

1977

# Recommendations for the Implementation of Title IX at Charleston High School

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*Eastern Illinois University*

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## Recommended Citation

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RECOMMENDATIONS FOR THE IMPLEMENTATION

OF TITLE IX  
AT CHARLESTON HIGH SCHOOL

(TITLE)

BY

Dolly McFarland

## THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Guidance and Counseling

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

May, 1977  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

13 May 77  
DATE

ADVISER

May 13, 1977  
DATE

DEPARTMENT HEAD

RECOMMENDATIONS FOR THE IMPLEMENTATION  
OF TITLE IX  
AT CHARLESTON HIGH SCHOOL

BY

DOLLY MCFARLAND

M. S. in Ed., Southern Illinois University, 1956

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education at the Graduate School  
Of Eastern Illinois University

CHARLESTON, ILLINOIS

1977

## ABSTRACT

On June 23, 1972, the Congress passed Title IX of the Education Amendments. Under Title IX "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ." This law affects virtually every institution of education in the country.

Elementary schools should be in compliance with Title IX this year, 1977. Secondary schools have until July 21, 1978, to fully comply.

Many administrators and teachers are reluctant to implement Title IX into their curriculum. Changes which undermine deep seated values, philosophies and related practices, are not easily switched. This may be a fear of a new situation or refusal to admit that there have been discriminatory practices.

The problems in the enactment of Title IX are many and varied. It means re-scheduling boys' and girls' physical education classes for co-educational activities. Evaluation standards must be restructured if a standard is used that results in excessive hardship for one sex. Sex designations are to be removed from budgets and activity areas. Teacher roles may have to be changed so that implementation of Title IX progresses smoothly.

Classes should be scheduled on a coeducational basis and should comply with grouping and evaluative criteria stipulated by Title IX.

Definite policies for attendance taking, supplies and uniforms required, locker assignments and locks, class time allotment, showering procedures, excuses from physical education, and student conduct should apply to both sexes.

The curriculum at the Freshman and Sophomore level should consist mostly of team sports and vigorous physical activities as characteristics of this age level indicate a need for varied and group activities. The activities at the Junior and Senior level should emphasize sports that can be carried over into later life (life time sports).

#### Summary

Title IX requires that the practice of segregating physical education classes on the basis of sex must cease. Traditional approaches to teaching physical education will change in order to accomodate the sex integration. There are many benefits of sex integrated classes and a positive approach to change is necessary. The curriculum will need to emphasize lifetime sports and activities that maximize personal development and minimize physical contact. The selection of the activities may be the easiest part; organizing the program is much more complicated. When contact sports are offered, skills may be taught to both boys and girls and separated by sex for play. Units would need to be the same length. Team teaching would be advantageous and suited to the teacher's specialty.

Athletic programs, interscholastics and intramurals, exist for the good of boys and girls. All personnel in the athletic department should work together to provide equal opportunities for all as required by Title

IX. The interscholastic program must not dominate the other programs and monopolize the facilities. Proper scheduling of facilities can provide opportunities for all students for athletic participation regardless of level of skill and competition. Women must be given their proper share of the budget, equipment and supplies. Athletic programs must be geared to the interests and abilities of students of both sexes.

The ingredients that will make Title IX work at Charleston High School are careful planning, attention to detail, willingness to listen to students, letting students have "input," flexibility and the personal attention and interest of the teachers. The program must be backed by the principal, superintendent and the school board, but it is the teacher's efforts and positive attitudes that will make the program successful.

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## I. INTRODUCTION

### Background

On June 23, 1972, the Congress passed Title IX of the Education Amendments following much Congressional debate and changes. The law was originally introduced in 1971 as an amendment to the Civil Right's Act of 1964.

Under Title IX "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ." <sup>1</sup> This law affects virtually every institution of education in the country.

