

**BOARD AGENDA ITEM**

**July 12, 2022**

***SUBJECT:***

Revision of the following policies and administrative rule:

Policy IHAE Physical Education, First Reading  
Policy IHAQ Career/Transition-To-Work Education, Reviewed  
Policy IHBC Programs for At-Risk/Disadvantaged Students, First Reading  
Administrative Rule IHAE-R Physical Education

***BACKGROUND INFORMATION:***

Aiken County Public School District cyclically reviews policies and administrative rules. Section I – Instruction are policies that provide guidance for the district on instructional practices in the district.

***ADMINISTRATIVE CONSIDERATION:***

Administration has reviewed policies and the administrative rule in Section I Instruction. Administration recommends the revision of the policies and administrative rules to reflect currently practice. Administration determined that IHAE-R Physical Education contained redundant information as found in Policy IHAE and there were items in the administrative rule that referred to contingency to state funding, which would require board approval. Administration recommends the deletion of Administrative Rule IHAE-R.

***RECOMMENDATION:***

Approve the following policies and administrative rule:

Policy IHAE Physical Education, First Reading  
Policy IHAQ Career/Transition-To-Work Education, Reviewed  
Policy IHBC Programs for At-Risk/Disadvantaged Students, First Reading  
Administrative Rule IHAE-R Physical Education

***ATTACHMENTS:***

Policy IHAE Physical Education  
Policy IHAQ Career/Transition-To-Work Education  
Policy IHBC Programs for At-Risk/Disadvantaged Students  
Administrative Rule IHAE-R Physical Education

***PREPARED BY:***

Jeanie Glover  
Salvatore Minolfo

*Policy*

**PHYSICAL EDUCATION**

Code IHAE Issued 08/06/22

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Purpose: To establish the board's adherence to physical education regulations as adopted by the state board of education as feasible. This policy will be under the control of the superintendent or his/her designee.

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education. One component of health education is physical education. This policy will provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

Physical education is a curriculum requirement in kindergarten through eighth grade. Grades 6-8 will participate annually in physical education nine weeks. One unit of high school physical education is required for high school graduation. The district will offer the required unit of physical education over two semesters. One semester will be a personal fitness and wellness component. The other semester will be a lifetime fitness component.

Purpose: To establish the board's vision for physical education in the schools.

The board believes that one goal of public education is to assist all students in reaching their full academic potential and that a student's health impacts his/her school attendance, readiness to learn, potential learning, and achievement.

Therefore, the school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education. One component of health education is physical education.

The district will do the following:

- Provide students in grades K through five with the appropriate amount of physical activity and physical education as required by law and based on the South Carolina Physical Education Curriculum Standards including an appropriate student-to-physical education teacher ratio.
- Ensure that each school designates a physical education teacher as the physical education activity director to plan and coordinate opportunities for additional physical activity for students to exceed the designated weekly physical education instruction.
- Provide professional development to teachers and volunteers on the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles.
- Report an individual student's fitness status to his/her parent/legal guardian during the student's fifth grade, eighth grade, and high school physical education courses.

One unit of high school physical education is required for high school graduation. The district will offer the required unit of physical education that meets statutory requirements including the personal fitness and wellness component and the lifetime fitness component.

### **Exemptions**

~~The board may grant a waiver to a student exempting him/her from physical education requirements based on one of the following criteria:~~

- ~~• The student presents a physician's statement indicating that participation in physical education will jeopardize the student's health and well-being.~~
- ~~• The parent/legal guardian or student must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed. Further, the parent/legal guardian and student must show that attending these classes would violate their religious beliefs and not be merely a matter of personal objection.~~

~~The district will establish a School Health Advisory Council to assess, implement and monitor district/school health policies and programs and develop school health improvement plans to be included in the required district strategic plan.~~

~~This physical education policy is an integral part of the Student Health and Fitness Act of 2005. Refer to the nutrition/food service policy and the competitive food policy.~~

