



**7 – 12 Physical Education Steering Committee Meeting
Agenda and Minutes**

Santa Rosa Middle School, Room 61

March 7, 2024

4:00pm - 5:30pm

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Objectives:

- 1. Discussion Item: Furniture Standards for PE**
- 2. Discussion Item: Future of PE Curriculum/Courses**
- 3. Discussion Item: Professional Development Ideas**
- 4. Discussion Item: Future Meetings**

Members Present: Ryan Terschuren, Natalie Villagomez Vigil, Ryan Riddle, Casey Maytorena, Alena Balasek, Kara Myers, Jay Higgins, Daniela Hernandez

Members Absent: HCMS (prior contact with Ryan Thompson), HSMS (Coaching), Beni Comma (prior contact with Ryan Thompson), SRCSA

Guests:

Group Norms:

- Adhere to agenda. To facilitate that, if there is something you want to be added, please email ahead of time so it can be included.
- Begin and end on time
- Ask clarifying questions
- Seek to understand
- Value civil disagreement; have the freedom to express ideas freely and to push thinking
- Decisions will have three categories and each one will be identified ahead of time for dealing with topics - (decisions are a collective effort and by consensus; decisions will be informed by input and feedback, but

will ultimately be made by another body; decisions are already determined and will be shared as informational item)

Topic	Outcome/Agreements
<p>Discussion Item: Furniture Standards for PE</p>	<p>☰ Feb 8, 2024 SRCS Furniture Standards PE</p> <p>Preferred to have options that each site can pick from according to their specific needs</p> <ul style="list-style-type: none"> -Updated tables and chairs for teacher use in office spaces. -Traditional desks for PE classrooms -Tables that can fold away and be wheeled to the side -Chairs that stack and can be stored -Tables that can move from sitting to standing workstations -Shelving for equipment rooms and storage spaces (utility shelves) -Mobile hand/utility carts for teachers to use during the day (instead of reused shopping carts) -Carts for laundering loaner clothes -Plastic storage containers for equipment -Desks and filing cabinets for teachers in classrooms
<p>Discussion Item: Future of PE Curriculum/Courses</p> <p>-New National PE Standards</p> <p>-PE Courses</p> <p>-SGI Courses: What do you know about this? Did you know that other content areas have these courses, but PE doesn't?</p> <p>PE Exemptions</p> <p>PE Credits for sports:</p> <p>a. Here are some ideas:</p> <p>i. https://www.acalanes.k12.ca.us/site/Default.aspx?PageID=2868</p>	<p>Health/Sex Education curriculum</p> <p>Audit (from 2019-2021): audit said that we did not cover all 8 competencies. So all 8 competencies are offered in PE1. It was also a concern about how our waivers/exemptions are granted.</p> <ul style="list-style-type: none"> ● Counselors were asked to record exemption requests on the course selection forms. Counselors pushed back on this. <p>Ryan Thompson will look into adding the 8 competencies into the PE1 course description in the Course Catalog.</p> <p>-Discussion focused on PE exemptions and how our students earn PE credits for athletics. Current Board Policy for athletics PE credits is not being upheld.</p>

<p>ii. https://www.smuhsd.org/Page/14686</p>	<p>-Would like to have a process to have better accountability for PE credits to be earned through athletics</p> <p>-Our courses in the Course Catalog don't align with our Board Policy</p> <p>One example, PE with Special Activities pre-req requires that students pass 20 credits of PE. This closes off the option for students to take the class.</p> <p>Ryan Thompson proposed that the group considers holding a 5th meeting to decide on language for pre-req and courses in the catalog.</p> <p>Alena suggested we also use email discussion to make the decision. Jay recommended that we use a Google doc to help collaborate together. Jay will share the spreadsheet with all school sites. The sites will then turn the forms in and use the answers as a place to decide on terminology. We will discuss that during a meeting in May.</p>
<p>Discussion Item: Professional Development Ideas</p> <p>-Netball Anyone?</p>	<p>Did not have time to discuss. Will get pushed off to the next meeting - RThompson</p>
<p>Discussion Item: Future Meetings</p> <ul style="list-style-type: none"> ● Structure ● Time ● Dates 	<p>Discussed structuring hybrid meetings</p> <p>Sample schedule:</p> <p>3:00pm - 3:45pm (Middle School Only)</p> <p>3:45pm - 4:30pm (HS & MS)</p> <p>4:30pm - 5:15pm (High School Only)</p> <p>Team agreed that we can give this a try for the 24/25</p>

	school year.
<p>Read Only:</p> <p>Reminder:</p> <p>Physical Fitness Testing</p> <p>Testing Window: February 1, 2024 - May 31, 2024</p> <p>Score Reporting: Please have completed by May 24, 2024.</p> <p>CDE Website Info</p> <p>SRCS Training Slides</p> <p><i>Body Confidence In Sports:</i></p> <p>Partnership between Dove and Positive Coaching Alliance (PCA)</p> <ul style="list-style-type: none">● Promote positive body confidence in female students to encourage more participation in physical activity and sports● Body Confident Sport website● PCA Website Info	

