

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #2

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126
RULE TYPE: Legislative; CITE AUTHORITY: W.Va. Code 18-2-5, 18-2-6, 18-2-7a, 18-2-7b
AMENDMENT TO AN EXISTING RULE: YES NO
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44B (Policy 2520.13)
TITLE OF RULE BEING AMENDED: Instructional Goals: Physical Education Program of Study
IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____
TITLE OF RULE BEING PROPOSED: _____

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON November 8, 1994 AT 5:00 p.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

West Virginia Department of Education
John Ray, Coordinator of Physical Education
1900 Kanawha Blvd., East, Room B-309
Charleston, WV 25305

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Vicki A. Barone
Director, Legal Services

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

4.00

FISCAL NOTE WORKSHEET

(Submit 4 copies)

NO NO _____ DRAFT NO _____ BILL NO. _____ RESOLUTION NO. _____

SUBJECT Phys. Ed. Instructional Goals FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2. AND IN ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES	\$	\$	\$	\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECTS):

No New Costs Included

DATE _____ AGENCY Education

AUTHORIZED REPRESENTATIVE
OK [Signature]

Executive Summary
West Virginia Board of Education
Proposed Revision to Physical Education Program of Study
Policy 2520.13

Public Comment Period Ends: November 8, 1994 Adopted: _____

BACKGROUND:

The Physical Education Program of Study was last revised in 1985. In September, 1990, the "Criteria of Excellence: Instructional Goals and Objectives, Policy 2520 was revised to assure establishment of high quality standards concerning performance expectations for all students attending West Virginia public schools."

Physical Education instruction changes to reflect best practices and current knowledge about wellness, physical activity and disease prevention. By moving from a somewhat rigid learner outcome model to an instructional goal model, the physical education program of study will allow multiple opportunities for students to master the knowledge and skills needed to live a healthy and productive lifestyle.

PURPOSE:

The Physical Education Instructional Goals are provided for the purpose of describing the components needed to promote a healthy lifestyle with proper fitness.

CONTENTS:

The policy is divided into three programmatic levels; Early Childhood(K-4), Middle Childhood(5-8) and Adolescent(9-12). The Physical Education Program is a K-12 sequence of related areas of study which constitute the subject matter to be offered in the public schools of West Virginia. The major areas of study within the program are: appropriate fitness, motor skills, sportsmanlike behavior and healthy lifestyles. Other related areas of the program are: safety, nutrition, drugs, alcohol, tobacco, personal health and disease prevention.

IMPACT:

The Physical Education Instructional Goals will emphasize the need for students to practice the proper skills for a healthy lifestyle. The policy requires no additional financial outlay.

TITLE 126
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2
SERIES 44B
(Policy 2520.13)

TITLE: INSTRUCTIONAL GOALS: PHYSICAL EDUCATION PROGRAM OF STUDY

Section 1. General

- 1.1 Scope - This legislative rule constitutes the physical education program requirements.
- 1.2 Authority - WV Code 18-2-6, 18-2-7a, 18-2-7b
- 1.3 Filing Date -
- 1.4 Effective Date -
- 1.5 Repeal of Former Rule - This Policy 2520.13 is a complete revision of the former policy.

Section 2. Purpose

The West Virginia Board of Education recognizes Physical Education as a vital component of a comprehensive school health program. The critical elements of a Physical Education program include, but are not limited to: cardio-respiratory fitness, flexibility, muscular strength and endurance and body composition. A comprehensive physical education program of study must be linked to the other seven components of the West Virginia Healthy Schools Program: health education, health services, school environment, nutrition services, school counseling, teacher/staff wellness, and community involvement.

The program emphasizes the need for appropriate fitness, motor skills, knowledge and understanding of sportsmanlike behavior, and an understanding that daily physical activity is an important component in developing and maintaining optimum health. Physical fitness assessment is mandated by West Virginia Code 18-2-7a. These Physical Education Instructional Goals assure that a high quality curriculum and high quality instructional programs will be delivered on a developmentally appropriate basis to students in grades K-12.

Section 3. Early Childhood Education

The goal of the Physical Education Program of Study in early childhood education is to prepare students to assume the responsibility for their current and future fitness status. The program establishes a foundation for understanding the relationship between physical fitness, a healthy lifestyle, and current health status.

The program shall meet the needs of each individual student through developmentally appropriate activities that focus on physical fitness, motor skills, movement concepts and sportsmanship. Each county board of education shall provide multiple opportunities for students to:

- 3.1 Develop an understanding of and demonstrate body awareness, space awareness and relationships through movement.
- 3.2 Demonstrate competencies that develop locomotor (i.e. skipping, walking, running), nonlocomotor (i.e. pushing, pulling), body alignment (i.e. balance, posture), rhythmic, and manipulative (i.e. kicking, rolling, throwing) activities individually and in groups.
- 3.3 Assess individual fitness levels and develop personal training and conditioning programs.
- 3.4 Participate regularly in health enhancing lifetime physical and personal wellness activities.
- 3.5 Participate in fundamental games that develop basic skills for future participation in individual and team sports (e.g. rhythm games, etc.).
- 3.6 Participate in activities and games that have been selected, sequenced, and modified to maximize enjoyment and active participation.
- 3.7 Participate in activities designed to help the student understand, and achieve the important components of physical fitness (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition) that contribute to a healthy lifestyle.
- 3.8 Participate in activities that emphasize self-improvement, communication, and cooperation in groups.
- 3.9 Practice skills at increased levels of difficulty, adjusted for individual skill and fitness levels.

