), could be put in ADV PE 1AB and ADV PE 2AB where the students would receive all 8 content areas over the course of two years.

XIII. **Fitnessgram - High School Physical Education Course Requirements**

A. The California Education Code (EC §51241) requires that all 9th grade students are to take and meet the passing requirement on the *Fitnessgram*®, the California physical performance test or lose the two-year physical education exemption until they do pass 5 of the 6 assessments.

B. All 9th grade students must pass five out of six assessments in the Healthy Fitness Zone (HFZ) of the *Fitnessgram*® or they have to take appropriate physical education courses each semester until they meet the passing requirement.

C. The courses will be ADV PE FT 2AB for 10th graders, any of the elective courses identified in the new physical education course descriptions for 11th and 12th grade students.

D. Students are not to be placed into ADV PE 1AB or ADV PE 2AB once they have completed those courses, to avoid repeating identical content courses.



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- E. All elective courses may be used to provide them with the opportunity to practice for, take, and meet the passing requirement for the *Fitnessgram*®. Failure to meet the passing requirement for the physical performance test does not alter the pupil's graduation status.

XIV. **High School Physical Education Elective Courses.** The Los Angeles Unified School District Board of Education 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 3-4 (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.

- A. Cheerleading, Drill Team, Dance, and Other Classes as Physical Education Single Subject Courses. These classes in addition to others such as Aerobics, Golf, Badminton, Tennis, Basketball, Soccer, etc. are elective courses and do not meet the criteria in addressing the eight content areas to meet the Physical Education Course One and Physical Education Course Two core curriculum components necessary to meet high school graduation requirements. To ensure that students have access to qualified teachers, only instructors with a Single Subject or Standard Secondary Credential in Physical Education may plan the physical education instructional program, deliver instruction, evaluate students, and assign grades in physical education elective courses (EC §44256).

XV. **Physical Education Credit for High School Marching Dynamics.**

- A. In order for physical education credit to continue to be provided for Marching Dynamics, the course must satisfy the goals and objectives identified in the *California Code of Regulations, Title 5, Section 10060*.
- B. Physical education may be granted for Marching Dynamics as an elective physical education class for 11th and 12th grade students who have not met the passing requirement for the *Fitnessgram*®, when the following criteria are met:
 1. The teacher is approved through the Committee on Assignment.
 2. The students that have not passed the *Fitnessgram*® are adequately prepared for and assessed in the areas that they have not met the passing requirement identified in the healthy fitness zone.



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C. Physical education credit shall be granted for Marching Dynamics for ADV PE 1AB or ADV PE 2AB when the following criteria are met:

1. Instruction involves physical activities conducive to health for not less than 400 minutes each 10 school days, as specified by Education Code Sections 51220 and 51222. For the minutes to count toward the 400 minutes of physical education instruction the lesson plan must be developed by the physical education teacher, delivered by the physical education teacher, and the evaluation of the student toward the goals of the lesson must be performed by the physical education teacher.
2. The program of instruction of the Marching Dynamics courses merges the representative objectives of physical education with those of marching band and provides instruction in the eight physical education content areas to satisfy either Physical Education Course One as a 9th grade student or Physical Education Course Two requirements as a 10th - 12th grade student.
3. The physical education program ensures compliance with *Title 5, of the California Code of Regulations*, Section 10060, which lists the eight physical education content areas required for physical education program credit.
4. The teacher, or one of the teachers, if in a team-teaching mode, must hold a credential that permits the teaching of physical education and thus provides the students with the opportunity to prepare adequately for physical performance testing as required by Education Code Sections 60601 and 60602 and *Title 5, California Code of Regulations*, Article 2, Section 1041. Each 9th grade student and 9R student (ninth grader by credits) must be tested in the state mandated *Fitnessgram*® test. Students in grades 10-12 who have not met the passing requirement in the *Fitnessgram*® must be adequately prepared through the March Dynamics Program and given the assessment.