The passage of the law was expedited due to existing conditions. Girls were being denied the option of enrolling in courses such as industrial arts and boys were being refused permission to enroll in courses such as home economics. School policies often restricted enrollment to strictly male or female oriented courses. <sup>2</sup>

Physical education, intramural and interscholastic activities often shortchanged girls. Girls had not been permitted to play on boys' interscholastic teams and had not been allowed to have teams of their own. Illinois High School Association rules (prior to 5-10 years ago) stated

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<sup>1</sup>Final Title IX Regulation Implementing Education Amendments of 1972, Prohibiting Sex Discrimination in Education (Effective Date: July 21, 1975), H E W Fact Sheet (Washington, D.C.: U.S. Department of Health, Education and Welfare/Office for Civil Rights), June, 1975, p. 1.

<sup>2</sup>Ibid., p. 2.

that girls could participate only in interscholastic badminton, archery, golf and tennis. Schools had provided money for boys' competition but allotted nothing for girls' teams.

Scholarships for men's intercollegiate sports have been awarded for years, but no similar scholarships have existed for women except in recent years.

In education most administrative personnel were and still are male. More female principals' positions are held at the elementary level than at the secondary level and very few superintendents are female; thus, employment practices were discriminatory in school situations as well as other employment areas.

The Title IX law concerning sex discrimination in education programs or activities which receive Federal financial assistance became effective on July 21, 1975, after being signed by the President on May 27.

The office for Civil Right's of the United States Department of Health, Education and Welfare will administer the regulation.<sup>3</sup> Elementary schools should be in compliance this year, 1977. Secondary schools have until July 21, 1978, to fully comply.

#### Statement of Problem

Many administrators and teachers are being very reluctant to implement Title IX into their curriculum. Changes which undermine deep seated values, philosophies and related practices are not easily switched. This may be, perhaps, a fear of a new situation or refusal to admit that there have been discriminatory practices in physical education. Both sexes having equal access to classes for coeducational activities become an object

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<sup>3</sup>Ibid.

of ridicule or threat rather than a challenging situation. Others feel that discriminatory practices have occurred since physical education began, and, thus, steps must be taken to end this practice whether or not it is in the best interests of students.<sup>4</sup>

Some feel that discrimination exists when classes are divided into male or female activities exclusively. Do we eliminate discrimination by offering all classes to both sexes? Do we discriminate when offering only coeducational classes? Learning experiences need to be provided which are sound physiologically, sociologically and psychologically to members of each sex.<sup>5</sup>

The ramifications of Title IX affect the entire curriculum. It means re-scheduling classes for physical education as classes may be separated for contact sports only (wrestling, basketball, football and boxing). Ability grouping within classes is permitted even if such grouping results in single sex or predominantly single sex grouping, provided sex is not the criteria for such grouping. Evaluation standards must be restructured if a standard is used that results in excessive hardship for one sex. This means that if requiring girls to do as many push-ups and sit-ups as boys or make as many shots, volleys, or hits in skills tests proves an excessive hardship, different evaluation standards must be used.

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<sup>4</sup>Wilma Harrington and Carol Gordon, Title IX Moving Toward Implementation: Some Implications of Title IX for Physical Education Programs (Washington, D.C.: The National Association for Physical Education of College Women and the National College Physical Education Association for Men, 1975), pp. 1-2.

<sup>5</sup>Ibid.

Schools do have a variety of alternatives when it comes to grading. The regulations specifically permit ability grouping within classes. Varied standards based on different requirements for students in different ability groups are permitted and in fact encouraged since individual differences are recognized without discrimination because of sex.

There is a variety of questions related to girls' and women's participation in interscholastic and intercollegiate sports programs. Can girls participate in or tryout for boys' teams? Are the schools providing equal funding for girls' programs and equal use of facilities and equipment? If a school has a boys' football team, must there be one for girls? What kinds of teams or activities should be provided to be in compliance? Are league or conference rules affected? All of the above factors plus employment and enforcement procedures must be considered.<sup>6</sup>

The problems in the enactment of Title IX are many and varied and will not be resolved in one easy year. Teacher roles may have to be changed so that implementation of Title IX progresses smoothly. With time and effort Title IX may become the law that gives equal opportunity to all.