Upcoming meeting dates:

TBD for 24/25 SY

7 – 12 Physical Education Steering Committee Meeting

Agenda and Minutes

MCHS Library

January 22, 2024

4:00pm - 5:30pm

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Objectives:

- 1. Action Item: Discuss Unified PE course proposal and vote for adoption.**
- 2. Information Item: Provide PFT training information and CDE update**
- 3. Discussion Item: PE framework for classes**
- 4. Open Discussion**

Members Present: Natalie Villagomez Vigil (CCLA), Casey Maytorena (SRMS), Alena Balasek (MHS), Ryan Riddle (PHS), Ryan Terschuren (SRHS), Kara Myers (RVMS), Jay Higgins (MCHS), Daniela Hernandez (EAHS)

Members Absent: HCMS (notified RThompson in advance), HSMS (notified RThompson in advance)

Guests: Beni Comma (SRCS APE)

Group Norms:

- Adhere to agenda. To facilitate that, if there is something you want to be added, please email ahead of time so it can be included.
- Begin and end on time
- Ask clarifying questions

- Seek to understand
- Value civil disagreement; have the freedom to express ideas freely and to push thinking
- Decisions will have three categories and each one will be identified ahead of time for dealing with topics - (decisions are a collective effort and by consensus; decisions will be informed by input and feedback, but will ultimately be made by another body; decisions are already determined and will be shared as informational item)

Topic	Outcome/Agreements
<p>Action Item: Discuss Unified PE course proposal and vote for adoption.</p> <p>Unified PE</p> <p>Beni Comma will share information on course information and course logistics</p> <p>We need to discuss how we offer this course and what our considerations must be in making it successful.</p> <ul style="list-style-type: none"> ■ Unified PE: https://www.youtube.com/watch?v=RskfMzjRjYA&pp=ygULVW5pZmlIZCBQRSA%3D <p>Discuss the process for designing new courses</p> <p>Proposal Form & Instructions</p> <p>Courses Proposed:</p> <p>PE2: Unified PE (HS)</p> <p>PE 8: Unified PE (MS)</p> <p>Resources:</p> <p>Unified PE Resource Folder</p> <ul style="list-style-type: none"> ● Case Study 	<p>From 9/2023 Meeting: <i>At Slater, students are included but it's not an ideal situation. Recommended that we have a whole PE class dedicated to the severely handicapped students that work with gen ed students. Peer Buddies system. Some students need this alternative PE setting.</i></p> <p><i>How do you identify the Peer buddies? How do they get PE credits?</i></p> <p><i>Beni offered at SRHS and Slater, was unable to get on the master schedule. There is a need for ESN, CEP, SDC, and RISE students to take a proper PE class. Prep periods need to be considered as well.</i></p> <p><i>Ryan Thompson will bring back information in November.</i></p> <p>11/6/2023: Beni presented information on creating a Unified PE class. How can we get general education students involved and registered into this class? We want to put something together that is meaningful for all parties involved. We have many schools that could use an integrated class. 10-15 special needs students with 10-12 general ed students. Team taught course. Would benefit many of our kids. Students in a Unified PE course can benefit equally, gen ed and special needs. SRCS is moving to take students back from SCOE, so we will continue to have more special needs students in general ed sections. Larger RISE population in our schools. Not every school needs it now. Is this a PE 1, 2, or 3 (in high school)?</p>

- Lesson Plans
- Course Guide

Best Buddies programs help decrease the bullying of students with special needs.

What are some of the questions that the group has when considering adding a course like this to their schedule?

- If this is a co-taught class, does that meet the contractual definition and requirements for co-taught courses?
- Middle School: may not be able to open a section, but maybe select a class period that has students who can be safer and more respectful around the students with special needs. Screening the general ed students in the class is needed.
- Have we reached out to other schools that are doing this?
- Screening general education students for these classes are important in pairing students and creating class rosters.

Working on a pilot version needs to happen faster, as the timeline for course selections at the high school is now happening sooner (November instead of January).

1/11/2024: Optional Zoom meetings to discuss course details and proposals with Ryan Thompson and Beni Comma.

- Middle School Meeting: Only RVMS attended. Asked questions, received clarification.
- High School Meeting: No attendance from sites.

