

**REPORT OF THE
BOARD OF EDUCATION**

**THE EFFICACY OF ALLOWING
HIGH SCHOOL STUDENTS TO
SUBSTITUTE PARTICIPATION IN
COMPETITIVE SPORTS FOR
ONE-HALF OF THE PHYSICAL
EDUCATION REQUIREMENTS**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 45

**COMMONWEALTH OF VIRGINIA
RICHMOND
2000**



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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The Honorable James S. Gilmore, III
Governor of Virginia
State Capitol Building
Richmond, Virginia 23219

Dear Governor Gilmore and Members of the General Assembly:

The report transmitted herewith is pursuant to House Joint Resolution 692 of the 1999 General Assembly of Virginia. This resolution requested the Board of Education to study the efficacy of allowing high school students to participate in competitive sports for one-half of the physical education requirements and report its findings and recommendations to the 2000 session of the General Assembly. The enclosed study was conducted by the Department of Education staff and approved by the Board of Education on November 18, 1999.

Respectfully submitted,

A handwritten signature in cursive script that reads "Paul D. Stapleton".

Paul D. Stapleton

PDS/ADW/gjm

Enclosure

PREFACE

This study, “Allowing High School Students to Use Participation in Competitive Sports to Meet the Physical Education Component of the Health and Physical Education Requirement for High School Graduation,” was authorized by House Joint Resolution (HJR) 692, directing the *Board of Education to study the efficacy of allowing high school students to substitute participation in competitive sports for one-half of the physical education requirements.* (See Appendix A.) The resolution specifically required that the Board of Education conduct a study that would:

1. Review the high school course requirements, pursuant to the Standards of Accreditation, vis-a-vis the length of the average school day in Virginia;
2. Receive public comment from students, their parents, coaches, and teachers regarding this problem;
3. Review and compare the Standards of Learning (SOL) for Physical Education with the physical requirements of athletic training for sports competition and determine whether substitution may be appropriate;
4. Determine and consider other alternatives which may ease the burden of student athletes; and
5. Provide guidance to students, their parents, and the education community regarding how such issues should be addressed.

The study was conducted by Department of Education staff in the Division of Instruction, under the direction of Dr. Jo Lynne DeMary, Assistant Superintendent, and Dr. James Heywood, Director of Elementary/Middle Education. Dr. Sandy Dofflemyer was the principal author. The staff would like to acknowledge and thank all the division superintendents, principals, teachers, coaches, students, and parents who provided prompt and informative feedback on the survey. The National Association of Sports and Physical Education (NASPE); the Virginia Association for Health, Physical Education, Recreation and Dance (VAHPERD); the Virginia Athletic Directors; the Virginia High School League; and the Newport News City Public Schools also provided information for this study and are thanked for their valuable assistance.

CONTENTS

Preface	ii
Contents	iii
Executive Summary	1
PART I – Introduction	4
PART II – Documents Review	5
Standards of Learning Objectives for Physical Education	
Standards of Accreditation	
PART III – Comments from the Field	7
Survey to Professionals, Parents, and Students	
Input from Professional Organizations	
PART IV - Standards of Learning and Physical Training Comparison	10
PART V – Current Practice	11
PART VI – Conclusions and Recommendation	12
Appendices	
A. House Joint Resolution 692	13
B. Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)	15
C. Standards of Learning Objectives for Physical Education (grades 9 and 10)	49
D. Survey	52
E. Regional Study Groups	54
F. Virginia Athletic Director’s Petition	55
G. Position Papers	59
H. Guidelines for Alternative Methods for Obtaining Graduation Credit	61

EXECUTIVE SUMMARY

House Joint Resolution (HJR) 692 directs the Board of Education “to study the efficacy of allowing high school students to substitute participation in competitive sports for one-half of the physical education requirements” required for graduation in Virginia public schools. The resolution speaks to a concern about reduced physical activity among youth between the ages of 12 and 21. It also speaks to the regular exercise and training that are required of student athletes by their coaches. The resolution proposes a problem: The compacted school days, increased units for graduation, limited amount of time to complete course requirements, and the time student athletes devote to practice is a barrier to their success in school. The resolution suggests that substituting participation in competitive sports programs for up to one-half of the physical education requirements should be considered as a way of providing additional rest, space, and study time that students require for success in school.

Factors to consider in the study were high school course requirements vis-à-vis the length of the average school day; comment from students, parents, coaches, and teachers regarding the problem posed; review and comparison of the Standards of Learning (SOL) Objectives for Physical Education with physical requirements of athletic training for sports competition; determination of other alternatives for student athletes; and guidance to students, parents, and the education community regarding how such issues should be addressed.

DOE staff conducted this study by addressing the factors outlined in the resolution. The study includes an analysis of several sources of information:

- A review of the Standards of Learning Objectives for Physical Education (1990);¹
- A review of the Standards of Accreditation (SOA) to determine the graduation requirements and the mandatory length of the school day;
- A review of the SOA to determine any flexibility given to local school boards regarding graduation requirements;
- A survey of superintendents, teachers/coaches, parents, and students to determine their support for allowing participation in competitive sports to substitute for one-half of the physical education required credits;
- Input from the Virginia Athletic Directors;
- Input from the Virginia Association for Health, Physical Education, Recreation and Dance; and
- Input from the National Association for Sport and Physical Education.

¹ The Standards of Learning Objectives for Physical Education, adopted in 1990, are not included in the Standards of Learning, adopted in 1995. The 1995 version includes standards for English, mathematics, science, and history/social sciences. The SOL testing program measures the 1995 SOL.

The SOA requires two credits of health and physical education for both the standard diploma and advanced diploma. Typically, this is taught as a yearlong course so that a student in ninth grade receives 60 percent physical education and 40 percent health education instruction. The tenth grade is also taught this way, with [classroom] driver's education being included in the health curriculum.

