



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: K-12 Physical Education Programs

NUMBER: BUL-2528.0

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Secondary

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DATE: July 18, 2006

POLICY: Appropriate Physical Education Practices

MAJOR CHANGES: This is a new bulletin.

BACKGROUND: With the publication in 2004 of the *Physical Education Model Content Standards for California Public Schools for Kindergarten through Grade Twelve* and with the current emphasis on health-related fitness, 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.

INTRODUCTION: Administrative leadership is vital to implementing physical education programs with fidelity while maintaining the integrity of dance programs and auxiliary courses that have enjoyed a relationship with physical education through history, intention, and occurrence. Respect for the creative domains of all current physical education courses is to be maintained while the District focuses on phasing-in programmatic solutions to current non-compliant course offerings receiving general physical education course credit. A Dance and Auxiliary Program Task Force is developing recommendations for options and solutions to address non-compliant physical education and related courses. A Task Force goal is to also recommend a phase-in timeline for compliance that ensures the LAUSD meets physical education course requirements beginning with the freshman class of 2010. While the phase-in and timeline programs are being developed, no program or course elimination is to take place while the District engages in this transformation stage. A communication process will be developed to alert all stakeholder groups of the phase-in process and timeline for compliance.

PURPOSE: This bulletin is intended to answer commonly raised questions regarding physical education programs and clarify high school physical education program and graduation requirements.

ROUTING
Local District Superintendents
Local District Directors of Instruction
Principals
Assistant Principals of Student Counseling Services
Physical Education Department Chairs
Physical Education Teachers



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PHYSICAL EDUCATION PROGRAM COMPONENTS:

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

Elementary. Students in grades 1-6 shall have 200 minutes of physical education each 10 school days, exclusive of lunchtime and recess (EC §51210).

Span. School districts and span schools with 1st through 8th grade configurations shall have 200 minutes of physical education each 10 school days, exclusive of lunchtime and recess (EC §51223).

Secondary. Students in grades 7-12 shall have 400 minutes of physical education each 10 school days (EC §51222).

Physical Education Course Requirements. Students shall have physical education every year in grades 1-9, with one additional year required in high school for graduation (EC §51225.3). High schools must also provide opportunities for students to participate in elective physical education classes each year. (See High School Elective Physical Education Courses on page 6 of 11 of this bulletin.)

Size of Physical Education Classes in Secondary Schools. In a statement from former State Superintendent of Public Instruction, Delaine Eastin, on November 9, 2000, she stated “Although class size in physical education is largely determined through negotiations at the district level, 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 be comparable to class sizes in other subject areas. Large class sizes in any subject inhibit learning and student progress toward grade level standards. Furthermore, large class sizes in a moving environment create supervision and student safety liability issues.”

Ideally, the size of each physical education class is determined by the nature of the activity, available facilities, adequacy of teaching stations, achievement and development levels of students, and individual student problems.

Because of extreme overcrowding, the Los Angeles Unified School District is not always able at present to comply with the above-mentioned recommendations; however, 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



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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

Principals, assistant principals, and physical education department chairpersons should work together toward reaching these goals.

*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.

Secondary School Waivers for Block Scheduling. 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 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*.

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. When one teacher provides physical



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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-Subject Credential authorizing physical education instruction. 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). 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).

Secondary Physical Education Instruction. 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). 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).

Gender Equity in Physical Education Programs. The LAUSD Bulletin Number 1826.0, dated August 5, 2005 and titled “Sex Equity in Physical Education Programs” clarifies 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:

“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...”

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.



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The current regulations also permit schools to group students in physical education classes and activities 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.

Physical Fitness Testing. 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).

At the high school level, all 9th grade students are to be administered the *Fitnessgram*® physical performance assessment whether enrolled in ADV PE 1AB or ADV PE 2AB as a 9R (ninth grade student based on credits) student, or any other physical education course as a 9R student.

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.

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.

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.

Content of High School Physical Education Programs. 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



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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 ADV PE 1AB and ADV PE 2AB.

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 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.

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

High School Graduation Requirements. Beginning with the 1988-89 school year, 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). 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 take Physical Education Course Two identified as ADV PE 2AB (330121/22) in



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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.

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).

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 (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)

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.



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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 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.

High School Physical Education Course Requirements Beginning July 1, 2007. The California Education Code (EC §51241) has been revised through recent legislation to require all 9th grade students to take and pass the *Fitnessgram*®, the California physical performance test or lose the two-year physical education exemption. Beginning July 1, 2007, all 9th grade students must pass six out of six tests in the Healthy Fitness Zone (HFZ) of the *Fitnessgram*® or they have to take appropriate physical education courses each year until they pass the six tests. The courses will be ADV PE FT 2AB for 10th graders, ADV PE FT 3 AB for 11th graders, and ADV PE FT 4AB for 12th graders. Students, to avoid repeating identical content courses, may also enroll in physical education elective courses that will provide them with the opportunity to practice for, take, and pass the *Fitnessgram*®. Elective physical education courses with appropriate identifying course numbers will be developed. Failure to pass the physical performance test does not alter the pupil's graduation status.

