



Santa Rosa City Schools Course Proposal:

PE 8: Unified Physical Education

Proposal Submitted By: Ryan Thompson / Coordinator Extracurricular, Interventions

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

The Unified PE course is a 2nd year middle school PE course. Students in PE8 courses understand the expectations of a PE class, and are also familiar with physical activity and their performance levels. These students have the ability to demonstrate characteristics that promote inclusive opportunities for students with special needs. In this course, students will participate in activities that recognize individual strengths and differences, embrace diverse needs, and provide inclusive opportunities for all types of students.

Unified Physical Education is a co-taught course that provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the National Physical Education Standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. The Adapted Physical Education and general Physical Education teachers partner and collaborate to support the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Activities within this course meet the standards for a Physical Education 8 (PE8) course and are adapted to be inclusive of all skill and ability levels.

Students with IEPs must have Specialized Academic Instruction (SAI) minutes identified in their IEP specific to Physical Education needs. Students without IEPs may be enrolled in this course with teacher recommendation and/or administrative approval.

Graduation Requirements: Specify which requirement is met. (High School only)

UC a-g Requirements: Specify which requirement is met. (High School only)

Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

The Unified PE course is a 2nd year middle school PE course. Students in PE8 courses understand the expectations of a PE class, and are also familiar with physical activity and their performance levels. These students have the ability to demonstrate characteristics that promote inclusive opportunities for students with special needs. In this course, students will participate in activities that recognize individual strengths and differences, embrace diverse needs, and provide inclusive opportunities for all types of students.

Unified Physical Education is a co-taught course that provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the National Physical Education Standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. The Adapted Physical Education and general Physical Education teachers partner and collaborate to support the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. This partnership is aligned with the expectations set forth Activities within this course meet the standards for a Physical Education 8 (PE8) course and are adapted to be inclusive of all skill and ability levels.

Students with IEPs must have Specialized Academic Instruction (SAI) minutes identified in their IEP specific to Physical Education needs. Students without IEPs may be enrolled in this course with teacher recommendation and/or administrative approval.

Priority 1- Life Ready Learners: 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, civic participation, and cultural consciousness.

Priority 2- Whole Person Focus: SRCS recognizes 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 person is safe, engaged, supported, and challenged.

Priority 5- Equity and Excellence: SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. SRCS will remove barriers and create structures that provide

opportunities to further personal and academic student success. SRCS believes that student-centered, differentiated practices lead to equitable teaching and learning.

Explain the measurable learning outcomes

SHAPE National Standards 1 & 3 California State Standard 1 & 2	Increased physical fitness and activity-specific skills
SHAPE National Standard 4 California State Standard 3	New friendships and social inclusion fostered among classmates
SHAPE National Standard 5 California State Standard 2	Reinforced positive habits and reasoning resulting in better health & lifestyle choices
SHAPE National Standard 4 California State Standard 3	Advanced social and leadership competencies
SHAPE National Standard 2 California State Standard 1	Deeper understanding of activity/game/sport rules and strategies
SHAPE National Standard 5 California State Standard 1	Movement confidence and competence developed in a variety of physical activities/activity settings

Grade 8 PE Standards

(From [Physical Education Framework for California Schools](#))

Eighth-grade students reflect a wide range of individual differences that are inherent to puberty, including height, weight, skill competency, and maturity. Gender differences are becoming more pronounced as males' shoulders grow larger than their hips and as females' hips grow larger than their shoulders. Despite these differences, all students are capable of attaining greater motor achievement and should be encouraged to set realistic personal goals and monitor their own progress.

Eighth-grade students are capable of abstract thinking at this stage of their cognitive development. They can understand and consider several aspects of a problem simultaneously. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage. With these emerging cognitive skills, students successfully engage in modified team sports and learn the complexities of offensive and defensive team strategies. Eighth-grade students also plan alternative activities for their personal fitness plan, so that they are prepared for inclement weather or injury.