1/22/2023

- Final discussion over details of the course and process for proposal
 - Discussed co-teaching MOU for student ratios and caseloads in how they will be managed for future years
 - What commitment do we have from the sites? Counselors, admin, to make sure that the classes are offered appropriately.
 - It may be beneficial to recruit high school student athletes to take this course and

	<ul style="list-style-type: none"> ○ serve as mentors. ○ Connected the course to how it can help support Champion schools and creating inclusive events in schools and interscholastic athletics. ○ There needs to be complete buy-in and support from Counselors with this course in plugging in students to this course ● Vote: All in attendance voted to move forward with this course. Ryan Thompson
<p>Information Item: Provide PFT training information and CDE update</p> <p>Physical Fitness Testing (Discussion & Information Item)</p> <p>Lorie Banks on Score Reporting and CDE Info</p> <p>Testing Window: February 1, 2024 - May 31, 2024</p> <p>Score Reporting: Please have completed by May 24, 2024.</p> <p>CDE Website Info</p> <p>SRCS Training Slides</p>	<p>Information and Discussion (1/22/2024):</p> <p>Discussed CDE update</p> <ul style="list-style-type: none"> ● They don't collect scores, but they want to know participation rate ● Schools will collect scores ● Scores correlate to PE exemption. CDE authorizes school districts to make the decision on whether or not they collect data to determine passing 5 of 6 tests for PE exemption <ul style="list-style-type: none"> ○ This means that SRCS will not be granting exemptions. Will increase students who need to take PE. ● Slides are updated and ready to share with department members for training. <p>From previous meeting:</p> <p>All we report to CDE is participation rate, not passing scores. CDE says that passing is participation. Currently, our students are marked as "not tested" because we don't mark our students as passing. Every February we send in results to the CDE.</p> <p>Our school participation rate is great! All schools in the 90% range.</p>

	<p>Quick slide show exists for training on the PFT score reporting. Do we want to use that again? Was that a good resource?</p> <p>Body Composition and VO2 Max areas on the scoring page will be removed. All issues for why students are not being testing must be completed: absent on test day, medical, IEP/special needs reasons, or extraordinary circumstances.</p> <p>CDE does not even ask for passing, just participation. They won't even ask for a mile score to help with VO2 Max.</p> <p>Question: If the CDE does not require us to hold standards for our testing, then why aren't we just entering in whether the student participated or not?</p> <p>A: There used to be a requirement to report scores and provide them for students in the cumulative file, but that was repealed in December 2022.</p> <p>Ryan Thompson proposes that we continue as we have been, until we get clarification from the CDE on data and test reporting.</p> <p>Lorie asked what we use the data for? Some data is used for goal setting and growth, not for scores.</p> <p>Discussion Notes:</p>
<p>Discussion Item: PE framework for classes</p> <p>PE2 Pre-requisite language:</p> <p>Changing the language in PE2 from “participate in PE1” to “successful completion of PE1” will not require Board approval, but changing of the PE2 course description to allow for students who failed PE1 to take PE2 instead, will take Board approval.</p> <p>Additionally, if we change the pre-req language in PE2, it will have to be spread to</p>	<p>From Previous meetings:</p> <p>Discussion Notes:</p> <p>Q: What is the rationale behind this move? As a teacher with PE 1 classes, do we want to have older students in PE 1 classes?</p> <p>Some older students are failing PE1 and then going to take at the JC. If we allow students to take other classes, we open up more options for students.</p> <p>Students get what they need from the classes they sign up for. For example, student athletes taking yoga after they already received credits for their sports.</p> <p>Would create many more PE 1 courses, which would impact on facilities.</p>

<p>ALL PE2 type classes (ie: Yoga, Weight Training, etc).</p>	<p>All students are in PE1 are also offered the 8 areas of competency, as required by CA.</p> <p>Note: Ryan Thompson sent out an email vote on 11/15/2023 to discuss this item and make a decision. Members were asked to vote on whether the language should be changed to “successful completion of PE1” or remain as it is currently written “participation in PE1”. The votes in this email are as follows:</p> <p>Yes:</p> <p>No: 3 votes to keep the language as it currently reads (participation in PE1)</p> <p>Did not vote: MCHS, PHS</p>
<p>Open Discussion</p> <ul style="list-style-type: none"> ● PLT4M: Free Trial for anyone interested <p>Click HERE for Free Pilot! Available through 6/30/2024.</p> <ul style="list-style-type: none"> ● PD Opportunities for PE <ul style="list-style-type: none"> ○ How do we go about getting PD that is meaningful to us as PE teachers? ○ What topics are we interested in learning more about? ○ What actual programs exist to book? ● Extra PFT Equipment <ul style="list-style-type: none"> ○ AssessPro Flex-Solo Tester 2.0 - 7 remain ○ Rainbow AssessPro Stay-N-Fit Strips 5up 6pk - 2 packs remain ○ AssessPro Curl-Up Mats - 3 remain ○ AssessPro Push-Up Mats - 1 remains (SRHS claimed 1/26/24) ○ AssessPro Torso-Flex Trunk Lift Test - 8 remain ○ 1 Stopwatch 	<p>Discussed PE Courses and Framework</p> <ul style="list-style-type: none"> ● All sites do teach aquatics along with the other 7 competencies in PE1 <p>PD Opportunities:</p> <ul style="list-style-type: none"> ● Combatives: We could use a specialist for that. ● Gymnastics: Need some training for that ● What options do we get to participate in? <ul style="list-style-type: none"> ○ Would like to see more PE offerings ● Variety of activities to coach/teach ● New games ● More offerings <ul style="list-style-type: none"> ○ Contracted or in-house

