

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675

BOARD OF TRUSTEES
Board Workshop

March 15, 2017

Workshop: 6:30 p.m.

AGENDA

WORKSHOP: 6:30 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

1. INDEPENDENT PHYSICAL EDUCATION:

This Board Study Session will provide a presentation on secondary Independent Physical Education (IPE) and High School online Physical Education. Staff will provide an update on current graduation requirements for Physical Education, background on the current IPE program and the current High School Physical Education program. Staff will present ideas for consideration and seek guidance from Trustees regarding strategies to provide students maximum flexibility with impacted schedules.

CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services to present information on this item. This is an information item only and no Board action is necessary

INFORMATION/
DISCUSSION
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EXHIBIT 1

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, MARCH 22, 2017, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

ITEMS ON THE AGENDA. Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted three (3) minutes to make a presentation to the Board at the time a specific item is under discussion. However, the time assigned for individual presentations could be fewer than three (3) minutes depending upon the total number of speakers who wish to address a specific agenda topic. Prior to the opening of the meeting, a Request to Address the Board card (located in the foyer) should be completed and submitted to the Secretary of the Board. The total time devoted to presentations to the Board shall not exceed twenty (20) minutes, unless additional time is granted by the Board. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic under consideration. Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic.

ORAL COMMUNICATIONS (Non-Agenda Items). Citizens may address the Board on any item not appearing on the agenda. Individual presentations are limited to three (3) minutes per individual, with twenty (20) minutes in total being devoted for this purpose, but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. However, at its discretion, the Board may refer items to the administration for follow-up or place topics on a future Board agenda.

PUBLIC HEARINGS. Anytime the Board schedules a separate public hearing on any given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the policy or recommended actions which are directed at the time of the hearing.

CLOSED SESSION. In accordance with Education Code § 35146 and Government Code § 54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.



Board Study Session

Physical Education Discussion
March 15, 2017

Forum Agenda



Welcome

Education Code Requirements

Graduation Requirements as Context

Independent Study Physical Education

Online Physical Education Course Option

Feedback, Ideas to Consider and Questions

Next Steps

Today's Objectives



Content Objective

We will review Education Code, past discussions related to graduation requirements as well as feedback from teachers and administrators from the March 3rd PE Forum to analyze possible opportunities for student flexibility.

Language Objective

We will discuss the current ISPE and General PE Programs and analyze the opportunities that exist and can be created to provide students choice and flexibility.



Education Code Requirements



Education Code Requirements

Participation Requirements

Students are required to participate in 400 minutes of PE every 10 days

All 7th and 9th grade students must take the Physical Fitness Test (PFT)

All students in Grades 6-10 are required to take a PE class

All 9th grade students must take a full year of physical education. Marching Band students must enroll in a physical education class their Spring semester of the 9th grade year.

All 10th grade students must take a full year of physical education unless they passed 5 out of 6 components on the PFT

10th grade students may postpone PE for up to two years if they pass the PFT

Content Requirements



Students must be in PE for 400 minutes every 10 days

The course of study in high school must cover 8 content areas

- Effects of physical activity upon dynamic health
- Mechanics of body movement
- Aquatics
- Gymnastics and Tumbling
- Individual and Dual Sports
- Rhythms and Dance
- Team Sports
- Combatives



CDE Federal Program Monitoring Tool

The following 9 areas are assessed using the Standards, Assessment and Accountability Federal Program Monitoring tool to determine LEA and school compliance with their Physical Education Programs:

PE 01: Testing - FITNESSGRAM

Local educational agencies (LEA) are required to participate in the California Physical Performance Testing program by administering the California Physical Fitness Test (FITNESSGRAM) to each student in grades five, seven, and nine during the months of February, March, April, or May of each school year. LEAs shall submit these results to the California Department of Education (CDE) at least once every two years and report the results of the physical fitness testing in their annual School Accountability Report Card (SARC). (California Education Code (EC) §§ 33352[b][4], 33352[b][5], 60800)



CDE Federal Program Monitoring Tool

PE 02: Evaluation

High School High school students in grades 9–12, inclusive, must be evaluated on their progress in each of the following eight required 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 (may include self-defense).