Eighth-grade students are searching for their adult identity; their appearance is becoming increasingly important to them. This focus on appearance provides teachers with an opportunity to stress the importance of good health and fitness. Eighth-graders are also able to accept responsibility for their behavior, work cooperatively with a large group, resolve individual and group conflicts, and focus on long-term group goals—all important skills for participating in team activities

Standard 1:

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. By eighth grade students are competent in locomotor, non locomotor, and manipulative skills as well as offensive and defensive strategies and a number of specialized skills. In the eighth grade, students develop these skills further by applying them to team physical activities and by creating fundamental tumbling or gymnastics routines. Development of rhythmic skills also continues as students create and perform square dances.

Standard 2:

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. Standard 2 represents the cognitive knowledge that supports the specialized motor skills learned in eighth grade. Learning experiences that address 105 Standards 1 and 2 simultaneously provide for better use of instructional time and a more thorough understanding of the content for students.

By the end of the eighth grade, students have experienced a variety of physical activities. Now they can begin to see the relationships between motor skills and how the learning of one skill can be transferred to help learn a similar skill. In addition, students can identify the characteristics of highly skilled performance and apply that knowledge to improve their skills. They also understand the influence of physical characteristics on selection of developmentally appropriate physical activities (e.g., taller players may have an advantage in basketball). Students in grade eight can diagram, explain, and justify offensive and defensive strategies in team activities and use the strategies to develop and teach a game that utilizes the elements of spin or rebound, penalties, and a scoring system.

Standard 3:

Students assess and maintain a level of physical fitness to improve health and performance. Eighth-graders continue to perform moderate to vigorous physical activities a minimum of four days each week for increasing periods of time while making adjustments in their activities based on changes in weather and physical wellness. They also continue to assess their own health related physical fitness and compare themselves with minimum fitness competencies. Using this information, they refine their goals then plan and implement a two-week personal fitness program. Depending on their progress, students continue to adjust their personal fitness program and refine their goals for the five components of health-related physical fitness.

Standard 4:

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For Standard 4, the students refine their fitness plans.

Eighth-grade students are building upon their seventh-grade experience in creating a personal fitness plan by expanding it from one to two weeks. This experience is preparation for developing fitness plans throughout their lives. Students also identify appropriate substitute physical activities for times when their usual fitness program is disrupted by inclement weather, travel, or minor injury. Eighth-graders explain different types of conditioning to support different physical activities. They identify safety procedures for, and apply basic principles in, resistance training activities. They are also able to explain how nutrition and participation in physical activity impact weight control, self-concept, and physical performance. This is a crucial time to help students apply their knowledge, so they can use it for the remainder of their lives.

Standard 5:

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. By eighth grade students have developed the skills necessary to recognize their need for lifelong physical activity and to accept responsibility for developing and achieving new, realistic personal goals. Group affiliation assumes added importance at this level, with emphasis on team participation, roles of group members, group loyalty, and the identification of ethical and unethical behavior in group activities. Students continue to practice supporting each member of their team and encouraging others to be inclusive of every member of their team and class. Students begin to think of themselves as members of a team and use cooperation to achieve common goals. They learn to identify and apply specific criteria for successful team participation and to lead and follow by sharing leadership positions.

Course Description (To be used in the course catalog)

Unified Physical Education is a co-taught course that provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the National Physical Education Standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. The Adapted Physical Education and general Physical Education teachers partner and collaborate to support the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Activities within this course meet the standards for a Physical Education 8 (PE8) course and are adapted to be inclusive of all skill and ability levels. Unified Physical Education courses can also be a gateway for further participation in Special Olympics programs and events.

Schools that have implemented the Unified Physical Education concepts provide their

students with opportunities to be more accepting of all students and to celebrate individual differences. Examples include students with and without disabilities eating lunch together, doing activities together on the weekends, and inspiring social change throughout the school.