For more information, see Bulletin number BUL-2406.0, Physical Education Credit for High School Marching Dynamics, dated April 21, 2006.

XVI. **JROTC** LAUSD students enrolled in Junior ROTC have received up to 20 credits for general physical education course credits to meet the physical education requirement for high school graduation. To continue meeting these course requirements, the Junior ROTC program has made adjustments to their curriculum to satisfy the state and federal mandates for physical education.

A. JROTC will meet the 400 minute instruction mandate and will include outdoor physical activities, vigorous physical training, and drill.



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- B. Students must receive 400 minutes of physical education instruction every ten days through out the school year to meet the minute requirements identified in the *California Education Code* (EC §51222).
- C. Physical education instruction and evaluation opportunities will be provided in each of the eight content areas with equal time provided for each content area.
- D. A designated physical education teacher will provide direct supervision and oversight over the physical education component of the class.
- E. JROTC Instructors who have completed or are currently enrolled into a physical education credentialing program will be able to teach physical education course ADV PE 1AB or ADV PE 2AB to 9th and 10th grade students. They are to complete their credentials by the beginning of school year 2011. They may pursue the credential through passing of the CST or receiving a supplemental subject credential or completing the single subject credential requirement.

XVII. Alternative Means for Students to Complete the Prescribed Physical Education Course of Study. The *California Education Code*, §51225.3, indicates that the District's Board of Education, with the active involvement of all stakeholder groups, shall adopt alternative means for students to complete the prescribed course of study that may include independent study, and credit earned at a post-secondary institution that is equivalent in scope and time to ADV PE 1AB and ADV PE 2AB.

Independent Study. Independent study may be used to extend a student's educational opportunities in physical education. Independent study may not be used as an alternative curriculum nor 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. Credit may be awarded for independent study as long as time requirements are at least equal to those imposed in the regular program.

XVIII. Temporary or Permanent Physical Education Exemptions (Course: PE Exempt – DR 339901).

- A. Temporary exemption from participating in a physical education course may be granted (EC §51241) to a pupil if the pupil is ill or injured and a modified program, to meet the needs of the student, cannot be provided.
- B. 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 the ADV PE 1AB and ADV PE 2AB; this exemption is to be used on a pupil by pupil basis only for students who come from an out-of-state or a private school that does not have a physical education requirement equivalent to California and cannot complete the two-year physical education requirement before graduating; Student is not required to take the *Fitnessgram*® physical test; or
2. 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. See Physical Education Exemption Bulletin 2457.1 for additional information.

XIX. PE Exemption for Athletics (Course: PE Require Met 339949)

The Board of Education of a school district may exempt any four-year or senior high school pupil from attending physical education courses for graduation credit if the pupil is engaged in a regular school-sponsored interscholastic athletic sport carried on wholly or partially after regular school hours (EC §51242). During the off-season, athletes are to be enrolled in an advanced conditioning course (ADV COND 330205) for athletics that can and should include conditioning and training for the sport as well as the other content areas described in the *California Education Code* that are not included in their sport. The conditioning course is provided for pupils who have been enrolled on an athletic team and who are actively engaged in competition. A credentialed physical education teacher must instruct this off-season physical education course. This off-season conditioning physical education course offered in conjunction with the athletic program during the school day satisfies the physical education course credit requirement for high school graduation. For more information, see Bulletin Z-23, Student Medical Exemption and Exclusion Policy and Procedures, September 3, 2002.

XX. Criteria for Content Area Exemption Within a Physical Education Course

- A. Physical education is required to be offered to all students except those provided with temporary or permanent exemptions as identified above. (EC §51210, EC §51220, EC §51222). However, on occasion, a secondary school will have a student who possesses exceptional talent or ability far beyond that of his or her peers. The talent or ability is being extended or perfected in an off-campus, non-school related environment under supervision of an authority competent to assist the student towards maximum achievement.
- B. In an unusual circumstance, a principal may permit a student to be exempted from a physical education content area within a physical



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education course due to a student possessing exceptional talent or ability and who engages in a vigorous training regimen outside of the regular school day. However, a student may not be exempted from an entire physical education course because of an off-campus training program.