#### Complying with Title IX

July 21, 1978, is the deadline for secondary schools to bring their athletic and physical education programs into compliance with Title IX. Each school should make a self-evaluation of their policies and practices and take steps to eliminate discrimination.

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<sup>6</sup>The Athletic Educator's Handbook (Connecticut: Institute for Learning, a Division of the Institute for Learning, a Division of the Institute for Management, Inc., 1976), pp. 5-6.

## Physical Education

Physical education classes must be taught coeducationally except for instruction in contact sports (boxing, wrestling, ice hockey, football, basketball and rugby and other sports).<sup>7</sup> Sex designations are to be removed from budgets and activity areas. Facilities and equipment must be utilized on a nondiscriminatory basis.<sup>8</sup> Physical education requirements should be the same for boys and girls. Rules regarding policies on attendance, dress, dressing time and showering shall apply equally to male and female students. Selection of activities should consider the needs and interests of boys and girls.

Evaluation of students should reflect the progress of the student and separate standards for boys and girls may have to be used.<sup>9</sup>

## Intramurals and Athletics

Intramurals and athletics are a part of the educational program and are subject to Title IX regulations even though federal funds do not directly fund these programs.

Equal opportunity to participate in intramural and interscholastic programs shall be provided for each sex. The sports and levels of competition selected should accommodate the interests and abilities of the students. Other factors to consider in determining equal opportunities

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<sup>7</sup>Nondiscrimination on Basis of Sex, Federal Register, XL, No. 108, Wednesday, June 4, 1975, 24141.

<sup>8</sup>Don Arnold, "Compliance with Title IX in Secondary School Physical Education," Journal of Physical Education and Recreation, XLVIII (January, 1977), 20.

<sup>9</sup>Ibid., p. 21.



to both sexes are provisions for supplies and equipment, publicity, insurance coverage, travel and per diem allowance, coaching assignments, and scheduling of games, practices and competitive facilities. Equal expenditures for each team are not required but will be considered in determining equal opportunity.<sup>10</sup>

Schools may offer separate teams in the contact sports, and neither sex has the right to participate in a contact sport declared for the opposite sex. If the excluded sex wants to compete and there have been fewer opportunities for that sex, the school is obliged to sponsor a team for that sex in that contact sport. If there is a team in a non-contact sport for members of one sex, the excluded sex may try out if over-all athletic opportunities for members of that sex have been limited. This cross-over privilege by members of the excluded sex would be permitted only where interscholastic competition participation has been limited.

A single team where selection is chosen by competitive skill of both sexes must effectively accomodate the abilities and interests of members of both sexes. If there is a great interest among females for the team and due to lack of sufficient skill they have not been selected, the school may be in violation of Title IX. Present opportunities must be equal.<sup>11</sup>

Athletic trainer services, opportunities to compete before an audience, and coaching payment must be comparable. Length of seasons, number of players, size of staff, and responsibilities during pre-season

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<sup>10</sup>Ibid.

<sup>11</sup>Ibid., p. 22.

and post-season are factors to be considered for coaching remuneration.

#### Cost

A plan must be chosen to implement Title IX before a cost estimate can be made. Each school district is unique and must develop their own plan. If schools had a good physical education program before the Title IX law, it seems reasonable to assume there would not be a substantial increase for this program.

The cost of the athletic program could range from no increase to more than double. The boys' program could be decreased and the money saved allotted to the opposite sex. A school could maintain the present boys' athletic budget and provide a comparable budget for girls; thus, the cost would be doubled. The interests and abilities of both sexes would influence the budget expenditures at this time.<sup>12</sup>

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<sup>12</sup>Ibid.

## II. IMPLEMENTATION OF TITLE IX IN PHYSICAL EDUCATION

### Teacher

The implementation of Title IX is one of many problems in education to be considered and solved. A positive attitude on the part of the administrators and physical education staff is an essential ingredient. Teachers should be involved in revising the curriculum and use of facilities to meet the Title IX requirements. This may even involve taking summer courses to be prepared for the next school year.