Students with IEPs must have Adapted Physical Education (APE) minutes identified in their IEP specific to Physical Education needs. Students without IEPs may be enrolled in this course with teacher recommendation and/or administrative approval.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Key Assignments:

A well-rounded variety of physical education, leadership activities and wellness topics will make up the Unified Sports Physical Education Course. Leadership and Wellness units will act as their own education units, but are encouraged to be continuously embedded within the selected physical education units. The following are some examples of units in this class that will be offered.

1. Physical Education Units (PE Standards 1 & 2)

- a. Basketball
- b. Soccer
- c. *Volleyball/Pickleball*
- d. Kickball
- e. Softball
- f. Track and Field

2. Leadership Units (PE Standard 2, 3, 5)

- a. Orientation/Training of Peer Buddies
- b. Inclusion
- c. Co-leadership
- d. Teamwork
- e. Advocacy

3. Wellness Units (PE Standards 2, 3, 4)

- a. Emotional & Mental Wellness
- b. Social Wellness
- c. Physical Wellness
- d. Nutritional Wellness

Student Evaluation:

Unified Sport Physical Education is an activity-based course, thus it is imperative that students come to class prepared and ready to be active. Each day a student is evaluated in the areas of social development/personal responsibility/preparedness and movement skills/active participation:

- Social Development/ Personal Responsibility/ Preparedness (2 points): Student is on time to class, uses effective conflict resolution skills, uses positive social skills in

cooperation with others and against opponents, follows instruction and communicates appropriately with teacher, paraeducators and peers, etc.

- **Movement Skills/Active Participation:** Student participates fully in dynamic warm-ups, is an active participant of class, to the best of his/her ability, shows improvement and competence in the main physical activity of the day, etc.
- **Progress Monitoring:** Students will be evaluated based on their ability to demonstrate proficiency in the Physical Education Course 2 standards. Progress in meeting these standards will be measured at various times during the course and will determine pacing for individual students. Progress can be monitored through performance within course activities and scheduled exams/quizzes/assessments. Observations by teachers will also be used to monitor progress and guide additional practice, where needed.

**Adaptations and modifications will be made to address student's individual needs.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	Co-teacher stipend \$4,000 / general education teacher	Adaptive PE teacher and general education PE co-teacher stipend
Instructional Material Supplies per student (textbooks, software, etc.)	Equipment necessary for adapted physical activities. \$1,000	Additional Unified PE materials as necessary (textbooks, software, testing materials)
Services (training, equipment maintenance, contracts, etc.)	Co-teacher planning time and training (no more than 15 hours/semester compensated based on the hourly rate for certificated extra duty) \$5,500	Co-teacher planning time and training (Funds for PD)
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs	\$10,500	

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need

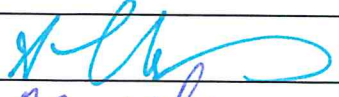

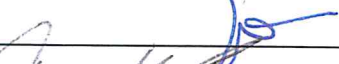



Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	Educator Effectiveness Grant (for PD and training/collaboration time)
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	LCAP/SPED funds to provide equipment needed for adapted physical activities.

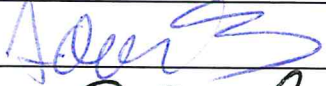



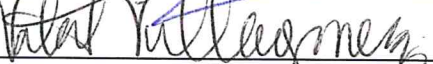
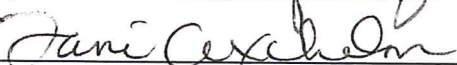
Appendix of Additional Documents

<i>* Required additional documents include meeting minutes where the course was discussed and approved</i>
Roseville Joint Union High School District Course Description
23/24 PE Steering Committee Agenda/Notes (Discussed in meetings in September and November)
Physical Education Framework for California Schools
SRCS Co-Teaching MOU 22-23
Special Olympics Unified PE Resource Guide

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
 Amschman	SRCSA	APPROVED
	HCMS	Approved
	SRNS	Approved
	RVMS	Approved
	CLLA	Approved
	HSM S	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
 [unclear]	SRCSA	Approved
 Rob Clark	Comstock	APPROVED
 Casey Mayhew	SRMS	Approved
 [unclear]	KUMS	Approved
 [unclear]	CLLA	Approved
 Jani Coxhead	HSM S	Approved

**MEMORANDUM OF UNDERSTANDING BETWEEN
SANTA ROSA CITY SCHOOLS AND THE SANTA ROSA TEACHERS ASSOCIATION**

Secondary Co-Teaching MOU

This Agreement was made and entered into this day **May 30, 2023** by and between Santa Rosa City Schools ("District") and Santa Rosa Teachers Association ("Association").