The area of health and physical education is not included in the SOL testing program.

The SOL review found there are 22 Standards of Learning Objectives for Physical Education in grades nine and ten. The sports that are recognized as "competitive" by the Virginia High School League (VHSL) only address four percent (golf) to 29 percent (gymnastics) of the SOL.

It is estimated that participation in a competitive sport would require approximately 90-115 hours of physical activity. There are no state standardized athletic training requirements for competitive sports.

A survey was developed and sent to all division superintendents and central office health and physical education contacts in Virginia to determine whether participation in competitive sports should be allowed to substitute for one-half of the physical education graduation requirements. The survey participants were also asked if the athletic training requirements for these sports meet the essential foundation of a physical education program in all schools for all students. Results of the survey indicated superintendents (68%), teachers/coaches (79%), and parents (59%) are not in favor of substituting participation in competitive sports for one-half of the physical education graduation requirements. Students (53%), however, indicated that competitive sports should be allowed to count for one-half of the physical education graduation requirements.

Additional review of the SOA found existing flexibility in the regulations for developing non-core academic courses² on a basis other than the standard unit of credit (SOA, 8 VAC 20-131-110 – Standard and Verified Units of Credit). (See Appendix B.) This flexibility is currently being used by at least one school division to award physical education credits for participation in Virginia High School League competitive athletics.

The study found there is opposition from educational professionals to establishing the practice of substituting high school athletic participation for organized physical education. Parents surveyed were slightly non-supportive and students surveyed were slightly supportive of the practice. It is highly unlikely that a student participating in any combination of Virginia High School League sports would be exposed to all of the content associated with the current SOL Objectives for Physical Education as they are associated with specific activities, such as badminton, soccer, and dance. The SOA permit

² Core academic courses are defined as English/language arts, mathematics, science, and history/social sciences.

local school boards to establish requirements for non-core courses, and at least one division has chosen to award physical education credit based on athletic participation.

Therefore, based on the analysis of the data collected and the different views expressed, and given the current flexibility allowed in the SOA, it is recommended that substitution of participation in competitive sports for one-half of the physical education graduation requirement remain a local division option.

PART I – INTRODUCTION

Health and physical education traditionally have been components of the public school curriculum. Planned physical activity, which may have originated several generations ago as “recess,” is viewed as an important part of the whole school curriculum, offering young students opportunities for movement and muscle development and preparing all students for lifelong wellness and recreation choices.

Health and physical education programs in Virginia are required by both the Standards of Quality (SOQ) and the Standards of Accreditation (SOA). The SOQ (§22.1-253.13:1-C) state that “[l]ocal school boards shall develop and implement a program of instruction for grades K through 12 which emphasizes . . . health” Although the term “physical education” specifically is not included with “health” in the SOQ, the SOA state that each elementary school **shall provide** instruction in physical education and health, each middle level school **shall provide** instruction in health and physical education, and each high school **must offer** health and physical education (8 VAC 20-131-80-100). Two credits in health and physical education are required for either the standard or advanced diploma in Virginia. The SOA permit a waiver of health and physical education requirements for the standard or advanced diploma for students who transfer into high school (commonly at the eleventh or twelfth grade) from a state not giving credit for health and physical education (8 VAC 20-131-60).

Extracurricular activities in most high schools include participation in athletic competitions, which are under the guidance of the Virginia High School League. High schools participate as members of the League, and the League sets schedules for individual sport seasons, aligns regions in which schools compete, and oversees championship competitions. The Virginia High School League sets standards for high school athletics.

The Joint House Resolution (HJR 692) that calls for this study reflects an interest in determining the efficacy of allowing students to substitute participation in high school athletics for physical education credit toward graduation. There is an implied assumption in the resolution that students who participate in vigorous athletic training receive adequate physical activity that matches or exceeds that which is experienced in physical education classes at the ninth or tenth grade. The resolution raises the issue of students needing additional time during the school day to enroll in classes that meet recently increased graduation requirements.

The Division of Instruction designed this study to respond to HJR 692, gathering information from the sources requested in the Resolution. The study was designed to address the following questions:

- ◆ Does the average school day provide enough time for students to meet high school course requirements?

- ◆ How do the Standards of Learning Objectives for Physical Education align to athletic training requirements in various high school sports?
- ◆ Should student athletes be expected to complete the physical education credit requirement for graduation? What is the view of administrators, teachers and coaches, parents, and students?
- ◆ Is there a mechanism in place which gives local school boards the opportunity to provide high school athletes with options to completing physical education for credit?
- ◆ What guidance should be given to students, parents, and educators regarding the issue of high school athletics, physical education requirements, and increased graduation requirements?

PART II – DOCUMENTS REVIEW

The Commonwealth has two documents that are relevant to this study: Standards of Learning Objectives for Physical Education (1990) and the Standards of Accreditation (1997).

Standards of Learning Objectives for Physical Education

The Standards of Learning Objectives for Physical Education were adopted in 1990. (See Appendix C.) Although the State Board of Education has approved the revision of these objectives during the summer of 2000, the 1990 objectives presently act as the curriculum standards given to local divisions by the Department of Education.

There are 22 SOL Objectives for Physical Education (one ninth grade objective is repeated at the tenth grade). These objectives fall into three strands: Personal Wellness, Body Management, and Sports and Leisure. The SOL include objectives that are specific to one sport (e.g., 9.8 – The student will execute the basic strokes of badminton.) as well as objectives that generalize to the broader area of fitness (e.g., 10.2 – The student will plan an individual program of overall fitness.)