A personal evaluation and questionnaire might be helpful to the physical education staff. This would define sports experiences, college credits, hobbies, special activity interests, abilities and performances. Teaching units could then be planned using the teachers as specialists in their areas of high interest.<sup>13</sup>

The physical education instructor needs to familiarize himself/herself with Title IX regulations and plan individual classes so that they conform. Classes should be scheduled on a coeducational basis and should comply with grouping and evaluative criteria stipulated by Title IX. The teacher needs to be aware of possible violations in practices, policies, or materials used in classes and submit to the administration possible violations.

Title IX implementation needs to be approached as a challenge and something which is worthwhile and, perhaps, better than the old.

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<sup>13</sup>Marjorie Blaufarb, "Management Strategies for Implementation of Title IX," AAHPER Update, February, 1977, p. 3.



### Student

This same positive approach might be used with the students. Students should have an elective program or a choice of activities. An elective program could be presented to the student explaining the resources in facilities, budget and staff available and the desire for a bigger and better curriculum.

An explanation that sex-integrated physical education is comparable to a sex-integrated English class and should be an everyday part of education opportunities for all students might enhance the new experience.

Many benefits of sex-integrated classes will be derived by both sexes. Boys will be exposed to dancing on an equal basis, and girls should be able to enjoy vigorous physical activity without ridicule. Participating in sports, exercises, games and other physical activities will provide a wholesome, social situation for developing friendships and personal development. The positive and enthusiastic approach displayed by the teacher will "carry-over" to the student. Sport and play which are fun and challenging for everyone will result in happy participants.

### III. IMPLEMENTATION OF TITLE IX IN PHYSICAL EDUCATION AT CHARLESTON HIGH SCHOOL

#### Present Situation

The physical education staff at Charleston High School developed a curriculum guide in July, 1975. Consideration was given to the future implementation of Title IX, and some classes are now coeducational. A complete conversion to co-educational classes should not be too difficult. Decisions were made for philosophy and general objectives of physical education.

Definite policies were formulated for attendance taking, supplies and uniform required, locker assignments and locks, class time allotment, showering procedures, excuses from physical education, safety policies and reporting of accidents, student conduct and evaluative and grading standards. Thus, compliance with the regulations of Title IX can be done with a minimum of additional effort.

The following pages are cited from Charleston Community Unit No. 1 Physical Education Curriculum Guide, July, 1976 (condensed and modified by the writer).<sup>14</sup>

#### Philosophy

The individual should develop a feeling of personal worth and responsibility, but in this process the individual must also be taught to contribute to and cooperate with the group regardless of his innate physical

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<sup>14</sup>Mervin Baker, et al., Physical Education Curriculum Guide for Grades 7-12, Unpublished Curriculum Guide for Charleston Schools 7-12, July 19, 1975, edited by Dolly McFarland, pp. VI, VII, IX, 9-17.

or mental ability. Becoming an integral part of the group and the ability to make worthwhile contributions to the group is the essence of our democratic society. The opportunity for refinement of personal abilities which enable each individual to develop his potential to the maximum should be present. Physical Education, through total body activity, should be the means of expression by which the individual is given the opportunity for development toward physical, social, emotional, cultural, intellectual and aesthetic advancements.

#### General Objectives

A major purpose of education is to prepare individuals to be active, healthy, intelligent, and responsible participants in society. The school curriculum should provide for each pupil the opportunities needed for growth and development--physical, intellectual, emotional, and social--to the full extent of the individual's abilities. The physical education program should:

1. Develop and maintain personal good health and fitness
2. Provide situations in which students may achieve personal satisfaction through emotional responses as an individual and a group member
3. Provide opportunities for the development of desirable leadership attributes
4. Provide opportunities for creative and interpretive development
5. Provide opportunities to learn basic skills for carry-over leisure time activity

6. Extend and broaden the physical education program to provide opportunities to participate and compete in a variety of activities at their own levels of ability and interest
7. Promote educational and cultural values, attitudes and appreciations, including high standards of good sportsmanship, and effective citizenship, among all participants

#### Policies and Procedures

##### ORGANIZATION FOR ATTENDANCE TAKING

Definite policies should be set up by teachers for procedures used to take attendance and for organization of class instruction. There is no one superior method for all occasions; however, accuracy and speed are essential with any method.