<ul style="list-style-type: none">● PE Framework:<ul style="list-style-type: none">○ PE1 vs PE2 vs PE3 classes● Future Meetings<ul style="list-style-type: none">○ Change structure for MS & HS?	
<p>Read Only:</p> <p><u>Middle School Hands-Only CPR</u></p> <p><i>Body Confidence In Sports:</i></p> <p>Partnership between Dove and Positive Coaching Alliance (PCA)</p> <ul style="list-style-type: none">● Promote positive body confidence in female students to encourage more participation in physical activity and sports● <u>Body Confident Sport</u> website● <u>PCA Website Info</u>	

Upcoming meeting dates:

3/7/24

4:00 - 5:30

Location: TBD

7 – 12 Physical Education Steering Committee Meeting
Agenda and Minutes

Zoom Meeting
November 6, 2023
3:45pm - 5:15pm

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Objectives:

- 1. Reminder: PFT Testing Equipment Orders need to be submitted.**
- 2. Vote for final decision on language for pre-requisite info for PE2 classes.**
- 3. PFT Testing Data: Discuss system for collecting data on PFT**
- 4. Discuss Unified PE course and process for implementation**

Members Present: Ryan Terschuren, Alena Balasek, Tami Axthlem, Casey Maytorena, Kara Myers, Robin Clark

Members Absent: Jay Higgins (MCHS), Daniela Hernandez (EAHS), Ryan Riddle (PHS), Natalie Villagomez Vigil (CCLA: she did email me ahead of time).

Guests: Beni Comma, Lorie Banks

Group Norms:

- Adhere to agenda. To facilitate that, if there is something you want to be added, please email ahead of time so it can be included.
- Begin and end on time
- Ask clarifying questions
- Seek to understand
- Value civil disagreement; have the freedom to express ideas freely and to push thinking
- Decisions will have three categories and each one will be identified ahead of time for

dealing with topics - (decisions are a collective effort and by consensus; decisions will be informed by input and feedback, but will ultimately be made by another body; decisions are already determined and will be shared as informational item)

Topic	Outcome/Agreements
<p>Reminder/Update:</p> <p>Physical Fitness Testing Equipment Ordering</p> <p>Ordering Form: PFT Equipment Request Form</p> <p>Equipment Needed: CDE PFT Equipment List</p>	<p>LAST CALL! If you have not completed this, please do so before Thanksgiving break.</p>
<p>Action Item:</p> <p>PE2 Pre-requisite language:</p> <p>Changing the language in PE2 from “participate in PE1” to “successful completion of PE1” will not require Board approval, but changing of the PE2 course description to allow for students who failed PE1 to take PE2 instead, will take Board approval.</p> <p>Additionally, if we change the pre-req language in PE2, it will have to be spread to ALL PE2 type classes (ie: Yoga, Weight Training, etc).</p>	<p>Discussion Notes:</p> <p>Q: What is the rationale behind this move? As a teacher with PE 1 classes, do we want to have older students in PE 1 classes?</p> <p>Some older students are failing PE1 and then going to take at the JC. If we allow students to take other classes, we open up more options for students.</p> <p>Students get what they need from the classes they sign up for. For example, student athletes taking yoga after they already received credits for their sports.</p> <p>Would create many more PE 1 courses, which would impact on facilities.</p> <p>All students are in PE1 are also offered the 8 areas of competency, as required by CA.</p> <p>Vote: Ryan Thompson sent out an email vote on 11/15/2023 to discuss this item and make a decision. Members were asked to vote on whether the language should be changed to “successful completion of PE1” or remain as it is currently written “participation in PE1”. The votes in this email are as follows:</p> <p>Yes:</p>

	No:
<p>Discussion:</p> <p>Physical Fitness Testing (Discussion & Information Item)</p> <p>Lorie Banks on Score Reporting and CDE Info</p>	<p>Discussion Notes:</p> <p>All we report to CDE is participation rate, not passing scores. CDE says that passing is participation. Currently, our students are marked as “not tested” because we don’t mark our students as passing. Every February we send in results to the CDE.</p> <p>Our school participation rate is great! All schools in the 90% range.</p> <p>Quick slide show exists for training on the PFT score reporting. Do we want to use that again? Was that a good resource?</p> <p>Body Composition and VO2 Max areas on the scoring page will be removed. All issues for why students are not being testing must be completed: absent on test day, medical, IEP/special needs reasons, or extraordinary circumstances.</p> <p>CDE does not even ask for passing, just participation. They won’t even ask for a mile score to help with VO2 Max.</p> <p>Question: If the CDE does not require us to hold standards for our testing, then why aren’t we just entering in whether the student participated or not?</p> <p>A: There used to be a requirement to report scores and provide them for students in the cumulative file, but that was repealed in December 2022.</p> <p>Ryan Thompson proposes that we continue as we have been, until we get clarification from the CDE on data and test reporting.</p> <p>Lorie asked what we use the data for? Some data is used for goal setting and growth, not for scores.</p>
<p>Discussion:</p>	<p>From 9/2023 Meeting: <i>At Slater, students are included but it’s not an ideal situation. Recommended that we have a whole PE class dedicated to the severely</i></p>

Unified PE (Discussion Item)

Beni Comma will share information on course information and course logistics

We need to discuss how we offer this course and what our considerations must be in making it successful.