Standards of Accreditation

The SOA provide guidance on many topics related to public schools and the deliverance of instruction. For the purposes of this study, the SOA were reviewed to determine graduation requirements, instructional hours (length of school day) requirements, and flexibility for designing credit courses.

The SOA specify that a student must earn 22 credits to graduate with a Standard Diploma and 24 credits to receive an Advanced Studies Diploma (8 VAC 20-131-50).

The SOA also stipulate that a school day must provide at least five and one-half hours of instructional time (8 VAC 20-131-90).

A majority of the high schools in the Commonwealth utilize a form of block scheduling³ which is designed to give teachers greater amounts of uninterrupted time for instruction. Schools in Virginia use a variety of schedules—traditional and block—of-fering students either six, seven, or eight courses per year. Students in schools on a six-period day have the opportunity to earn 24 credits; students in schools on a seven-period day have the opportunity to earn 28 credits; and students in schools on an eight-period day have the opportunity to earn 32 credits. Schools that offer seven- or eight-period schedules provide students with greater flexibility in choosing electives and being sched-uled into special courses, such as Advanced Placement. However, with proper planning and advisement, a student should not have difficulty obtaining the necessary credits for graduation in a six-period school.

The third section of the SOA reviewed was that which gives local school boards flexibility in awarding credit. In 8 VAC 20-131-110-A, the SOA state:

The standard unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit in a non-core academic course on a basis other than the standard unit of credit, the locality shall develop a written policy approved by the superintendent and school board which ensures:

1. that the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. that upon completion, the student will have met the aims and objectives of the course.

This section could be interpreted as giving local school boards the authority to provide an alternative method (participation in a competitive sport) for students to complete the re-quirements for the physical education course if the clock hours are comparable and the objectives of the course are met.

³ Block scheduling refers to the structure of time for classes. Schools that use a block schedule provide approximately 90 minutes of instruction at each class meeting. Some schools use a block schedule in which classes meet every other day over the school year. Other schools use a block schedule in which a student takes no more than four courses at one time and the courses are completed in a semester. The classes meet daily for 90 minutes.

PART III – COMMENTS FROM THE FIELD

As directed by HJR 692, this study sought input from those persons who would have an interest in this study—educators who work with the student athletes, parents of the students, and students themselves.

Survey to Professional, Parents, and Students

The Department of Education staff developed a survey that would permit participants to indicate which SOL Objectives for Physical Education would be met in Virginia High School League sports. (See Appendix D.) Additionally, participants would be able to respond to their support for the implementation of a policy that would allow students to use athletic participation as a way of meeting physical education requirements. Other questions on the survey related to grading policies.

Each division superintendent was asked to complete the survey. The central office contacts were asked to have one teacher/coach, student, and parent at each high school to complete a survey. The constituents’ responses are summarized in Table 1 by state and region. A listing of school divisions by region is provided in Appendix E.

Table 1. “Are you in favor of allowing participation in a competitive sport to substitute for one-half of the health and physical education graduation requirement?”

	Superintendents		Teachers/Coaches		Parents		Students	
	NO	YES	NO	YES	NO	YES	NO	YES
Percent Return	68		43		41		36	
State	68	32	79	21	59	41	47	53
Region 1	78	22	67	33	67	33	50	50
Region 2	75	25	71	29	57	43	40	60
Region 3	50	50	75	25	25	75	25	75
Region 4	77	23	80	20	88	12	67	33
Region 5	75	25	58	42	42	58	33	67
Region 6	60	40	40	60	43	57	43	57
Region 7	57	43	67	33	43	57	25	75
Region 8	57	43	100	0	80	20	60	40

Sixty-eight percent (68%) of the superintendents returned the survey. Of those responding, 68 percent indicated they are not in favor of substituting competitive sports for one-half of the physical education graduation requirements. Although the response rate for teachers/coaches and parents was low, 43 and 41 percent respectively, they also opposed the proposed substitution. Of the 36 percent of students who responded to the survey, 53 percent indicated they are in favor of allowing competitive sports to substitute for one-half of the physical education graduation requirements.

The survey respondents who indicated they are in favor of the proposed substitution provided various comments. The following statement provided by a parent from Salem High School (Salem, VA) typifies these comments.

Allowing athletes to receive P.E. credit for sports would give them additional time during the school day to take elective classes, or extra study time. At our school, academics are stressed; athletes must pass five classes per semester to participate. The extra time they put in for practice every day (from two-three hours) after school could be rewarded by P.E. credit, even if the team did not have a winning record. The athletes are dedicated and put a lot of time and effort into their practice time throughout their season.

The Curriculum Specialist for Alexandria City Public Schools provided a statement that exemplifies the predominant rationale provided by the respondents who indicated they were not in favor of allowing participation in competitive sports to substitute for one-half of the physical education graduation requirements.

Competitive sports are not for everyone and do not offer a well-rounded curriculum. In fact, there is no curriculum to competitive sports. Competitive sports have value, but only as an extension of what children and adolescents are learning through regular participation in an instructional physical education and health program. Students are not engaged in competitive sports to learn something, but in most cases, they are participating to win with little focus on variety and carry-over of fundamentals of their physical knowledge to other areas of life. There are no criteria for comparison of the knowledge, skills and requirements from one sport to another. In our school system, we have four sports that are coached by individuals who do not hold a valid Virginia teaching license. These coaches may be knowledgeable about their particular sport, but not necessarily about the health-related concepts, wellness, safety, development of motor skills, etc.

Physical education is for everyone, with cooperation the key...competitive sports work on the principle of elimination; beating someone/winners and losers. In this world and especially in this day and age, emphasis needs to

be on cooperation and learning how to transfer physical knowledge and skills into a lifetime of wellness.