The superintendent or his/her designee may grant a waiver to a student exempting him/her from physical education requirements based on one of the following criteria:

- The student presents a physician's statement indicating that participation in physical education will jeopardize the student's health and well-being.
- The parent/legal guardian or student must be a member of a recognized religious faith that objects to physical education as part of its official doctrine or creed. Further, the parent/legal guardian and student must show that attending these classes would violate their religious beliefs and not be merely a matter of personal objection.
- JROTC may be substituted for physical education.
- Marching band may be substituted for physical education if the instruction incorporates the South Carolina Academic Standards for Physical Education.

The district will submit required reports to the state department of education annually.

Adopted 1/8/02; Revised 8/8/06, 7/26/22

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#### Legal references:

A. United States Code of Laws, as amended:  
1. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

B. S.C. Code, 1976, as amended:

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1. Section 59-2910-10010, et seq. - Supervision of administration of physical education program. Physical Education Standards
  2. Section 59-29-80 – Courses in physical education; ROTC programs, marching band
  3. Section 59-29-100 – Physical education program requirements
- Students Health and Fitness Act of 2005, Sections 59-10-10 through 60 – Physical education standards.

C. S.C. State Board of Education Regulations:

1. R43-231 - Defined program, grades K-5.
2. R43-232 - Defined program, grades 6-8.
3. R43-234 - Defined program, grades 9-12 and graduation requirements.

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Code **IHAE-R** Issued **8/06/22**

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### Physical education and activity

Students in grades K-5 will have the equivalent of 150 minutes each week of physical education and/or physical activity. Students will receive 60 minutes of physical education and 90 minutes of physical activity per week. By 2008-2009, students will have 90 minutes of physical education and 60 minutes of physical activity each week. \*

The elementary certified physical education teacher to student ratio beginning in 2006 will be 700:1. In 2007-08, the ratio will be 600:1, and will be further reduced to 500:1 in 2008-09.\*

The increased physical education or physical activity will not replace or reduce the time provided for art instruction.\*

A physical activity coordinator, who is a certified physical education teacher, will be designated in each elementary school to coordinate physical activity initiatives.\*

Non-certified or adult volunteers may assist in implementing or supervising structured physical activities if approved by the superintendent. If volunteers are used, appropriate liability insurance must be provided. \*

Professional development must be provided to teachers and volunteers on the importance of physical activity and the relationship of activity and nutrition to academic performance and health lifestyles.\*

Age appropriate equipment and facilities with accommodation for the students with special needs will be provided to meet the physical education requirements.\*

Student health-related fitness reports will be shared with parents/legal guardians at grades 5, 8 and high school.\*

The S.C. Physical Education Assessment will be administered every three years in grades 2, 5, 8 and high school to assess physical education standards and program effectiveness. Results will be reported on the district and school report cards.\*

The physical education coordinator with the school principal will provide reports to the superintendent or his/her designee to document the status of the physical education component and recommend plans for improvement as needed in the following area by May 1st.

- physical education minutes by class and grade level
- professional development training
- physical activity opportunities

The district will issue a report to the state department of education by June 15th of each year of implementation of the reduced student to physical education teacher ratio.\*

Teachers in schools that receive an unsatisfactory score will be provided professional development activities.\*

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Withholding participation in recess or other physical activity as a disciplinary action is discouraged.

Information approved by the district about physical education and other school-based physical activity opportunities before, during and after the school day will be provided to students.

*(\* Asterisks indicate contingent upon the appropriation of adequate funding by the office of the state budget of the State Budget and Control Board.)*

| Issued 8/8/06 Deleted 7/12/22

# CAREER/TRANSITION-TO-WORK EDUCATION

Code **IHAQ** Issued **1/02/22**

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Purpose: To establish the board's adherence to regulations regarding career/transition-to-work education.