Santa Rosa City Schools (SRCS) and Santa Rosa Teachers Association (SRTA) enter this Memorandum of Understanding and have negotiated and agreed to the following conditions for Secondary Co-Teaching.

The District and SRTA agree to the following Secondary Co-Teaching program to better assist our students with IEPs.

Regardless of the option(s) in use at a school site, a Collaboration Period equivalent to a daily period or an equivalent if the school is on a block schedule will be provided to every secondary Educational Specialist.

Co-Teaching is voluntary for both the general education teacher as well as the educational specialists.

For the purpose of this MOU the following definitions shall apply:

Education Specialists are assigned a caseload maximum per 14.6.1 (d) of the Collective Bargaining Agreement at: RSP 28:1, SDC 15:1 and Mixed 22:1 and shall remain with those numbers throughout the school year regardless of the student being placed in a co-taught class. The intention being that adding a co teaching class does not redesignate an SDC student for the purpose of caseload management because they are now enrolled in a co taught class.

- Case managers, district and/or site administrators will have the first 15 school days (14.6.2) to distribute students onto each case manager's caseload
- Per 14.6.3, if the above caseload limits are exceeded, the case manager will be compensated at the rate of \$15.00 per pupil per day in excess

The Co-teachers agree to participate in one or more of the following Co-teaching Models.

- 1) 1 teach, 1 assist/observe
- 2) Parallel Teaching
- 3) Alternative Teaching
- 4) Station Teaching
- 5) Team Teaching

This MOU is for one school year only (2023-2024) and will be reevaluated on a yearly basis.

Co-Teaching:

- 1) The Co-Teaching team will consist of a general education teacher and an Educational Specialist teacher.
- 2) General education and Education Specialists will participate on no more than two (2) Co-teaching teams.
- 3) The Co-Teaching team will collaborate a minimum time equal to two (2) teaching periods or the equivalent in a block schedule per week to the best of the bargaining unit member’s ability, irrespective of the number of Co-teaching sections.
- 4) Co-Teaching partners shall share a Collaboration prep period as the master schedule allows.
- 5) General Education teachers and Education Specialists who Co-teach agree to collaborate with their assigned partner(s) as noted in #2 above shall receive an annual stipend of \$3000 each.
- 6) Educational Specialists may work with small group breakouts after instruction with both Special Education and non-special education students as needed. This can be in the same classroom or pulled into the Educational Specialist’s classroom.
- 7) Co-Teaching partners develop a co-teaching model where the Educational Specialist shares in lesson planning and lesson delivery.
- 8) Co-Taught lessons will be determined by the Co-Teaching partners.
- 9) Each Co-Taught class will be composed of between one-fourth and one-third students having IEPs with SAI minutes to the greatest extent possible but shall not exceed one-half. The maximum number of students with SAI minutes will not exceed 14 students per class. Beginning with the 15th student, or a class that exceeds the 50% threshold of students with an IEP, overages per 14.6.3 will apply to both members of the co teaching team.
- 10) The General Educational Co-Teaching partner will attend the IEPs as one of the General Ed teachers for those students in their class to the best of their abilities if their schedule permits.
- 11) The General Educational Co-Teaching partner shall work with the Educational specialist for Co-Grading.
- 12) The Collaboration period is unlike a “prep” period and is not considered “Duty Free.” It cannot be “directed” by the administrator. Appendix “A” shall be the guiding document for how collaboration periods shall be utilized.
- 13) The courses available for Co-Teaching are:

RSP		SDC	
Math 7	Math 8	World History 7	US History 8
English 7	English 8	Science 7	Science 8
Math 1P	Math 2P	World History P	US History P
English 1P	English 2P	Earth Science P	Biology P
English 3P	English 4P	Economics P	US Government P

- 14) Assignments to Co-Teaching for both General Education Teachers and Education Specialists will be voluntary. Case managers shall monitor that SAI minutes are being met per student’s IEP.
- 15) When hiring for a new position, Co-Teaching may be advertised only as an option.