Some of the competitive sports require little physical fitness in which to participate (golf as an example). How do these compare with a sport such as cross-country or crew? There are many students who would be sitting the bench the majority of the time. How does that measure or compare with the ones who are competing fulltime?

I think it would be unfair to the students who are taking physical education to compare participation in a sport for one season to what these students are learning throughout the whole year. The whole concept of "education" is missed if athletic participation can substitute for physical education.

The Virginia Athletic Directors sent a petition with 41 names of persons who did not support House Joint Resolution No. 692. (See Appendix F.) The state and national professional associations for physical education provided position papers indicating these organizations do not support substituting competitive sports for physical education. (See Appendix F.) As stated in the position paper for the National Association for Sports and Physical Education (NASPE),

To excuse varsity athletes or students with exceptional talents sets up an elitist environment and fails to address many of the fundamental goals of a well developed quality instructional program.

...[E]xcusing the most gifted children from any instructional program will have a negative impact on the social framework of the school as well as the basic instructional program for all students. Schools within a democracy should model that democracy and avoid setting up privileged groups within their structure.

Input from Professional Organizations

The Virginia Association for Health, Physical Education, Recreation and Dance, a state association of approximately 1,325 members, and the National Association for Sport and Physical Education (NASPE) submitted letters of opposition to the option being explored in this study. (See Appendix G.) Among the comments given, NASPE presented the following argument:

NASPE believes that it is inappropriate to substitute experiences that occur outside of the instructional program for regular participation in that program. To excuse varsity athletes or students with exceptional talents sets up an elitist environment and fails to address many of the fundamental

goals of a well developed quality instructional program. It is, however, incumbent upon program planners to clearly define the different outcomes that occur in the instructional program for those in co-curricular experiences.

PART IV – STANDARDS OF LEARNING AND PHYSICAL TRAINING COMPARISON

According to the Virginia High School League (VHSL), there are no standardized state physical training requirements for competitive sports. The VHSL does provide regulations pertaining to when practice may commence, the length of practice within a 24-hour period, the length of a season, and eligibility of the athletes. The response to survey question number 2 revealed there are no standardized training requirements that coaches must follow within a division. (See Appendix D.) It appears that each coach determines what the training requirements will be for his/her team. Therefore, it is not possible to review and compare the SOL for Physical Education with the physical requirements of athletic training for competitive sports.

The survey participants were asked to specify the Physical Education Standards of Learning that each team member would accomplish during each of the competitive sports season. The data revealed that a maximum of 29 percent of the SOL would be accomplished by participating in a competitive sport. Table 2 displays the percent of the SOL that are accomplished by each of the competitive sports.

Table 2. The Percent of 9th and 10th Grade Physical Education SOL that are Accomplished by the Specified VHSL Competitive Sports

Baseball	10	Indoor Track	24
Basketball	19	Soccer	24
Cheerleading	24	Softball	14
Cross Country	24	Swimming	24
Field Hockey	19	Tennis	10
Football	10	Track	24
Golf	4	Volleyball	19
Gymnastics	29	Wrestling	19

PART V – CURRENT PRACTICE

While the level of interest in initiating the practice of substituting athletic participation for physical education coursework has not been determined, the Department of Education is aware of two divisions that have policies and procedures in place for this practice: Hanover County and Newport News City.

The administration of the Newport News City Public Schools shared information regarding this initiative with the Department of Education. The 1999-2000 school year is the initial implementation of this practice. After studying the issue, the Newport News School Board decided to allow a student who completes a whole season of any one sport to use that experience to meet the physical education requirement for that year. That is, completing a sport in the fall or spring may be used to meet one-half of the health and physical education requirement for the ninth grade or the tenth grade. All students continue to enroll in health education. Students must apply in advance of their sport season for this option. The practice applies to all Virginia High School League competitive sports. During the fall of 1999, the administration estimates that between 50 and 90 students in the larger high schools are utilizing this opportunity. Some students were unaware of this option in time to utilize it this fall, so the administration anticipates that the numbers will be higher in subsequent semesters.

Obviously, it is too early to know what impact this policy will have on the Newport News students or the schools overall.

Based on discussions with both school divisions, the Department of Education staff developed guidelines that school divisions may consider if they desire to implement an alternative method for obtaining graduation credit. (See Appendix H.)

PART VI – CONCLUSIONS AND RECOMMENDATION

This study found that:

- Coaches determine their training regulations with little or no consistency within a division or across the state.
- A maximum of only 29 percent of the SOL Objectives for Physical Education could be accomplished by participating in a competitive sport.
- Superintendents (68%), teachers/coaches (79%), and parents (59%) are not in favor of substituting participation in competitive sports for one-half of the physical education graduation requirements.
- Students surveyed were slightly supportive of the practice.
- Two school divisions currently have policies that allow this practice.

Based on this study it is recommended that substitution of participation in competitive sports for one-half of the physical education graduation requirements **remain a local option** as allowed in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

[summary](#) | [pdf](#)**HOUSE JOINT RESOLUTION NO. 692**

Offered January 21, 1999

Requesting the Board of Education to study the efficacy of allowing high school students to substitute participation in competitive sports for one-half of the physical education requirements.-----
Patrons-- Grayson and Hamilton-----
Referred to Committee on Education

WHEREAS, people who are active and participate in planned physical activities are less prone to chronic disorders and diseases, depression, and other disabling conditions; and

WHEREAS, regular physical activity reduces the risk of developing or dying from many of the leading causes of illness and death; and

WHEREAS, much attention has been given to the seriousness of physical inactivity among Americans, particularly our youth; and

WHEREAS, it is estimated that almost half of youth between the ages of twelve and twenty-one do not engage in vigorous physical activity on a regular basis; and

WHEREAS, many of Virginia's high school students participate in extracurricular activities, intramural and competitive sports during their high school career; and