Physical Education Credit For High School Marching Dynamics. In 1970, the California Attorney General issued an opinion that stated "Marching Band activities may be used to meet the mandatory physical education requirements if there is substantial compliance with this section and the *Administrative Code* including the conduct of activities by a teacher holding a physical education credential and provided students are prepared for the physical performance testing requirements" (53 OPS California Attorney General 230, August 4, 1970). This opinion was issued nearly 30 years ago—prior to the publication of the *California Physical Education Framework*, prior to the establishment of a two-year physical education graduation requirement in lieu of the previous four-year requirement, and prior to the adoption on January 12, 2005, of the *Physical Education Model Content Standards for California Public Schools*. 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*.

Physical education credit shall be granted for Marching Dynamics, 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



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- 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 four of 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 reasonable 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.

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

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.

1. JROTC will devote a minimum of three hours per week to outdoor physical activities (two hours of vigorous physical training and one hour of drill).
2. 400 minutes of physical education instruction will be provided every ten days throughout the school year to meet the minute requirements identified in the *California Education Code* (EC §51222).
3. Physical education instruction and evaluation opportunities will be provided in each of the eight content areas with equal time provided for each content area.
4. A designated physical education teacher will provide direct supervision and oversight over the physical education component of the class.
5. JROTC instructors are currently credentialed through the California Commission on Teacher Credentialing to teach physical education using their Designated Subjects Credential. To ensure future compliance with



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physical education mandates, JROTC instructors are enrolled in University Physical Education Programs to earn supplemental physical education credentials.

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.

Temporary or Permanent Physical Education Exemptions (Course: PE Exempt – DR 339901). 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 full-time pupils.

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;
2. Is enrolled as a postgraduate pupil; or
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.

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



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program 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 is 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. This physical education course offered in conjunction with the athletic program that is offered 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.

Physical Education Exemption for Certain Pupils in Grade 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 Exemption Until July 1, 2007. Until July 1, 2007 and with his or her consent, a pupil may be exempted from courses in physical education for two years at any time during grades 10 to 12, inclusive (EC §51241).

See also the section titled, High School Physical Education Course Requirements Beginning July 1, 2007, on page 7 of 15 regarding exemptions after July 1, 2007.

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



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In an unusual circumstance, a principal may permit a student to be exempted from a physical education content area within a physical 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.

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.

Clarification of Course Credit to Meet Graduation Requirements. A principal 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.

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.

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.



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, 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 forthcoming *Los Angeles Unified School District’s Position Paper on Adapted Physical Education; From Prevention to Service Delivery, 2006*. 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 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.

Modified Physical Education. Students with disabilities, which are temporary in nature, are not eligible for special education and/or related



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



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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. This Blueprint may be obtained from the Coordinated School Health designee in the Student Health and Human Services Division. This policy will apply to all schools and the administrative units of the District. This policy addresses the components of Coordinated School Health and will be reviewed annually for relevance and amended annually as appropriate.

Goals for the Wellness Policy refer to the desired status of the identified services and programs based on review of school site needs.

The goals for Physical Education are as follows:

- All students in all grades should experience quality physical education, in a sequential and comprehensive, enjoyable, safe, and secure learning environment.
- To provide adequate space to maximize practice opportunities for each child.
- To provide adequate equipment for students to be actively engaged individually, with partners, or in small groups to maximize practice opportunities.
- To ensure physical education class sizes are comparable to class sizes in other subject areas where possible.
- To provide physical education teachers instructional guides that support a written, comprehensive, and sequential standards-based physical education curriculum to use in their classes.
- 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.
- 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.

This is a policy of the State of California Department of Education and the Los Angeles Unified School District.



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RELATED RESOURCES:

- Bulletin 2406.0, Physical Education Credit for High School Marching Dynamics. April 21, 2006
- Bulletin 2457.0, Physical Education Exemptions. May 8, 2006
- Bulletin 1826.0, Sex Equity in Physical Education Programs. August 5, 2005
- Position Paper: *Adapted Physical Education From prevention to Service to Delivery*. Los Angeles Unified School District, Division of Special Education, Adapted Physical Education Related Services. 2006.
- *Policy On Wellness In The Los Angeles Unified School District*. Los Angeles Unified School district, Board of Education, June 27, 2006.
- *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
- *Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve*. 1994
- *Physical Education Model Content Standards for California Public Schools; Kindergarten through Grade 12*. 2004

ASSISTANCE:

For assistance or further information please contact Jeanie Leighton, Director of Middle School Programs; or Chad Fenwick, K-12 Physical Education Adviser, at (213) 241-6040.