

1. If a student is absent from PE class due to illness or representing our school on a sports event, **Students are not required to make up any school related sports event absences.** Students are required to make up for the missed PE class during their lunch time or flex time when students return to school, **or with the student's teacher after school if arrangements with said teacher are made prior to the make-up** However, the maximum grade that the student can get from the make-up class is only 70%, not 100%. Why should the PE make-up class only get 70% of the grade while all the other subjects gives 100% for make-up? **A fitness based program with the use of HRM is based upon participation and effort, which can be measured with the use of the HRM. In theory, or in our program's reality, the student must be present in the prescribed lesson in order to achieve the full 10 points for the day. Three of these daily points are based on "participation in the prescribed lesson," which can only be attained if the student is present for that particular lesson. If this was not the case a student could conceivably never attend a PE class and make up the class on their own time and receive an A; therefore, professionally, we can justify not giving the student a full 10/10 for the day, as we know that being present for any particular class is vitally important in the educational process. Please understand the basis of a "participation" based philosophy is that it is important for the student to be in class and receiving instruction.**
2. When a student takes the beep test in PE, he/she is required to achieve a certain heart rate before a grade is assigned. **The prescribed Maximum Heart Rate (MHR) is 195. We use 195 as a base line, which is actually much lower than the Medically suggested $220 - \text{Age} = \text{MHR}$ for boys and $226 - \text{Age} = \text{MHR}$ for girls.** Otherwise, the student will have to re-take the beep again at some other free time. This becomes a problem for my daughter since she is a swimmer who swims 6 days a week and she naturally has a lower heart rate to begin with. **Generally speaking, a well-conditioned person has a lower RHR (resting heart rate) which has been achieved through physical conditioning and isn't "natural". This is probably the case for your daughter (which is a good thing) and can be attributed to her physical conditioning through an active lifestyle, swimming, and our fitness based PE program.** She has re-taken the beep test 6-7 times without being able to achieve the target heart rate. Shouldn't the target beep test heart rate be adjusted according to each individual student's unique situation instead of being set at a standard high level? **As with any circumstance, there are exceptions, and we work very hard at researching the latest fitness and medical research in regards to fitness, especially Heart Rate and its correlation to the fitness levels of individuals. If an individual has medical documentation from a licensed medical doctor stating that the individual is physically incapable of achieving the prescribed MHR of 195 and prescribes a lower MHR, we certainly would allow for said exception. (If this is the case please have the doctor specify what test they used to measure this.)** In addition, if the student doesn't achieve the prescribed 195 MHR, it only effects that individual Beep test grade, which is a very small percentage of

the total grade, and their prescribed “personal zone” is still calculated at 195 so as to allow for the student to still calculate their personal zones at a beneficial “fitness” achieving level.

3. Related to the target heart rate is the issue of the heart-rate monitor. Each student is required to achieve a certain target heart rate before full credit is given to the student for the class. With a student whose heart-rate is naturally low, it is difficult to achieve the higher heart-rate target set in class at all times. Our objective is to physically challenge and motivate each individual in our classes to achieve their personal best. In the PE department at SAS we are extremely fortunate to have the latest and best technology and science-based information to help each student do just that. This may be attested to the fact that in all of your student’s classes here at SAS we consistently strive to motivate, challenge, and “push” each student in that subject field, and our PE program is no exception. As each individual becomes “more fit” in theory, his or her resting heart rate should become lower, thus the need to test and retest four times per year so as to formulate personal fitness zones, and continue to look for personal improvement. Physical Education at SAS is truly differentiated and individualized to allow each student the opportunity to become a healthier individual. The zone portion of the daily grade achieved is the grade the student has truly earned through personal effort and measurement. It seems to me that it is reasonable to request for the PE teacher's observation to determine if a student is working hard and therefore deserves a full credit, even though he/she may not achieve the target heart-rate set on the heart-rate monitor. With the use of the HRM, the zone portion of the grading (5/10 points) is completely up to the individual to achieve through a measurable effort. The only subjective portion of the daily grade is the 3/10 for participation that is based on the student being actively engaged in the entire portion of the lesson. This is the portion of the grade that is based on the teacher’s daily observation.