WHEREAS, continued participation on a team requires commitment to follow the coach's mandate of regular periods for exercise, strenuous training, and endless practice; and

WHEREAS, due to more rigorous academic standards required of all students, many student athletes are faced with completing the physical education requirement in spite of a regular diet of grueling exercise, strenuous training, and endless physical exertion during practice; and

WHEREAS, given compacted school days, increased units for graduation, and a limited amount of time to complete course requirements for graduation, allowing such students to substitute participation in competitive sports programs for up to one-half of their physical education requirements should be considered to provide the rest, space, and study time that they require to be successful in school; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education study the efficacy of allowing high school students to substitute participation in competitive sports for one-half of the physical education requirements. In conducting the study, the Board shall (i) review the high school course requirements, pursuant to the Standards of Accreditation, vis-à-vis the length of the average school day in Virginia; (ii) receive public comment from students, their parents, coaches, and teachers regarding this problem; (iii) review and compare the Standards of Learning for Physical Education with the physical requirements of athletic training for sports competition and determine whether substitution may be appropriate; (iv) determine and consider other alternatives which may ease the burden of student athletes; and (v) provide guidance to students, their parents, and the education community regarding how such issues should be addressed.

All agencies of the Commonwealth shall provide assistance to the Board of Education, upon request.

The Board of Education shall complete its work in time to submit its findings and recommendations to the Governor and the 2000 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.



Go to [\(General Assembly Home\)](#)

*Regulations Establishing
Standards for
Accrediting
Public Schools in Virginia*
(8 VAC 20-131 et. seq.)

Adopted by the Board of Education
September 1997

Appendix B

8 VAC 20-131-110. Standard and Verified Units of Credit.

A. The standard unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit in a non-core academic course on a basis other than the standard unit of credit, the locality shall develop a written policy approved by the superintendent and school board which ensures:

1. that the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and

2. that upon completion, the student will have met the aims and objectives of the course.

B. A verified unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction and the achievement by the student of a passing score on the end-of-course Standards of Learning test for that course.

C. A school employing a scheduling configuration of less than 140 clock hours per course in the 1996-97 school year may retain that scheduling configuration provided such school is rated "Fully Accredited." Schools rated "Accredited with Warning" may be required to address their scheduling configuration in their corrective action plan required by 8 VAC 20-131-310 D.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES

NINTH GRADE

PERSONAL WELLNESS

- 9.1 **The student will demonstrate proficiency in areas of fitness.**
Descriptive Statement: The emphasis is directed toward satisfactory age-level achievement according to the currently adopted fitness testing program or other physical fitness assessments. This includes student monitoring of results by use of individual records such as charts, graphs, performance test, and/or skinfold measurements.
- 9.2 **The student will demonstrate cardiorespiratory endurance.**
Descriptive Statement: The emphasis is on sustaining a cardiorespiratory (aerobics, running, swimming, brisk walking, rope jumping, or cycling) for a minimum of 15 minutes.
- 9.3 **The student will demonstrate proper techniques related to weight training.**
Descriptive Statement: The emphasis is on applying the safety precautions as well as the isolation, overload, and progressive resistance.
- 9.4 **The student will demonstrate the knowledge and application of proper techniques related to fitness activities.**
Descriptive Statement: The emphasis is on stages of a fitness activity which include warm-up stretching, workout, and cool down.

BODY MANAGEMENT

- 9.5 **The student will demonstrate dance moves.**
Descriptive Statement: The emphasis is on refining dance steps, patterns, and figures to demonstrate folk, square, ballet, social, modern, jazz, ethnic or trend dances.
- 9.6 **The student will design and perform a dance.**
Descriptive Statement: The emphasis is on using steps, movement patterns, and figures to design and perform a dance with or without props.

SPORTS AND LEISURE

- 9.7 **The student will demonstrate basic knowledge of badminton.**
Descriptive Statement: The emphasis is on summarizing the history of badminton, explaining rules and terminology and defining/demonstrating sportsmanship and safety.
- 9.8 **The student will execute the basic strokes of badminton.**
Descriptive Statement: The emphasis is on the serve, forehand, and backhand strokes and other shots such as the smash, the drive, drop-shot, and overhead clear shot.

- 9.9 The student will demonstrate basic knowledge of racquetball and/or paddle games.
Descriptive Statement: The emphasis is on racquet and/or paddle games such as paddle tennis, table tennis, tennis, racquetball, and pickle ball. Explaining the rules and terminology, and defining/demonstrating safety and sportsmanship is included.
- 9.10 The student will execute ball-control fundamentals in soccer.
Descriptive Statement: The emphasis is on skills such as dribbling, passing, trapping, kicking, and heading.
- 9.11 The student will demonstrate knowledge of the game of volleyball.
Descriptive Statement: The emphasis is on summarizing history, identifying and playing various positions and area of responsibility; listing and following rules such as scoring, fouls, violations, playing time and playing area; and describing and practicing safety precautions and principles of sportsmanship.
- 9.12 The student will execute ball-control fundamentals of volleyball in a game situation.
Descriptive Statement: The emphasis is on spiking, blocking, setting, and the overhead serve.
- 9.13 The student will demonstrate knowledge of game strategies in basketball.
Descriptive Statement: The emphasis is on techniques/situations such as rebounding, offensive patterns, fast breaks, and man-to-man and zone defenses.
- 9.14 The student will demonstrate knowledge of the game of soccer or field hockey.
Descriptive Statement: The emphasis is on summarizing the history of soccer or field hockey, identifying/playing various positions and area of responsibility, listing and explaining rules including scoring, fouls, violations, playing time and playing area, and describing and practicing safety precautions and principles of sportsmanship.
- 9.15 The student will execute fundamental skills of softball in a game situation.
Descriptive Statement: The emphasis is on skills such as hitting, pitching, fielding, and base running.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
TENTH GRADE

PERSONAL WELLNESS

- 10.1 **The student will demonstrate proficiency in areas of fitness.**
Descriptive Statement: The emphasis is directed toward age-level achievement according to the currently adopted fitness testing program.
- 10.2 **The student will plan an individual program of overall fitness.**
Descriptive Statement: The emphasis is on the student designing a personal life-time fitness program which emphasizes the health related components (muscular strength, muscular endurance, cardiorespiratory endurance, flexibility and body composition).