Co-Teaching for Level 3(SGI) (SDC) Students

1. Five (5) SDC students enrolled in one class period and attending regularly will qualify as a co-taught class. Those students will count towards the maximum of 14 students with IEPs in a class.
2. The classes eligible for co-teaching in the 2023-2024 school year are labeled in the above (chart or table).

Training:

SRCS and SRTA acknowledge that any new instructional program necessitates adequate, appropriate, and ongoing training, support for all parties, and opportunities to collect data and anecdotal evidence to regularly assess the successes and areas of concern. To this end, SRCS will:

- 1) Provide adequate and level-appropriate training for all Co-teachers: at least 2 full days before the start of the school year (including time for Co-teachers to build relationships, plan, and learn about effective Co-teaching) and optionally during the professional development days in the fall and spring semesters. In addition, 15 hours of pay per semester at the extended day rate is available during the summer or during the school year for both partners that “Co-Teach”. Additionally, up to two (2) days of release time will be provided to each team of Co-teachers to do observation rounds to see Co-teaching in action at various sites.
 - a. Training before the start of the school year is required for new co-teaching teams, and optional for all previously trained co-teaching teams, and will be paid at a per diem rate.
 - b. Teachers who are not able to attend the training dates before the start of the school year are expected to attend 6 days of 2 hour trainings after school, to be paid at the per diem rate.
 - c. Additional training throughout the year may be arranged and coordinated by the unit members in the co teaching relationship and will be approved and paid by the school site administrator as outlined in their Site Plan at the extended day rate.
- 2) Training opportunities may include SRCS teachers-training-teachers for at least part of the session (could be Co-teaching partners, individuals, or groups).

Additionally:

- 1) If both Co-teachers decide to stop Co-Teaching, these changes can only be made at the Semester and any Co-Teaching stipends are discontinued at the beginning of the following semester.
- 2) The Co-Teaching MOU will be in effect during the 2023-2024 school year and absent mutual agreement, will sunset June 30, 2024
- 3) The parties agree to meet quarterly during the 2023-2024 school to discuss the implementation of the program and ways to improve its effectiveness.

The Association and the District agree that this Memorandum of Understanding shall not constitute a precedent in any grievance proceeding, claim, or litigation raising the same or similar issues.

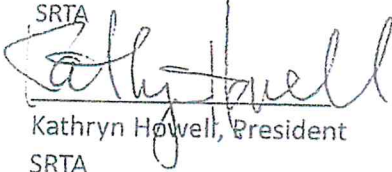
Dated: June 2, 2023

For the Association:



Ian Myers, Chief Negotiator

SRTA



Kathryn Howell, President

SRTA

Dated: June 2, 2023

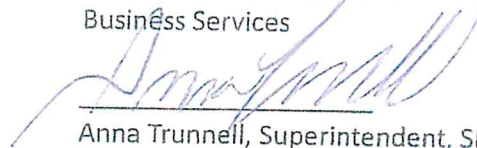
For the District:



Michael C. Shepherd, Assistant Superintendent
Human Resources, SRCS



Lisa Cavin, Associate Superintendent, SRCS
Business Services



Anna Trunnell, Superintendent, SRCS

Ratified by SRTA:

Approved by the Board:

Appendix A: Co-Teaching Definitions and Background Information

Appendix A

Co-Teaching Definitions and Background Information

Common Acronyms:

- IDEA: Individuals with Disabilities Education Act
- FAPE: Free Appropriate Public Education
- IEP: Individualized Education Program
- SAI: Specialized Academic Instruction
- RSP: Resource Specialist Program
- SDC: Special Day Class
- ESN: Extensive Support Needs