- 3.10 Develop a positive role in leadership, sportsmanship, and respect for others that results from participation in physical activity.
- 3.11 Participate in rhythmical, expressive, and dance experiences.
- 3.12 Participate in educational gymnastic activities that sequentially develop skills appropriate to the individual's abilities.
- 3.13 Develop a knowledge and understanding of rules, strategies, and appropriate safety factors for physical activity and equipment.
- 3.14 Participate in activities in preparation for the President's Challenge physical fitness assessment.
- 3.15 Understand the effects of drugs, tobacco, and physical violence on the body and develop resistance skills to counteract societal and peer pressure to use drugs, alcohol and tobacco.

Section 4. Middle Childhood Education

The goal of the West Virginia Physical Education Program of Study in middle childhood education is to provide students with active involvement in developmentally appropriate physical activities. The program utilizes principles of personal conditioning and wellness to facilitate lifelong competencies in sport and leisure time activities.

Essential components of a comprehensive middle childhood education program include physical activities which enhance self-esteem, develop risk recognition and safe behavior and promote variety in physical education. Each county board of education shall provide multiple opportunities for students to:

- 4.1 Demonstrate competence in flexibility, cardio-respiratory endurance, strength and spatial awareness activities (i.e. coordination, agility, balance, and posture).
- 4.2 Demonstrate competencies that develop locomotor (i.e. skipping, running, sliding), nonlocomotor (i.e. pushing, pulling), body alignment, rhythmic, and manipulative (hand-eye coordination) activities individually and in groups.

- 4.3 Assess individual fitness levels and identify appropriate exercises to improve fitness and develop personal training/conditioning programs.
- 4.4 Participate regularly in health enhancing lifetime physical and personal wellness activities (i.e. stress management, nutrition, safe behaviors).
- 4.5 Apply appropriate safety techniques and recognize potential hazards inherent in physical activity, equipment, and facilities usage.
- 4.6 Be knowledgeable of the relationship between body composition, body fat, and physical fitness and their relationship to health.
- 4.7 Understand the rules, strategies, and terminology for varied physical activities.
- 4.8 Demonstrate sportsmanship, both as a participant and a spectator.
- 4.9 Display positive behavior during participation (i.e. self-discipline, cooperation, and leadership).
- 4.10 Display a relationship with, and a respect for, others through differences in games and rhythmic activities.
- 4.11 Participate in activities in preparation for physical fitness assessment.
- 4.12 Know the effects of drugs, alcohol, tobacco, and physical violence on the body as they relate to physical activity, coordination and fitness.

Section 5. Adolescent Education

The goal of the Physical Education Program of Study in adolescent education is to assure that students experience and realize the benefits of the major components of fitness (cardio-respiratory fitness, muscular strength and endurance, flexibility, and body composition). The program consists of a sequenced plan of physical activity designed to develop and maintain lifetime fitness. The local school district shall, therefore, provide multiple opportunities for students to:

- 5.1 Be aware of and assess personal levels of fitness, and design specific programs utilizing current principles of training for the improvement of fitness and the maintenance thereof.

- 5.2 Participate in lifetime health-enhancing physical fitness and related recreational/sports activities.
- 5.3 Analyze the availability and cost for sports, fitness, and recreational equipment and facilities associated with developing and maintaining an active lifestyle.
- 5.4 Understand the inherent benefits, risk factors and safety issues associated with regular participation in physical activity.
- 5.5 Understand that physical fitness is only one component of the total wellness concept (i.e. nutritional, emotional, social, etc.).
- 5.6 Analyze the relationship of physical fitness to other components of wellness, (i.e. nutritional, emotional, social, etc.).
- 5.7 Apply rules, strategies, appropriate behaviors, and safe practices for physical activity, recreation and sports.
- 5.8 Analyze improvements in athletic performance that have resulted from contests, equipment improvements, training regimens, etc.
- 5.9 Understand and demonstrate lifetime fitness activities which foster positive relationships with others.
- 5.10 Develop skills in a variety of individual and dual sports, team sports, and rhythmic/fitness activities.
- 5.11 Analyze how drugs, tobacco and alcohol affect physical performance.
- 5.12 Recognize situations that may lead to violence and develop conflict mediation skills.

Response Form
Physical Education Instructional Goals
Proposed Policy 2520.13 Series 44B

Directions: Please use this form in commenting by section on the proposed Physical Education Instructional Goals.

NAME OF INDIVIDUAL/ORGANIZATION: _____

ADDRESS: _____

Policy Section	Comments and Suggestions
Purpose	
Early Childhood	
Middle Childhood	
Adolescent	

Please submit comments by November 8, 1994 to:
West Virginia Department of Education
John Ray, Coordinator of Physical Education
1900 Kanawha Blvd., East, Room B-309
Charleston, West Virginia 25305

Criteria of Excellence: Instructional Goals and Objectives
Policy (2520)

The State Board of Education believes that the guiding principles of excellence and equity of educational opportunity provide the foundation upon which a learner-based system of educational program development and delivery is built. Further, the board recognizes that the primary goal of such a system is to establish high quality standards concerning performance expectations for all students attending West Virginia public schools.

Therefore, the Board affirms its commitment to a state level learner-based system of educational program development and delivery that ensures that each learner has the opportunity to master the knowledge, skills, attitudes, and behaviors related to state approved programs of study through delivery of approved instructional goals and recommended instructional objectives. These programs of study and instructional goals are periodically reviewed to ensure they meet the development needs of students and represent an appropriate scope and educationally sound sequence of learner experiences throughout the public school curriculum.

Policy Adopted: September 14, 1990