C. To be considered for a partial course exemption:

1. The student must possess an exceptional talent or ability far beyond that possessed by his or her peers.
2. The talent or ability is being perfected or extended in an off-campus activity under the supervision of an authority competent to assist in the development of the talent or ability to the maximum.
3. The talent or ability shows evidence when perfected or extended of being categorized as noteworthy or singularly identified by the greater community.

D. Clarification of Course Credit to Meet Graduation Requirements.

1. A principal who so identifies a student as participating during non-school time in such an activity which requires an intensive amount of practice may permit the student to use the off-campus activity to partially meet the general physical education course requirement for the content area of instruction in which the student is exceptionally talented. For example, the student who displays exceptional skill in gymnastics and who engages in off-campus gymnastics training after regular school hours may be excused only from the gymnastics portion of the physical education core content course.
2. The student fulfills the graduation requirement for physical education by completing the general physical education course with the understanding that credit has been earned in the exempted content area due to the exceptional talent demonstrated in that activity. The partial course exemption should not be the cause for any adverse marking practice for the course.
3. Exemption from a physical education course content area does not, however, permit the student to be exempted from engaging in a full instructional school day (EC §51241.2d). Therefore, students who are exempted from a physical education course content area may not begin school after the regular starting time or leave school before the regular dismissal time. During this time, the student may remain enrolled in the physical education course but does not engage in the physical education instruction. The student may be assigned service responsibilities or may be enrolled in an alternative course for no credit during this unit of instruction.



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

A. 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. In addition, all students in Adapted Physical Education Programs are required to be tested in the *Fitnessgram*® physical test, unless stated otherwise in their Individualized Education Plan (IEP). See Bulletin 2457.1 for Physical Education Exemptions.

B. 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.”

C. *The Physical Education Framework For California Public Schools*, 1994 (pg 77-90); 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. These Framework components are supported and further clarified in the following sections of the *Los Angeles Unified School District’s Position Paper on Adapted Physical Education; From Prevention to Service Delivery*, 2006.

D. The following are the types of available physical education programs:

1. 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



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adaptations 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.

2. 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 to determine the extent to which a student may participate in the physical education program. (5CCR §3051.5(a))
3. 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 a 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.

4. 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
5. 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



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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 and assists the student in participating in the less restrictive settings of general or specially designed physical education.

XXII. Wellness Policy in the Los Angeles Unified School District Including Goals for Physical Education, June 27, 2006

The Los Angeles Unified School District (LAUSD) recognizes the connection between health and academic achievement. To that end, LAUSD has developed a Wellness Policy and Blue Print on Wellness to support and promote the health of students, families, and staff. The Coordinated School Health District Council has developed a Blueprint For Wellness, to which individuals may refer for further elaboration on the components of a comprehensive wellness policy.

- A. This Blueprint may be obtained from the Coordinated School Health designee in the Student Health and Human Services Division.
- B. This policy will apply to all schools and the administrative units of the District.
- C. This policy addresses the components of Coordinated School Health and will be reviewed annually for relevance and amended annually as appropriate.
- D. Goals for the Wellness Policy refer to the desired status of the identified services and programs based on review of school site needs.
- E. The goals for Physical Education are as follows:
 - 1. All students in all grades should experience quality physical education, in a sequential and comprehensive, enjoyable, safe, and secure learning environment.
 - 2. To provide adequate space to maximize practice opportunities for each child.
 - 3. To provide adequate equipment for students to be actively engaged individually, with partners, or in small groups to maximize practice opportunities.
 - 4. To ensure physical education class sizes are comparable to class sizes in other subject areas where possible.