Elements of SRCS Co-teaching models and support:

To Include more students with disabilities in academic level courses and to remain on an A-G Track:

This SRCS Inclusion plan provides partnerships and incentives that reflect the commitment to this goal by the District to accommodate students with disabilities in the general education classroom. The role of the Education Specialist is to implement the goals and accommodations for the students assigned to their caseload per their IEP. In broad terms, the Educational Specialist provides access to the general education curriculum using accommodations that are developed and included in the IEP. In cases where the goals are specific to English language arts or math, these goals should be implemented in the general education setting. To do this, an additional collaboration period can be used to assist the students and both the general education and special education teachers.

The General Education teacher is required through the IDEA to provide accommodations to allow students with disabilities to access the general education curriculum to the extent possible. Understanding the population of all students served, it is the work of the Educational Specialist to provide “resources” to assist the students in accessing the curriculum. This development of resources and accommodating access to the classes by the Educational Specialist and the general education teacher is encouraged through the offer of additional stipends or preparation periods.

Co-teaching is one of the most recognized best practices to support these goals. By having students in the Least Restrictive Environment (LRE), the general education setting, with supports, by the Educational Specialist where they are working on their goals, they are provided access to peers for all the social interactions and can be supported to maintain their progress toward graduation. In SRCS, the Board has recognized that students should be given the opportunity for strong academic preparation that prepares them for success post-high school graduation.

What is the “Collaboration/Consultation” period used for:

The Collaboration/Consultation Period and its use shall recognize the obligations of the Resource Specialist under education code 56362.

As designed in its original form “Consultation/Collaboration Period”

The goals of the consultation/collaboration period are to provide for coordination of special education services with regular school programs, enhance the academic achievement of students, provide individualized/modified instruction, monitor progress, and strengthen compliance with special education regulations. To achieve these goals, the consultation/collaboration period should include but is not limited to: providing individualized/modified instruction, monitoring student progress, collaboration with general education teachers and strengthening compliance with special education regulations. To achieve these goals, the consultation/collaboration period should include but is not limited to :

- Consultation with general education teachers regarding access to the core curriculum related to goals, accommodations/modifications, and present levels of performance related to accessing the general education curriculum.
- Assessment (Ideally the Education Specialists at each site would rotate the initial assessments; fostering equity)
- IEP Preparation of Plan Reviews (annual IEPs) and Eligibility Evaluations (triennials): notification to the parent of in-person or zoom invite in enough advanced notice for necessary changes to be in compliance, parent questionnaire, any excusals needed, teacher input pages, invite all necessary participants as well as related service providers
- IEP Meetings-holding the meeting
- Consultation with Support Staff (recorded in SIS if needed for validation at a later date for legal purposes)
- Contacts with Parents (recorded in either SIS or another document for validation at a later date for legal purposes)
- Ensuring Educational Benefit for ongoing compliance for each student-making sure assessments, present levels and goals are updated to reflect necessary/appropriate offers of FAPE.
- Update SIS, SEIS, CALPADS data to support accurate information for student records
- Update and disseminate accommodations/modifications for each student on caseload to appropriate staff.
- Initiate and update behavior intervention plans, observe students and take data. Disseminate to appropriate staff.
- Meet with classroom assistants.
- Co-planning (if co-teaching) with the general education teacher.

What is the “Collaboration/Consultation” period used for:

The Collaboration/Consultation Period and its use shall recognize the obligations of the Resource Specialist under education code 56362.