Reporting of pupil achievement is based upon all of the following: (1) Evaluation of the pupil's individual progress and the measure of this attainment of the goals specified in each area of instruction listed in subsection (a) of this section. (2) Tests designed to determine skill and knowledge. (3) Physical performance tests. (4) Any other evaluation procedures required by local governing board regulations. (5 CCR § 10060[g])



CDE Federal Program Monitoring Tool

PE 03: Teaching Credentials

LEAs must provide instruction in physical education to students in grades 1–12, inclusive, by physical education teachers who hold appropriate teaching credentials issued by the California Department of Education August 30, 2016 Page 1 2016–17 PE Program Instrument (Continued) Commission on Teacher Credentialing (CTC). Instructional aides, paraprofessionals, and volunteers may only assist the teacher. (EC §§ 33352[b][9], 45343-45367)

PE 04: Coeducational, Inclusive Manner

All physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. LEAs must provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1–12, inclusive, regardless of gender. (EC § 33352[b][8]; 5 CCR §§ 4930, 4931, 4940; Title IX, 106.33, 106.34)



CDE Federal Program Monitoring Tool

PE 05: Instruction - Elementary School

Elementary school students in grades one through six, inclusive, shall receive instruction in physical education for a minimum of 200 minutes each 10 school days, exclusive of recesses and the lunch period. (EC §§ 33352[b][1], 51210[a][7], 51210.1[a][1][A])

PE 06: Instruction - Middle and High School Middle school and high school students in grades 7–12, inclusive, shall receive instruction in physical education for a minimum of 400 minutes each 10 school days. Students in grades seven and eight who attend a K–8 elementary school shall receive instruction in physical education for at least 200 minutes each 10 school days, exclusive of recesses and the lunch period. (EC §§ 33352[b][2], 33352[b][3], 51222[a], 51223[a])

CDE Federal Program Monitoring Tool



PE 07: Teaching - High School

LEAs that maintain a high school shall provide a course of study in physical education to students in any of grades 9–12, inclusive, with a developmentally appropriate sequence of instruction in each of the following eight required 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; California Department of Education August 30, 2016 Page 2 of 8 2016–17 PE Program Instrument (Continued) (7) Team sports; and (8) Combatives (may include self-defense). (EC §§ 33352[b][7], 51014, 51220[d]; 5 CCR § 10060[a])



PE 08: Exempted Students I

LEAs that maintain a high school and elect to exempt students from required attendance in physical education for two years any time during grades 10–12, inclusive, must offer those exempted students a variety of elective physical education courses, each with a minimum of 400 minutes of instruction in physical education each 10 school days, taught by an appropriately credentialed teacher. (EC §§ 33352[b][6], 51222[b], 51241[b][2])



CDE Federal Program Monitoring Tool

PE 09: Exempted Students II

LEAs may grant three distinct and separate types of exemptions from courses in physical education for high school students:

Temporary: The governing board of a school district or the office of the county superintendent of schools of a county may grant a temporary exemption to a pupil from courses in physical education, if the pupil is one of the following: Ill or injured and a modified program to meet the needs of the pupil cannot be provided. Enrolled for one-half, or less, of the work normally required of full-time pupils. (EC § 51241[a][1][2])

Two-year: The governing board of a school district or the office of the county superintendent of schools of a county, with the consent of a pupil, may grant a pupil an exemption from courses in physical education for two years anytime during grades 10–12, inclusive, if the pupil has met satisfactorily at least five of the six standards of the physical performance test administered in grade 9 pursuant to Section 60800. (EC § 51241[b][1])

Permanent: The governing board of a school district or the office of the county superintendent of a county may grant permanent exemption from courses in physical education if the pupil complies with any one of the following: Is 16 years of age or older and has been enrolled in grade 10 for one academic year or longer. Is enrolled as a postgraduate pupil. California Department of Education August 30, 2016 Page 3 of 8 2016–17 PE Program Instrument (Continued) Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise pursuant to the requirements of Article 24 (commencing with Section 880) of Chapter 2 of Part 1 of Division 2 of the Welfare and Institutions Code. (EC § 51241 [c][1][2][3])



Graduation Requirements as Context



Graduation Requirements as Context

Graduation Requirements Board Study Sessions focused on our mission of engaging students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students. The emphasis was providing “**maximum flexibility**” of student schedules. Meetings were held on the following dates:

- Originally Presented on March 25, 2015
- Second Presentation on July 15, 2015
- Third Presentation January 20, 2016
- Fourth Presentation March 16, 2016
- Fifth Presentation is scheduled for April 2017

The topics discussed at these meetings covered

- CCP
- CTE
- Health
- Mathematics
- Physical Education
- Visual and Performing Arts
- World Languages



Physical Education Options

ISPE and Online PE



Independent Study Physical Education



Independent Study Physical Education Requirements

ISPE is intended for the Pre-Olympic, Elite or Nationally ranked athletes competing in an Individual sport at the highest level

Team sport participation does not qualify for ISPE

There are currently 388 middle and high school students taking ISPE through Cal Prep

ISPE Approved Sports



- ✓ BMX Bicycle Racing (added Spring 2017)
- ✓ Classical Ballet
- ✓ Cross Country (added Spring 2017)
- ✓ Diving
- ✓ Equestrian
- ✓ Fencing
- ✓ Golf
- ✓ Gymnastics
- ✓ Ice Skating
- ✓ Solo Dance Competition
- ✓ Surfing
- ✓ Stand Up Paddle Board Racing (added Spring 2017)
- ✓ Swimming
- ✓ Tennis
- ✓ Wrestling (added Spring 2017)



Independent Study Physical Education

Edgenuity Course for ISPE Students



ISPE Online Class through Edgenuity

California Education Code Requirements are met by taking this course and completing the required physical activity logs.