In order to comply with the School-to-Work Transition Act of 1994, the district will develop a plan to implement academic and vocational education programs and to implement career exploration and planning. These plans will be integrated into the district strategic plan as required by the Early Childhood and Academic Assistance Act of 1993.

## Curriculum components

- Quality schooling involving a rigorous, relevant academic curriculum and changes in the vocational (occupational) education programs which are essential to expand student preparation for lifelong learning.
- A comprehensive system of career exploration and counseling to include the following.
  - career development, guidance and counseling activities
  - comprehensive career guidance plans
  - professional development
- Work exploration and experience to include the following.
  - work-based programs in compliance with applicable labor laws
  - a range of mentoring activities for students beginning no later than the seventh grade
  - parental permission for students to participate in work-based programs
  - adult supervision for mentoring opportunities
  - additional experiences as defined in Section 3 of the School-to-Work Transition Act of 1994
- Structured, work-based learning opportunities including specific basic program components and a youth apprenticeship model.
- Professional development in the following areas.
  - applied techniques
  - integration of curriculum
  - career guidance for teachers and guidance counselors
  - training for mentors
- Accountability through the following areas.
  - reporting tech prep completers to the department of education on an annual basis
  - an annual survey of tech prep graduates
  - establishment of a local school-to-work advisory committee
  - assessment of system with a program quality review at least once every three years

Adopted 1/8/02 Reviewed 7/26/22

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Legal references:

- A. S.C. Code, 1976, as amended:
  - 1. School-to-Work Transition Act of 1994.
- B. State Board of Education Regulations:
  - 1. R 43-225 - School-to-Work Transition Act.

## PROGRAMS FOR AT-RISK/ DISADVANTAGED STUDENTS

Code **IHBC** Issued **1/027/22**

Purpose: To establish the board's adherence to state regulations regarding district programs for at-risk/disadvantaged students.

The board is deeply concerned with the number of students who are leaving school before graduation. The board is also concerned with providing a learning environment conducive to keeping students in school. The board endorses effective programs that are designed to keep students in some form of an educational program until graduation. As resources are available, alternative educational programs, with an academic focus as well as counseling services, will be provided for students who are at risk of dropping out of school.

The school district will make a good faith effort to identify students "at risk" and to intervene when possible in an effort to assist these students with challenges and minimize ongoing interference with their educational and occupational goals.

A student at-risk of dropping out of school is any student who, because of his/her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his/her future.

The district will utilize specific objective criteria to identify students falling into this category:

- review of appropriate assessments in order to diagnose the academic difficulties of students (generally a grade point ratio of less than 2.0 on a 4.0 scale in core academic areas) and to select appropriate short and long-term interventions; careful consideration should be given to students demonstrating declining academic performance
- consideration of specific behaviors and characteristics as indicators, predictors, and barriers in identifying at-risk students (e.g. being overage for their grade level, working an excessive number of hours, being a single parent, having a history of discipline problems, exhibiting limited proficiency in the English language)

Each high school will implement an at-risk student model, initiative, or program from the approved South Carolina Department of Education (SCDE) list or submit a specific alternative model, comprehensive initiative, or multi-faceted program it wants to use for approval. Any newly developed model presented by the district and/or school for approval must contain evidence that the model is centered on research-based dropout prevention strategies.

The district will work with SCDE to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and that no group is disproportionately represented.

Each high school will annually evaluate its drop-out prevention model, initiative, and/or program using, at a minimum, the following criteria to ensure the program is providing students an opportunity to graduate with a high school diploma:

- an identification process including, where appropriate, the number of at-risk students and the specific risk factors
- extent of parental/legal guardian involvement
- number of students served



- formative assessment of strengths and weaknesses of the process
- qualitative assessment of desired outcomes or performance criteria as established by the school

The district and the schools annually will provide the appropriate data to meet reporting requirements of the SCDE.

Adopted 1/8/02 Revised 7/26/22

Legal References:

- A. S.C. State Board of Education Regulations:
1. R43-274.1 - At-risk students.