- Unified PE:
<https://www.youtube.com/watch?v=RskfMzjRJYA&pp=ygULVW5pZmlIZCBQRSA%3D>

Discuss the process for designing new courses

[Proposal Form](#) & [Instructions](#)

handicapped students that work with gen ed students. Peer Buddies system. Some students need this alternative PE setting.

How do you identify the Peer buddies? How do they get PE credits?

Beni offered at SRHS and Slater, never was able to get on the master schedule. There is a need for ESN, CEP, SDC, and RISE students to take a proper PE class. Prep periods need to be considered as well.

Ryan Thompson will bring back information in November.

11/6/2023: Beni presented information on creating a Unified PE class. How can we get general education students involved and registered into this class? We want to put something together that is meaningful for all parties involved. We have many schools that could use an integrated class. 10-15 special needs students with 10-12 general ed students. Team taught course. Would benefit many of our kids. Students in a Unified PE course can benefit equally, gen ed and special needs. SRCS is moving to take students back from SCOE, so we will continue to have more special needs students in general ed sections. Larger RISE population in our schools. Not every school needs it now. Is this a PE 1, 2, or 3 (in high school)?

Best Buddies programs help decrease the bullying of students with special needs.

What are some of the questions that the group has when considering adding a course like this to their schedule?

- If this is a co-taught class, does that meet the contractual definition and requirements for co-taught courses?
- Middle School: may not be able to open a section, but maybe select a class period that has students who can be safer and more respectful around the students with special needs. Screening the general ed students in the class is

	<p>needed.</p> <ul style="list-style-type: none"> ● Have we reached out to other schools that are doing this? ● Screening general education students for these classes are important in pairing students and creating class rosters. <p>Working on a pilot version needs to happen faster, as the timeline for course selections at the high school is now happening sooner (November instead of January).</p>
<p>Open Discussion</p>	<p>Budgets in high schools. Sites shared information on budgets and resources that exist for PE departments.</p>
<p>Read Only:</p> <p><u>Middle School Hands-Only CPR</u></p> <p>We need to collaborate and set these dates and details.</p> <p>January 22-26, and January 29-31.</p> <p>7th Grade ONLY</p> <p>Need to know:</p> <p># of students per class, # of periods, days to be covered, sound system, DVD system,</p> <p><i>Body Confidence In Sports:</i></p> <p>Partnership between Dove and Positive Coaching Alliance (PCA)</p> <ul style="list-style-type: none"> ● Promote positive body confidence in female students to encourage more 	

participation in physical activity and sports <ul style="list-style-type: none"> • Body Confident Sport website • PCA Website Info 	
--	--

Upcoming meeting dates:

1/22/24	3/7/24
3:45 - 5:15	3:45 - 5:15
Location:	Location:
TBD	TBD

7 – 12 Physical Education Steering Committee Meeting

Agenda and Minutes

RVMS Library
 September 18, 2023
 3:45pm - 5:15pm

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Objectives:

1. Review Department Chair language/expectations for attending these meetings
2. Discuss updates to the process for Student Athletes to receive PE2 credits for sports
3. Review and revise language for pre-requisite info for PE2 classes
4. Discuss interest and opportunity for adopting PE curriculum
5. Determine PFT equipment ordering process and identify site needs

Members Present: Kara Myers (RVMS), Alena Balasek (MHS), Ryan Terschuren (SRHS), Natalie Villagomez Vigil (CCLA), Daniela Hernandez (EAHS), Tamara Axthlem (HSMS), Ryan Riddle (PHS)

Members Absent: Robin Clark (HCMS), Casey Maytorena (SRMS)-emailed ahead of meeting, Jay Higgins (MCHS)-emailed ahead of meeting

Guests:

Group Norms:

- Adhere to agenda. To facilitate that, if there is something you want to be added, please email ahead of time so it can be included.
- Begin and end on time
- Ask clarifying questions
- Seek to understand
- Value civil disagreement; have the freedom to express ideas freely and to push thinking
- Decisions will have three categories and each one will be identified ahead of time for dealing with topics - (decisions are a collective effort and by consensus; decisions will be informed by input and feedback, but will ultimately be made by another body; decisions are already determined and will be shared as informational item)

Topic	Outcome/Agreements
<p>PE Credits for Sports Update Background: AR 6146.11</p> <ul style="list-style-type: none"> iii. Cutoff Dates iv. Credit Form <p>b. Here is a new idea:</p> <ul style="list-style-type: none"> i. https://www.acalanes.k12.ca.us/site/Default.aspx?PageID=2868 ii. https://www.smuhsd.org/Page/14686 	<p>It was brought up that new course information is sent out in the beginning of the school year, but also in the spring prior to the next school year.</p> <p>Proposed that student athletes click on a link in SportsNet to declare that they would like to request PE credits. That idea may take away from the accountability factor that we want the students to have.</p> <p>Discussion around the process of how students get PE credits. Are the Athletic Directors labeled as teachers of record?</p>