Lifetime Fitness

Course Description

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, EL2083 equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

Course Objectives

- Describe the importance of physical fitness for all ages and abilities
- Describe common exercise-related physical injuries and list guidelines for preventing injuries during physical activity
- Identify diseases that can affect the different systems of the body and recognize the relationship between stress and disease
- Identify team sports that achieve health-related fitness goals both in school and outside of school
- Describe how people react to stress physically, emotionally, and behaviorally
- Describe the educational requirements for different careers in the fitness and wellness industry



ISPE Possible Changes for 2017-2018

All requirements will remain the same (Individual/Elite)

- Team sports were considered but was ultimately decided against

Case by Case Expansion of Approved Individual Sports

- Additional Assignment Hours to Research each proposed sport
- Approved sports with qualifications added to ISPE List

Recommendation to Change Current ISPE Course for Elite Athletes

- Physical Activity Log with no required online class
- Issues to consider (Compliance with 8 PE content areas high school)



Physical Education for Cal Prep Students

Florida Virtual School Course



Online Physical Education Class for Cal Prep Students

California Education Code Requirements are met by taking this course and completing the required physical activity logs.

Course Description:

With a focus on health and fitness, this course guides student to be active and healthy now and for a lifetime. Effective strategies and techniques are a foundation of the course so that students can continually make improvements in all areas of wellness. Students, with the guidance of a training instructor, set personal goals in four areas of wellness: physical, emotional, social, and academic. Fitness assessments enable students to establish baseline levels of fitness and work toward improvement in specific areas. At the end of each module, students submit a wellness plan documenting their daily physical activity, progress toward goals, changes in fitness assessment results, and reflections on personal progress.



The Physical Education Program



Achieving Ed Code Compliance

Beginning in 2015-2016 all 9th-10th Graders were required to take PE (this was not past practice)

10th Graders who passed the PFT are now allowed to postpone their second year for up to two years

Marching Band students must take a Spring PE class in their 9th grade year but those who pass the PFT can count their 10th and 11th Fall Marching Band semesters for PE Credit.

Curriculum Alignment



Curriculum Alignment Guides are in the process of being created for all Middle School Physical Education Classes

Curriculum Alignment Guides are in the process of being created for all High School Physical Education Classes

The goal is to create consistency and focus on the Instructional Focus in that All CUSD students will demonstrate disciplinary literacy at a DOK level 3 or higher as measured by PFT or local assessment data.



“Maximizing Flexibility”

Online Physical Education courses are being considered to provide maximum flexibility for student schedules.

Potential Concerns related to this proposal:

- Administrators/Teachers are concerned about loss of positions
- High School students leaving campus after lunch on some days
- Potential impact to Elective program if the class is a 7th period requirement
- The online course may not address the 8 components of Physical Education including needed activity
- PE Teachers believe this is one of the few classes that instill lifelong skills
- A majority of the students who would take this Online Course are typically not physically active. Physical Education in many instances is their only opportunity to be active.



Feedback from PE Forum

March 3, 2017

Questions Posed by Administrators and Teachers at March 3rd Physical Education Forum



Questions

How big is the flexibility problem? Why not flexibility in other subjects? What does flexibility mean?

What is the online curriculum?

How are we addressing the Ed Code minutes requirements?

What investment has been made in Physical Education?

How will the PFT be administered?

How will we verify the validity of the physical activity logs?

What is the liability of administering the PFT to students who have not received the same instruction as those in the PE program?

Concerns

Concern is that the online course will end up being implemented in middle school in the future.

Fear that the social emotional needs of students will not be met outside of PE.

Next Steps





Next Steps

Workgroup of Administrators and Teachers has been formed

Workgroup scheduled to meet on May 12, 2017 to:

- Analyze PFT data
- Student profiles needing flexibility

Areas to be considered and solutions offered

- Education Code Requirements (identifying gaps)
- Physical Education Minutes Requirements (monitoring log validity)
- Review of the online course curriculum (identify gaps)
- Determine additional logistics
 - Who administers the PFT?
 - Who collects and verifies the physical activity logs?



Next Steps

Address Potential Curriculum Needs through Fall 2017

Reflect Changes in CAG Documents Fall 2017

Bring proposal to the Board in late Fall 2017