BODY MANAGEMENT

- 10.3 **The students will design and perform advanced rhythmic compositions.**
Descriptive Statement: The emphasis is on designing movement patterns which utilize the advanced level skills of dance such as jazz, modern, social or square.
- 10.4 **The student will design a dance routine that enhances cardiorespiratory fitness.**
Descriptive Statement: The emphasis is on developing dance patterns that will increase aerobic capacity for life-time.


SPORTS AND LEISURE

- 10.5 **The student will demonstrate skills and a basic knowledge of at least four lifetime sports.**
Descriptive Statement: The emphasis is on summarizing the history, explaining rules and terminology, exhibiting proficiency in such sports as golf, bowling, archery, tennis, and outdoor education skills.
- 10.6 **The student will demonstrate knowledge and fundamental skills of speedball and/or team handball.**
Descriptive Statement: The emphasis is on passing, dribbling, catching, kicking; lifting, and summarizing rules and strategy.
- 10.7 **The student will demonstrate skills and knowledge of the games of field hockey and/or soccer.**
Descriptive Statement: The emphasis is on the basic fundamental skills pertaining to each sport.

House Joint Resolution # 692 Cumulative Survey Summary

- **COMPETITIVE SPORT** is defined as a varsity, interscholastic sport that has a Virginia High School League end of season state champion.

1. Please check the Physical Education Standards of Learning each team member accomplishes during the following competitive sports season (Training and Games).

	GOLF	CROSS COUNTRY	TENNIS	FIELD HOCKEY	VOLLEYBALL	FOOTBALL	WRESTLING	INDOOR TRACK	GYMNASTICS	BASKEBALL	SWIMMING	CHERLEADING	TRACK	SOCCER	SOFTBALL	BASEBALL
The student will:																
Demonstrate proficiency in the area of fitness.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate cardiorespiratory endurance.	X		X	X		X	X		X	X		X	X			
Demonstrate proper techniques related to weight training.	X				X	X	X	X	X	X		X	X			X
Demonstrate the knowledge and application of proper techniques related to fitness activities.	X						X	X			X	X				
Demonstrate dance moves.								X				X				
Design and perform a dance.												X				
Demonstrate basic knowledge of badminton.																
Execute the basic strokes of badminton.																
Demonstrate basic knowledge of racquetball and/or paddle games.			X													
Execute ball-control fundamentals in soccer.														X		
Demonstrate knowledge of the game of volleyball.					X											
Execute ball-control fundamentals of volleyball in a game situation					X											
Demonstrate knowledge of game strategies in basketball.									X							
Demonstrate knowledge of the game of soccer or field hockey.			X											X		
Execute fundamental skills of softball in a game situation.															X	
Plan an individual program of overall fitness.	X					X	X	X		X	X					
Design and perform advanced rhythmic composition.											X					
Design a dance routine that enhances cardiorespiratory fitness.								X								
Demonstrate skills and a basic knowledge of at least four lifetime sports.	X	X								X					X	
Demonstrate knowledge and fundamental skills of speedball and/or team handball.																
Demonstrate skill and knowledge of the games of field hockey and/or soccer			X											X		
Total hours of physical training each team member receives during the playing season	9 6	9 5	7 5	9 0	10 10	15 15	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10

2. Does your division have standardized physical requirements of athletic training for each competitive sport that all coaches in your division must follow?
 YES 100%-NO
 (If yes, please attach)

3. How many coaches of the competitive sports listed:
 Hold a valid Virginia Teaching License? 83%
 Hold a provisional Virginia Teaching License? 1%
 Do not hold a valid Virginia Teaching license? 16%

4. Are you in favor of allowing participation in a competitive sport to substitute for one-half of the health and physical education graduation requirement? 36%-YES 64%-NO

A. If no, Why?

B. If you answered yes to number 3:

➤ What grading scale should be used? 92%- Pass/Fail 8%- Letter grade (A-F)

➤ How do you foresee coaches determining what grade each participant will receive?

Team Record Playing Time Skill improvement
 Attendance Sportsmanship Other; please explain

➤ How would you deal with a student athlete who is unable to complete the season due to violating school or athletic department regulations, or becomes injured?

Incomplete grade Fail Other; please explain

Incomplete if injured. Fail if violates regulations.

➤ How will the student athlete demonstrate successful accomplishment of the Health Standards of Learning?

Schools should schedule a separate health class for the athletes.

Please provide additional comments you may have regarding HJR #692

Thank you for your participation!