The teacher should be especially concerned in selecting the method best suited for the particular group of students.

##### SUPPLIES FOR PHYSICAL EDUCATION

###### Boys' uniform

1. one pair of white socks
2. one athletic supporter
3. one pair of gym shoes
4. one pair of gold athletic shorts
5. one gold tee shirt
6. one sweat shirt and pants (optional)

###### Girls' uniform

1. one-piece gym suit, green, unless otherwise directed
2. one pair of white sockettes or socks (ankle or knee length)
3. shoes--tennis shoes to be worn for gym class only
4. one sweat shirt and pants (optional)

###### Optional equipment

1. gym bag
2. shower cap

3. shower clogs
4. personal items--deodorants, lotions, etc., in unbreakable containers

If swimming is included in the program, proper swimming attire will be required.

#### General remarks

1. Official uniforms have been selected that are comfortable, washable, and attractive. Every effort should be made to keep them in good condition. (This practice helps to maintain good morale and to minimize differences in social status when all students are dressed alike.)
2. Borrowing or lending supplies should be discouraged.
3. Suits should be taken home every Friday night to be returned Monday morning after laundering.
4. All uniforms should be marked to discourage the lending, borrowing and loss of gym suits. All markings other than name and/or Charleston High School is prohibited.
  - a. boys--The initial of the pupil's first name and the full last name should be printed on the front of the left leg of the gold gym shorts and on the middle front of the gold tee shirt. All gym shoes should be plainly marked for identification. The athletic supporter should be marked on the waistband.
  - b. girls--The initial of the pupil's first name and the full last name should be printed on the front of the left leg of the gym suit. All gym shoes should be plainly marked for identification.

## LOCKER ASSIGNMENTS AND LOCKS

### Lockers

1. Students will be assigned a box locker.
2. Leave long locker clean for next class.
3. Make sure box locker is locked before leaving.

### Locks

All students will be issued a lock at no charge unless it is damaged or lost.

## CLASS TIME ALLOTMENT

### Daily schedule

1. Students should be dressed and ready for roll call five minutes after tardy bell rings.
2. From five to ten minutes are allotted to shower, dry hair and dress before period ends.
3. Activity period is approximately forty minutes long.

## SHOWERING PROCEDURES

1. Showers should be taken after every physical activity period.
2. Clean towels and soap should be made available for all students taking showers. No towel should be taken home or brought from home.
3. The instructor should guard against contagious and infectious skin diseases in the locker and shower room.
4. Girls shall be excused five days per month from showers for menstrual period. During this time they should sponge bathe.

## EXCUSES FROM PHYSICAL EDUCATION

### Medical excuse

1. A statement from a qualified physician stating conditions of student and approximate length of time student should be excused from physical activity must be presented to the teacher before any student is excused from physical education for physical disability.
2. A record of the statement should be made by the physical education teacher and the original given to the school nurse for filing.
3. The student will not be required to dress or participate for the duration of this excuse.
4. For any excuse of two weeks or longer the student may be assigned to the study hall for the duration of the excuse.

### Temporary excuses

1. An excuse from participation for one or two days may be granted by the instructor with a note written and signed by a parent or legal guardian. Anything over two days requires a medical excuse from a physician. (In consideration of the student's health, consistent use of parental notes will be referred to the administration and school nurse.)
2. Student should dress in uniform and observe class instruction.
3. Suggested assignments may include scorekeeping, obtaining and putting away of equipment and issuing towels.



### Religious excuses

1. An excuse from participating in a physical education activity may be granted because of religious objection.
2. A request written by the minister to the physical education instructor must be presented.
3. If physical education uniform is objectionable, other attire may be substituted upon approval by the teacher.

All excuses should be given, or illnesses reported, to the instructor prior to roll check.