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5. To provide Physical Education Instructional Guides that support a written comprehensive and sequential standards-based physical education curriculum provided for all teachers of physical education for use in their classes.
6. To ensure all students in Grade 9 are enrolled in a Physical Education course to participate in the required FITNESSGRAM test (EC 51241). Starting July 1, 2007 students in Grade 9 not passing the FITNESSGRAM test will lose the current two-year exemption from physical education and will be placed in subsequent physical education courses with an opportunity to retake the FITNESSGRAM test.
7. Be able to offer extracurricular physical activity programs for elementary, middle, and high school students before and after school with physical activity clubs or intramural programs, in a variety of supervised activities.

XXIII. Timeline

All elementary, middle and senior high schools are to be in full compliance with all California Codes for physical education by fall of 2011.

A. Fall 2009

1. All incoming 9th grade students will be placed into course 1AB or 2AB foundation classes. (Schools that have met this timeline are on track, if schools have not met this timeline must meet the 2010 timeline)
2. 9th grade students who wish to participate in an elective physical education class may, concurrently with the foundation class.
3. All existing 10th – 12th grade students will be grandfathered. If they are in a class that has been given physical education credit without the CCR Title V content or was not taught by an appropriately credentialed physical education teacher, they can continue to receive physical education credit until they graduate.
4. 11th grade students that have not met the passing requirement on the physical performance test will be placed into one of at least three elective physical education classes. These classes could be single subject elective physical education classes such as, tennis, dance, ROTC, Band, Drill Team, and Cheer.
5. When deciding on which elective physical education classes should be offered, schools should look at the culture of the school, life long activities and the qualifications of the teachers to teach the selected classes.

B. Fall 2010

1. All incoming 9th grade students and new 10th grade students will be placed into course 1AB or 2AB (foundation classes).



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2. All existing 11th – 12th grade students will continue to be grandfathered. If they are in a class that has been given physical education credit with out the CCR Title V content or was not taught by an appropriately credentialed physical education teacher, they can continue to receive physical education credit until they graduate.
3. 11th grade students that have not met the passing requirement on the physical performance test will be placed into one of at least three elective physical education classes. These classes could be single subject elective physical education classes such as, tennis, dance, ROTC, Band, Drill Team, and Cheer.

C. Fall 2011

All elementary, middle and senior high schools are to be in full compliance with all California Codes for physical education by fall of 2011.

AUTHORITY: This is a policy of the State of California Department of Education and the Los Angeles Unified School District. The following legal authorities are applied in this policy:

- *California Code of Regulations*, Title 5, Article 3.1, §10060
- *California Code of Regulations*, Title 5, §10060
- *California Code of Regulations*, Title 5, §3051.5(a)
- *California Education Code*; §33126, §35256, §43567, §44258.7, §45340, §51210, §51222, §51222(b), §51223, §51225.3, §51241, §51242, §60800, §60800.a
- Title IX Regulations, Title 34 Code of Regulations, Part 106

RELATED RESOURCES:

- *Adapted Physical Education From Pprevention to Service to Delivery*, Division of Special Education, Adapted Physical Education Related Services, 2006.
- *Physical Education Credit for High School Marching Dynamics*, Bulletin No. BUL-2406.0, dated. April 21, 2006.
- *Physical Education Exemptions*, Bulletin No. BUL-2457.0, dated May 8, 2006.
- *Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve*, 1994.
- *Physical Education Is A Priority*, Board of Education Resolution dated July 8, 2008.
- *Physical Education Model Content Standards for California Public Schools; Kindergarten through Grade 12*, 2004.
- *Policy On Wellness In The Los Angeles Unified School District*, Board of Education Resolution dated June 27, 2006.
- *Sex Equity in Physical Education Programs*, Bulletin No. BUL-1826.0, issued by Secondary Instructional Services, dated August 5, 2005.
- *Title IX Policy/Complaint Procedures*, Bulletin No. BUL-2521.1, issued by the Office of General Counsel, dated June 7, 2006.



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ASSISTANCE: For assistance or further information please contact Janice Davis, Administrative Coordinator, Secondary Programs, or Chad Fenwick, K-12 Physical Education Adviser, at (213) 241-6895.