APPENDIX E

DEPARTMENT OF EDUCATION REGIONS

REGION 1

Charles City County
 Chesterfield
 Colonial Heights City
 Dinwiddie
 Goochland
 Hanover
 Henrico
 Hopewell City
 New Kent
 Petersburg City
 Powhatan
 Prince George
 Richmond City
 Surry
 Sussex

REGION 2

Accomack
 Chesapeake City
 Franklin City
 Hampton City
 Isle Of Wight
 Newport News City
 Norfolk City
 Northampton
 Poquoson City
 Portsmouth City
 Southampton
 Suffolk City
 Virginia Beach City
 Williamsburg City
 York

REGION 3

Caroline
 Colonial Beach
 Essex
 Fredericksburg City
 Gloucester
 King George
 King Queen
 King William
 Lancaster
 Mathews
 Middlesex
 Northumberland
 Richmond
 Spotsylvania
 Stafford
 West Point
 Westmoreland

REGION 4

Alexandria City
 Arlington
 Clarke
 Culpeper
 Fairfax
 Fairfax City
 Falls Church City
 Fauquier
 Frederick
 Loudoun
 Madison
 Manassas City
 Manassas Park City
 Orange
 Page
 Prince William
 Rappahannock
 Shenandoah
 Warren
 Winchester City

REGION 5

Albemarle
 Amherst
 Appomattox
 Augusta
 Bath
 Bedford
 Bedford City
 Buena Vista City
 Campbell
 Charlottesville City
 Fluvanna
 Greene
 Harrisonburg City
 Highland
 Lexington City
 Louisa
 Lynchburg City
 Nelson
 Rockbridge
 Rockingham
 Staunton City
 Waynesboro City

REGION 6

Alleghany Highlands
 Botetourt
 Covington City
 Craig
 Danville City
 Floyd
 Franklin
 Henry
 Martinsville City
 Montgomery
 Patrick
 Pittsylvania
 Roanoke
 Roanoke City
 Salem City

REGION 7

Bland
 Bristol City
 Buchanan
 Carroll
 Dickenson
 Galax City
 Giles
 Grayson
 Lee
 Norton City
 Pulaski
 Radford City
 Russell
 Scott
 Smyth
 Tazewell
 Washington
 Wise
 Wythe

REGION 8

Amelia
 Brunswick
 Buckingham
 Charlotte
 Cumberland
 Greensville/Emporia
 Halifax/South Boston
 Lunenburg
 Mecklenburg
 Nottoway
 Prince Edward

VIRGINIA ATHLETIC DIRECTORS

PETITION AGAINST HOUSE JOINT RESOLUTION 692

We the athletic directors of the state of Virginia, through this petition, do state that we are not in support of House Joint Resolution 692 which allows high school students to earn Physical Education credit through participation on a high school athletic team.

	Name	School Division
1.	RANDY TRENAVY	CLARKE COUNTY
2.	Tod Chappell	West Springfield FH-Co.
3.	BOB WILSON	FAREHAM Co.
4.	John Swift	LAKE BRADDOCK H-S
5.	Chris Krisci	Yorktown HS
6.	Bob Grassman	FAREHAM COUNTY
7.	Alde Witt	Mathews Co.
8.	Jerry Carter	Fauquier Co.
9.	Jim Waller	Charlottesville H.S.
10.	MIKE MCGEE	VBCPS.
11.	Bruce Bowen	HEARD Co.
12.	Jack Kirby	Paul VI Fx VA
13.	KINDY WADDELL	MADISON H.S.
14.	SANDY REYNOLDS	ORANGE H.S.
15.	Charles Luttrell	POTOMAC FALLS H.S.
16.	Warrin Murphy	Blacksburg H.S.
17.	BRUCE SHORR	PAGE Co. H.S.
18.	J. J. O'Brien	Mary H.S.
19.	James A. Sangston	D.S. Freeman HS
20.	Ronald V. Lindner	Handley H.S.
21.	James L. Dora	Stafford H.S.

VIRGINIA ATHLETIC DIRECTORS

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Name	School Division
1. <u>Ron Kauppe</u>	<u>Western Albemarle Hs (Albemarle County)</u>
2. <u>Ku ruz</u>	<u>Brunton H.S. (York County)</u>
3. <u>William Stiehl</u>	<u>Portsmouth, Va</u>
4. <u>Christ-Curry</u>	<u>Stafford County</u>
5. <u>Key Roush</u>	<u>W3 Hs Ches. Va</u>
6. <u>Doug Dean</u>	<u>Prince William County - Stonewall Jackson Hs</u>
7. <u>Tom Dolan</u>	<u>WinBG / JCC County</u>
8. <u>George Walters</u>	<u>N-NPS</u>
9. <u>Willie</u>	<u>NINPS</u>
10. <u>James M. Duff</u>	<u>Retired AD Handy H.S. - Winchester, Va</u>
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____
21. _____	_____

VIRGINIA ATHLETIC DIRECTORS

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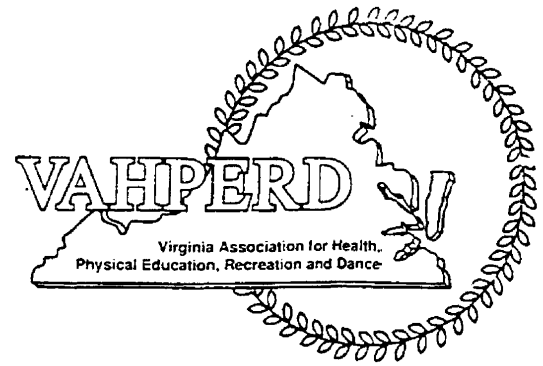
	Name	School Division
1.	Richard B. Anty Jr.	Henrico County
2.	Ben Herndon	Spotsylvania Co
3.	Dennis Minter	Henrico County
4.	Marcia E Minter	Henry County
5.	Roger J. Wood	Roanoke Co.
6.	Jim Keyser	Rt. Co.
7.	Gerald Hooper	Christiansburg High
8.	Denny Knott	Christiansburg Middle
9.	Jim Stout	Augusta Co. Schools
10.	Mark W. Cox	Fairfax Co
11.		
12.		
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20.		
21.		