### SAFETY POLICIES

1. Each instructor should be capable of administering first aid.
2. Warm-up periods should precede each strenuous activity in order to avoid injury to muscles and tendons.
3. The instructor should inspect all playing areas and surfaces for hazards daily.
4. Inspection should be made of gymnasium and locker rooms for potential accident hazards.
5. All apparatus and ropes should be checked.
6. If hazards exist the principal of the school should be notified.
7. A written form requesting repairs should be made by the teacher and given to the principal.
8. If end walls and corners near playing areas present a hazard, they should be covered.



9. Unbreakable glass or protective eye masks should be recommended for students wearing glasses.
10. Students should be informed to report all injuries to the instructor even though the injury is thought to be a minor one.
11. All deodorants, lotions, etc., brought to the locker room, should be in plastic or unbreakable containers.
12. Place wet towels in hampers.
13. No running or misconduct in locker and shower rooms.
14. Do not climb on balcony bleachers when they are closed.
15. Students should not use equipment or apparatus unless supervised by an instructor.
16. Equipment should be used only for the activity for which it was planned.
17. Equipment should be put away and all areas secured at the end of each day.

#### REPORTING ACCIDENTS

1. In case of any serious accident or sudden illness occurring in physical education classes, the office or school nurse should be notified immediately so that professional help can be obtained. First aid should be administered until professional help arrives.
2. In cases of minor injury, apply first aid and contact the school nurse or office.
3. Written forms--It is the responsibility of all teachers to complete accurate accident reports in duplicate for any student who happens to be in an accident while under their supervision.

4. Any accident which is serious enough to require treatment at that time or later, should be reported. It is better to over-report than to under-report.
5. Reports should be completed as soon as possible but always within one day of the accident.
6. Accident report forms may be obtained in the principal's office.

#### STUDENT CONDUCT

Students and instructors should treat others with respect and friendliness.

The use of profanity will not be tolerated.

Excessive noise will not be permitted in locker rooms or classes.

Students will remain in class until dismissed by the instructor.

Students will report to and remain in assigned areas unless otherwise excused or until dismissal bell rings.

Students should be in designated areas when tardy bell rings.

Students should follow the instructions of any physical education teacher in the area.

#### EVALUATION

Evaluation of students' achievement in physical education is an integral part of the instructional program. Evaluation of the student should be as objective as possible, but subjective evaluation is necessary at times:

- To keep teachers, students, administrators and parents informed of the extent to which the purposes of physical education are being attained.

-To provide information needed by teachers to make their teaching more productive, by students to direct their efforts wisely, by administrators to administer and interpret the program and for parents to be cognizant of student progress.

Students' achievement provides the evidence needed to determine how well the objectives of physical education are being met. The achievement that can be expected of each student depends upon his abilities, interests, and needs.

Sometime during the first two weeks of school, the instructor should sit down with each class and explain the grading system and what is expected of each pupil to receive a grade. Since the physical education grade is a part of the total school achievement record, parents and students should be made aware of this fact.

#### Grading standards

1. Knowledge - 25% (changed to 33 1/3% in 1976)
  - a. written and oral tests on rules and strategy knowledge of rules in a game situation
2. Skills - 25% (changed to 33 1/3% in 1976)
  - a. ability to perform on skill tests
  - b. use of proper skills in a game situation
3. Participation - 50% (changed to 33 1/3% in 1976) Must pass this portion. The following will be considered under participation and penalty point system used for participation grade:
  - a. attendance
  - punctuality

proper dress

responsibility

social conduct

cooperation

b. penalty point system	Code
4 - not dressing	ND
4 - non-participation	NP
4 - major disciplinary problem	MA
4 - unexcused absence (blue slip)	B
2 - tardiness	T
2 - no shower	NS
2 - minor discipline	MIN

improper attire

2 - no regulation gym suit (girls)

1 - no regulation tee shirt (boys)

2 - no regulation shorts (boys)

1 - no shoes

1 - no socks

4. An individual's grade will be determined by giving the three portions of the grades their proper weights and by averaging them together. In this manner a nine-week grade will be determined.
5. For each unit of instruction a knowledge and skill grade will be given. The points will be totaled for participation and carried over into the next unit.