<p>PE2 Pre-requisite language:</p> <p>We need to vote on what we want the specific language to read regarding PE 2 pre-requisite. Pass PE1 or complete PE1?</p> <p>Course Catalog: Page 78</p>	<p>Labeling the pre-req for PE2 as “passing PE1” would also need to be done across the board.</p> <p>Specialized courses are treated as PE3 courses, which would then cause some of the enrollment in those courses to drop based on the fact that they must pass PE2 classes before taking PE3.</p> <p>PE3 classes are treated as a dumping ground.</p> <p>Discussion around needing to change up the PE2 course description.</p> <p>Tabled for November to discuss course description language.</p>
<p>PE/Athletics Curriculum</p> <p>PLT4M For PE</p> <p>See Here for a pre-recorded demo and a link to the pricing PDF we reviewed.</p> <p>PLT4M For Athletics</p> <p>See Here for a demo video specific to Athletics, if you want to share with your AD and coaches.</p> <p>Notes from Ryan’s meeting</p>	<p>Discussion: Do we want to adopt a common curriculum.</p> <p>Feedback: Not needed, we have created an appropriate curriculum.</p> <p>There is a textbook! Nevermind</p>
<p>Physical Fitness Testing Equipment Ordering</p> <p>Ordering Form: PFT Equipment Request Form</p> <p>Equipment Needed: CDE PFT Equipment List</p>	<p>Please submit to Ryan ASAP!</p>
<ul style="list-style-type: none"> ○ New Courses <ul style="list-style-type: none"> ■ Unified PE: https://www.youtube.com/watch?v=RskfMzjRJYA&pp=ygULVW5pZmllZCBQRSA%3D 	<p>At Slater, students are included but it’s not an ideal situation. Recommended that we have a whole PE class dedicated to the severely handicap students that work with gen ed students. Peer Buddies system. Some students need this alternative PE setting.</p> <p>How do you identify the Peer buddies? How do they get</p>

<p>Discuss the process for designing new courses</p> <p>Proposal Form & Instructions</p>	<p>PE credits?</p> <p>Benny offered at SRHS and Slater, never was able to get on the master schedule. There is a need for ESN, CEP, SDC, and RISE students to take a proper PE class. Prep periods need to be considered as well.</p> <p>Ryan T will bring back information in November.</p>
<p>Impact Teen Drivers Program</p> <ul style="list-style-type: none"> ● Createrealimpact.com <ul style="list-style-type: none"> ○ Opportunity for students 	

Upcoming meeting dates:

<p>9/18/23 3:45 - 5:15 Location: RVMS Library</p>	<p>11/6/23 3:45 - 5:15 Location: TBD</p>	<p>1/22/24 3:45 - 5:15 Location: TBD</p>	<p>3/7/24 3:45 - 5:15 Location: TBD</p>
---	--	--	---

Informational Items (Read Only)

Health/Sex Education Sessions

1. Teacher Training: Foundational training for MS Science and HS PE 1 teachers who are new to teaching this curriculum.
 - [CHYA Health/Sex Education: 10/5/2023 Training Sign-Up](#)
 - Date & Time: October 5, 2023
 - Teachers: 8:30am - 2:00pm
 - Location: Lewis Education Center MPR
2230 Lomitas Ave, Santa Rosa, CA 95404
 - [Registration Deadline: September 29, 2023](#)
[October 5th Training Overview](#)
 - Topics considered for next meeting:
 - Physical Fitness Testing Updates
 - PE Credit Process
 - PE Uniforms (providing them for free)

7 – 12 Physical Education Steering Committee Meeting

Agenda and Minutes

SRCS Staff Training Center

May 25, 2023

3:45pm - 4:45pm

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Objectives:

- 1. Update and review PFT Data**
- 2. Determine meeting scheduling process for 23/24 school year.**
- 3. Process for New Courses**
- 4. To establish topics for future meetings to ensure direction for support**

Members Present: Kara Myers, Alena Balasek, Casey Maytorena, Ryan Riddle, Kenny Knowlton, Casey Cunningham (EAHS Admin), Bob Harbaugh

Members Absent:

Guests:

Group Norms:

- Adhere to agenda. To facilitate that, if there is something you want to be added, please email ahead of time so it can be included.
- Begin and end on time
- Ask clarifying questions
- Seek to understand
- Value civil disagreement; have the freedom to express ideas freely and to push thinking
- Decisions will have three categories and each one will be identified ahead of time for dealing with topics - (decisions are a collective effort and by consensus; decisions will be informed by input and feedback, but will ultimately be made by another body; decisions are already determined and will be shared as informational item)