VIRGINIA ATHLETIC DIRECTORS

PETITION AGAINST HOUSE JOINT RESOLUTION 692

We the athletic directors of the state of Virginia, through this petition, do state that we are not in support of House Joint Resolution 692 which allows high school students to earn Physical Education credit through participation on a high school athletic team.

Name	School Division
1. Jackie Kennedy	Eastern
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____
21. _____	_____



September 15, 1999

Dr. Elaine Budde
President
Roanoke College
Bast Center
Salem, VA 24153
(540) 375-2470
FAX (540) 375-2031
e-mail Budde@roanoke.edu

Dr. Sandy Dofflemyer
State Department of Education
Office of Elementary and Middle School
Instructional Services
P. O. Box 2120
Richmond, VA 23218-2120

Dr. Donald Pate
President-Elect
University of Richmond
Robins Center
Richmond, VA 23173
(804) 289-8358
FAX (804) 289-8820
e-mail dpate@richmond.edu

Re: House Joint Resolution # 692

Dear Sandy:

Dr. Carl Stockton
Past President
Box 6957 Radford University
Radford, VA 24142
(540) 831-5305
FAX (540) 831-6650
e-mail cstockto@runet.edu

On behalf of the Virginia Association for Health, Physical Education, Recreation and Dance (VAHPERD), a state professional association comprised of approximately 1,325 members, I am writing to note VAHPERD's strong opposition to House Joint Resolution # 692 which would allow the substitution of competitive sports for the physical education credit currently required by the State Department of Education.

Dr. Robert Davis
Executive Director
126 Westmoreland Street
Richmond, VA 23226-1330
Local Hotline and FAX
(804) 355-6955
Toll Free Hotline and FAX
(800) 918-9899
e-mail vahperd@erols.com

Although physical education and competitive sports are often (and incorrectly) regarded as synonymous they are, in fact, quite distinguishable. Sports comprise only a small portion of a quality physical education program.

It is VAHPERD's position that the substitution of competitive sports for a comprehensive physical education program would be a regrettable disservice to Virginia's students. VAHPERD joins with the National Association for Sport and Physical Education in opposing House Joint Resolution # 692.

Sincerely yours,

Elaine Budde
President



NASPE Position Statement

Substitution for Instructional Physical Education Programs

It is the position of the National Association for Sport and Physical Education (NASPE) that quality instructional physical education is an integral and essential component of the education of American youth and should be provided for all students from Kindergarten through Grade 12. As an integral element in a broad based instructional program, the physical education experience should be based on sound principles of curricular design. This includes clearly stated standards and methods of assessment and a clear framework which teachers may refer to in designing lessons and learning experiences.

NASPE believes that it is inappropriate to substitute experiences that occur outside of the instructional program for regular participation in that program. To excuse varsity athletes or students with exceptional talents sets up an elitist environment and fails to address many of the fundamental goals of a well developed quality instructional program. It is, however, incumbent upon program planners to clearly define the different outcomes that occur in the instructional program for those in co-curricular experiences.

To aid school districts in making decisions regarding the basis for their instructional programs, NASPE has developed national standards for physical education. In many cases state departments of education also provide outlines or frameworks of a similar nature. When these materials are put to proper use by professional physical educators, the difference between the resultant program and what may be provided in other ways is both measurable and cost effective. Most of all, graduates of such programs take with them knowledge, practices and attitudes that will do a great deal to insure good health and happiness throughout life.

NASPE believes that as a result of participating in a quality physical education program, a student becomes a physically educated person who:

- Has learned skills necessary to perform a variety of physical activities;
- Is physically fit;
- Does participate regularly in physical activity;
- Knows the implications of and the benefits from involvement in physical activities;
- Values physical activity and its contributions to a healthful lifestyle.

In order to accomplish these outcomes in the instructional program, NASPE believes that students should participate in a quality physical education experience throughout their formative years which means Kindergarten through Grade 12. This experience should be universal with programs designed to meet the individual needs of every child enrolled in the school system.

Finally, NASPE believes that excusing the most gifted children from any instructional program will have a negative impact on the social framework of the school as well as the basic instructional program for all students. Schools within a democracy should model that democracy and avoid setting up privileged groups within their structure.

Approved 1993; Editorial changes 1995.

APPENDIX H

Guidelines for Alternative Methods for Obtaining Graduation Credit

Application

1. The parent(s) or legal guardian shall request in writing permission to pursue an alternative method for obtaining credit. The correspondence shall be directed to the building principal and shall include:
 - the name of the course/activity for which alternative credit is requested and
 - the time/duration of the instruction.
2. In granting approval, the principal or his/her designee should consider:
 - the scope and sequence of the course/activity as compared to local/state objectives for the course being substituted,
 - prior academic performance of student,
 - teacher recommendations, and
 - extenuating circumstances.

Alternative Credit

1. All course work for which credit is desired must be supervised by a teacher or an administrator endorsed in the subject area being substituted.
2. A written contract signed by parent(s)/ legal guardian, student, supervising teacher, and principal or designee shall outline the provisions under which credit will be granted. The provision should include:
 - attendance,
 - specific title/location of course/activity,
 - length of time allowed for completion of course/activity,
 - documentation of satisfactory achievement of specific course and SOL objectives,
 - evidence of utilizing various assessment methods, and
 - the minimum score(s) that the student must achieve to indicate satisfactory achievement of course and SOL objectives.

Awarding of Credit

1. A grade of "P" (Passing) will be awarded when all conditions of the contract are met.
2. The "P" is not included in determining the student's grade point average.
3. The credit option can only be exercised one time within each discipline.
4. The credit option should not be counted as one of the five required classes needed to participate in VHSL activities.

1999 Virginia Department of Education

Based on survey respondents and guidelines from Hanover County Schools and Newport News City Public Schools that currently allow alternative methods for granting graduation credit.