As designed in its original form “**Consultation/Collaboration Period**”

The goals of the consultation/collaboration period are to provide for coordination of special education services with regular school programs, enhance the academic achievement of students, provide individualized/modified instruction, monitor progress, and strengthen compliance with special education regulations. To achieve these goals, the consultation/collaboration period should include but is not limited to: providing individualized/modified instruction, monitoring student progress, collaboration with general education teachers and strengthening compliance with special education regulations. To achieve these goals, the consultation/collaboration period should include but is not limited to :

- Consultation with general education teachers regarding access to the core curriculum related to goals, accommodations/modifications, and present levels of performance related to accessing the general education curriculum.
- Assessment (Ideally the Education Specialists at each site would rotate the initial assessments; fostering equity)
- IEP Preparation of Plan Reviews (annual IEPs) and Eligibility Evaluations (triennials): notification to the parent of in-person or zoom invite in enough advanced notice for necessary changes to be in compliance, parent questionnaire, any excusals needed, teacher input pages, invite all necessary participants as well as related service providers
- IEP Meetings-holding the meeting
- Consultation with Support Staff (recorded in SIS if needed for validation at a later date for legal purposes)
- Contacts with Parents (recorded in either SIS or another document for validation at a later date for legal purposes)
- Ensuring Educational Benefit for ongoing compliance for each student-making sure assessments, present levels and goals are updated to reflect necessary/appropriate offers of FAPE.
- Update SIS, SEIS, CALPADS data to support accurate information for student records
- Update and disseminate accommodations/modifications for each student on caseload to appropriate staff.
- Initiate and update behavior intervention plans, observe students and take data. Disseminate to appropriate staff.
- Meet with classroom assistants.
- Co-planning (if co-teaching) with the general education teacher.



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 ● Lesson Plans ● Course Guide 	<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> <p>Best Buddies programs help decrease the bullying of students with special needs.</p>

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 serve as mentors.
 - Connected the course to how it can help support Champion schools and creating inclusive events in schools and

	<p>interscholastic athletics.</p> <ul style="list-style-type: none"> ○ 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</p>

	<p>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. 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 ALL PE2 type classes (ie: Yoga, Weight Training, etc).</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 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.</p>

	<p>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 ○ AssessPro Torso-Flex Trunk Lift Test - 8 remain ○ 1 Stopwatch ● 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>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

<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> <p>No:</p>

<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>Unified PE (Discussion Item)</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 handicapped students that work with gen ed students. Peer Buddies system. Some students need this alternative PE setting.</i></p>

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=ygULVW5pZmlZCBQRSA%3D>

Discuss the process for designing new courses

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

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 needed.
- Have we reached out to other schools that are doing this?
- Screening general education students for these

	<p>classes are important in pairing students and creating class rosters.</p> <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 ● <u>Body Confident Sport</u> website ● <u>PCA Website Info</u> 	

--	--

Upcoming meeting dates:

1/22/24	3/7/24
3:45 - 5:15	3:45 - 5:15
Location: TBD	Location: 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"> i. Cutoff Dates ii. 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: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=RskfMzjRJYA&pp=ygULVW5pZmIIZCBQRSA%3D <p>Discuss the process for designing new courses</p> <p>Proposal Form & Instructions</p>	<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 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>

[Impact Teen Drivers Program](#)

- Createrealimpact.com
 - Opportunity for students

Upcoming meeting dates:

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

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	

<p>3:50 - 3:55</p> <p>Physical Fitness Testing:</p> <p>Review updated data. 22/23 PFT Status</p>	<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>
<p>3:55 - 4:10</p> <p>Future Meeting Scheduling</p>	<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>
<p>4:10 - 4:30</p> <p>Process for New Courses</p>	<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?
<p>4:30 - 4:45</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>Examples of topics:</p> <p>Facilities (gyms & weight room)</p> <p>PE Credit for Athletics Process</p> <p>Class sizes</p> <p>PE 2 pre-requisite language</p> <p>PFT Equipment Ordering</p> <p>New Courses</p> <p>**PE Uniforms (providing them for free)</p> <p>Grading practices - related to activity and/or dress</p> <p>Grants/funding for more equipment</p>

	(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	<p>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.</p> <p>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.</p> <p>-Ryan will organize an order form and identify budget that could be used for this.</p>
3:45 PM - 4:10 PM Class Sizes: What is the ideal process for establishing	<p>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.</p> <p>-Ryan will send messages to cabinet and ed services</p> <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

		<p>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.</p>
--	--	---