Topic	Outcome/Agreements
3:45 PM Welcome	
3:50 - 3:55 Physical Fitness Testing: Review updated data. 22/23 PFT Status	<p>Update: Ryan has sent a request regarding equipment ordering. Reminders have been sent out to Principals and Dept Chairs.</p> <p>-Reviewed spreadsheet and ISP score submission process</p> <p>-Students on H&H: How do we record their scores? Send Ryan Thompson an email confirming the names of those on H&H so he can work to confirm how to enter their scores.</p> <p>-Thank you to all that are working hard to get these entered! Almost there!</p>
3:55 - 4:10 Future Meeting Scheduling	<p>When do we want to schedule these meetings for the 23/24 school year?</p> <p>Attendance is part of Dept. Chair duties, so how can we help make it easier to attend this committee?</p> <p>-Recommended to schedule during the school day. Can we? Is there release time that can be authorized?</p> <p>-Sites need to at least send representation if they cannot attend. Ryan will work with site admin to help with this.</p>
4:10 - 4:30 Process for New Courses	<p>Discuss the process for designing new courses</p> <p>Proposal Form & Instructions</p> <ul style="list-style-type: none"> - Must come through this group, at some point - Timeline - What trends should we be mindful of?
4:30 - 4:45 Open Discussion: Topics for next meeting What is meaningful work for us to do now to start planning for next year?	<p>Examples of topics:</p> <p>Facilities (gyms & weight room) PE Credit for Athletics Process Class sizes PE 2 pre-requisite language PFT Equipment Ordering New Courses</p>

	**PE Uniforms (providing them for free) Grading practices - related to activity and/or dress Grants/funding for more equipment (email Ryan Thompson with other topics)
--	--

Upcoming meeting dates: TBD - See above discussion. Calendar to be sent out by Ryan Thompson in August.

Informational Items (Read Only):

Additional [training opportunities](#) for Health Sex Education curriculum (HS)

7 – 12 Physical Education Steering Committee Meeting

Agenda and Minutes

MHS College & Career Center

April 20, 2023

3:45pm - 5:00pm

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Objectives:

- 1. Update and review PFT Data**
- 2. Determine next steps for class sizes**
- 3. Discuss process for alternative credits for PE**
- 4. To establish topics for future meetings to ensure direction for support**

Members Present: Kenny Knowlton, Alena Balasek, Kara Myers, Bob Harbaugh, Ryan Riddle

Members Absent:

Guests:

Group Norms:

- Adhere to agenda. To facilitate that, if there is something you want to be added, please email ahead of time so it can be included.
- Begin and end on time
- Ask clarifying questions
- Seek to understand
- Value civil disagreement; have the freedom to express ideas freely and to push thinking
- Decisions will have three categories and each one will be identified ahead of time for dealing with topics - (decisions are a collective effort and by consensus; decisions will be informed by input and feedback, but will ultimately be made by another body; decisions are already determined and will be shared as informational item)

Topic	Outcome/Agreements
3:45 PM Welcome	
4:00 PM - 4:10 PM Physical Fitness Testing: Review updated data. 22/23 PFT Status	Reviewed process for entering data. Ryan will continue to nudge admin to remind departments to enter. In mid-May Ryan will contact Dept. Chairs directly for reminders. Equipment: What funds do we have to get more equipment? Received a testing material packet one year, but haven't since. Roughly 8 years ago was when sites received materials. -Ryan will organize an order form and identify budget that could be used for this.
3:45 PM - 4:10 PM Class Sizes: What is the ideal process for establishing	There is a want to be recognized like all other teachers. Can we have 165 as a total? First started without a cap years ago, but was then negotiated to 185 as a progression. For safety and curriculum, would like to see if class sizes or caseload can be reduced. -Ryan will send messages to cabinet and ed services

	<p>-Dept. Chairs should bring it up to their SRTA reps for negotiations next year.</p> <p>Process: Dept. Chairs communicate with their admin about a process for maintaining a reasonable cap (40). If admin and Dept. Chair are not able to agree, Ryan can come and help resolve the issue.</p>
<p>4:10 PM - 4:35 PM</p> <p>PE Credits for Sports</p> <p>AR 6146.11</p>	<p>Want to look at making a more efficient process for completing the credit form. Some school sites are not using the form, as admin has not been following the deadline.</p> <p>Need to find out how we can have the student connect their sport activity to the standards that they are missing. (similar to ISPE).</p> <p>-Can we add a component that asks student athletes to reflect on their athletic progress and how it helps with their PE?</p>
<p>4:35PM - 4:45 PM</p> <p>Open Discussion:</p> <p>Topics for next meeting</p> <p>What is meaningful work for us to do now to start planning for next year?</p>	<p>Start setting calendar dates and topics:</p> <p>Used to be required to have representation from each site, regardless of if it was Dept. Chair or not. Ryan can work with chairs and admin to put more pressure on attendance.</p> <p>1st Quarter: Course Catalog (review for next year)</p> <p>2nd Quarter:</p> <p>3rd Quarter:</p> <p>4th Quarter: Course Catalog (review)</p>

Upcoming meeting dates: May 25th, 2023

Informational Items (Read Only):

Additional [training opportunities](#) for Health Sex Education curriculum (HS)

Board Strategic Priorities	Priorities	Board Values and Commitments
Priority 1- Life Ready Learners	1,2,4,5,7,8	SRCS supports students to embrace their identities and claim their own agency in order to navigate diverse, complex and constantly changing environments by developing the following capacities: Literacy, Inquiry, investigation, Collaboration, Creativity, Communication, Problem-solving, Critical thinking, Empathy, Cultural Consciousness
Priority 2- Balanced Education	2,7,4,5,8	SRCS views every student as an individual. We recognize our responsibility to develop and care for the whole person so that each is mentally, emotionally, and physically healthy. We commit to policies, practices, and relationships that help ensure each student is safe, engaged, supported, and challenged.
Priority 3-High Quality Staff	1,2,7	SRCS values and supports growth mindset professionals. We will provide collaborative, high-quality professional development to staff members so they can successfully educate and support students. SRCS commits to fairly compensating staff.
Priority 4- Teaching and Learning Environment and Resources	1,3,5,6	SRCS will provide safe, clean, and flexible learning environments that are conducive to 21st-century teaching and learning. SRCS will provide teachers with current tools and training to support pedagogical leadership and innovation. SRCS commits to building a staff that reflects the students we serve.
Priority 5- Equity and Excellence	4, 5,6,7	SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. We will remove barriers to, provide

		opportunities for, and create structures that support personal and academic student success. SRCS believes that student-driven, differentiated practices lead to equitable teaching and learning.
Priority 6- Family Engagement and Community Partnerships	3,5,6	SRCS understands the value of engaging our students' families and our larger community. SRCS commits to providing equitable resources and educational opportunities to families, and to develop lasting partnerships with our community to deepen and expand student success.
Priority 7- Sustainable Funding	1-8	SRCS believes that the chronic underfunding of public education in California is unacceptable and undermines the health of our community. The current funding levels limit student outcomes and staff compensation. The SRCS Board commits to working with our community to create additional funding opportunities and to being consistent and fierce advocates for full and fair funding from the State of California.

7 – 12 Physical Education Steering Committee Meeting

Agenda and Minutes

MHS College & Career Center

March 30, 2023

3:45pm - 5:00pm

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Objectives:

- 1. To identify updates to course offerings and course catalog**

- 2. To review the PFT process and provide feedback on assessments**
- 3. To establish topics for future meetings to ensure direction for support**

Members Present: Alena, Tammy, Bob, Ryan, Kenny

Members Absent:

Guests:

Group Norms:

- Adhere to agenda. To facilitate that, if there is something you want to be added, please email ahead of time so it can be included.
- Begin and end on time
- Ask clarifying questions
- Seek to understand
- Value civil disagreement; have the freedom to express ideas freely and to push thinking
- Decisions will have three categories and each one will be identified ahead of time for dealing with topics - (decisions are a collective effort and by consensus; decisions will be informed by input and feedback, but will ultimately be made by another body; decisions are already determined and will be shared as informational item)

Board Strategic Priorities	Priorities	Board Values and Commitments
Priority 1- Life Ready Learners	1,2,4,5,7,8	SRCS supports students to embrace their identities and claim their own agency in order to navigate diverse, complex and constantly changing environments by developing the following capacities: Literacy, Inquiry, investigation, Collaboration, Creativity,

		Communication, Problem-solving, Critical thinking, Empathy, Cultural Consciousness
Priority 2- Balanced Education	2,7,4,5,8	SRCS views every student as an individual. We recognize our responsibility to develop and care for the whole person so that each is mentally, emotionally, and physically healthy. We commit to policies, practices, and relationships that help ensure each student is safe, engaged, supported, and challenged.
Priority 3-High Quality Staff	1,2,7	SRCS values and supports growth mindset professionals. We will provide collaborative, high-quality professional development to staff members so they can successfully educate and support students. SRCS commits to fairly compensating staff.
Priority 4- Teaching and Learning Environment and Resources	1,3,5,6	SRCS will provide safe, clean, and flexible learning environments that are conducive to 21st-century teaching and learning. SRCS will provide teachers with current tools and training to support pedagogical leadership and innovation. SRCS commits to building a staff that reflects the students we serve.
Priority 5- Equity and Excellence	4, 5,6,7	SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. We will remove barriers to, provide opportunities for, and create structures that support personal and academic student success. SRCS believes that student-driven, differentiated practices lead to equitable teaching and learning.
Priority 6- Family Engagement and Community Partnerships	3,5,6	SRCS understands the value of engaging our students' families and our larger community. SRCS commits to providing equitable resources and educational opportunities to families, and to develop lasting partnerships with our community to deepen and expand student success.

Priority 7- Sustainable Funding	1-8	SRCS believes that the chronic underfunding of public education in California is unacceptable and undermines the health of our community. The current funding levels limit student outcomes and staff compensation. The SRCS Board commits to working with our community to create additional funding opportunities and to being consistent and fierce advocates for full and fair funding from the State of California.
--	------------	---