6. At the end of a nine-week grading period the knowledge and skill grades will each be averaged. These will then be averaged (using above percentage) with the total participation point grade and the nine-week grade then determined.

7. The participation point span and equivalent grade is as follows:

0 - 5 A

6 - 9 B

10 - 13 C

14 - 15 D

16 and above F

8. In averaging grades the following point value is used:

A	5.0 - 4.8	C	3.1 - 2.8
A-	4.7 - 4.5	C-	2.7 - 2.5
B+	4.4 - 4.2	D+	2.4 - 2.2
B	4.1 - 3.8	D	2.1 - 1.8
B-	3.7 - 3.5	D-	1.7 - 1.5
C+	3.4 - 3.2	F	1.4 - 0

9. Since participation is such a vital part of the physical education program, it is essential that a student pass that portion of the grading system. Any student who accumulates 16 or more points in a nine-week grading period will automatically receive a failing grade on his/her report card.

#### Current Curriculum

On January 22, 1975 the District #1 Board of Education of Charleston, Illinois approved the proposal that full credit toward graduation be granted

for physical education, health, and driver education. In computing grade point averages and class standing grades for these courses are to be computed. One semester of health and one semester of physical education is taken at the freshman level. One semester of driver education and one semester of physical education is completed the sophomore year. A full year of physical education is taken at the junior and senior level to fulfill a three year physical education requirement.

The physical education staff at Charleston High School planned two programs at the freshman-sophomore level to accomodate the students that were taking physical education for only one semester per year.

A Year - Freshman-Sophomore

Grading Period				Units Offered		
<u>1st Sem. - 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Orientation & Testing	Softball	Hockey	Basic Rhythms & Co-ed	Basketball	Tumbling
Weeks-	(2)	(4)	(3)	(3)	(3)	(3)
Boys-	Orientation & Testing	Tennis	Softball & Combative	Basic Rhythms & Co-ed	Badminton	Tumbling
Weeks-	(2)	(3)	(4)	(3)	(3)	(3)
<u>2nd Semester - 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Basic Rhythms & Co-ed	Basket- ball	Tumbling	Hockey	Softball	Testing
Weeks-	(3)	(3)	(3)	(3)	(4)	(2)
Boys	Basic Rhythms & Co-ed	Badmin- ton	Tumbling	Combative (2) Tennis	Softball	Testing
Weeks-	(3)	(3)	(3)	(3)	(2 1/2)	(1 1/2)

B Year - Freshman-Sophomore

Grading Period				Units Offered		
<u>1st Sem. - 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Orientation & Testing	Track & Field	Soccer	Volleyball	Badminton	Modern Dance
Weeks-	(2)	(4)	(3)	(3)	(3)	(3)
Boys-	Orientation & Testing	Flag Football	Track (2) Field (2)	Apparatus (3)	Basketball (3)	Volleyball (3)
<u>2nd Sem.- 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Orientation & Badminton	Volleyball	Modern Dance	Soccer	Track & Field	Testing
Weeks-	(3)	(3)	(3)	(3)	(4 1/2)	(1 1/2)
Boys-	Orientation & Apparatus	Floor Exercise	Basketball	Volleyball	Flag Football	Track (2) Testing (1)
Weeks-	(3)	(2 1/2)	(3 1/2)	(3)	(3)	

Year - Junior

Grading Period				Units Offered		
<u>1st Sem. - 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Orientation & Testing	Speedaway	Softball	Tumbling	Folk Dance or Rec. Games (Elec.-Sr.)	Modern Jazz
Weeks-	(2)	(4)	(3)	(3)	(3)	(3)
Boys-	Orientation & Testing	Soccer	Volleyball	Wrestling	Tumbling	Apparatus
	(2)	(3)	(4)	(3)	(3)	(3)



Year - Junior (cont.)

<u>2nd Sem. - 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Volleyball	Sq. Dance or Apparatus (Elec.-Sr.)	Badminton	Basketball or Mod. Dance	Softball	Archery (2) Testing
Weeks-	(3)	(3)	(3)	(3)	(3)	(1)
Boys-	Basketball	Badminton	Handball	Weight Training	Archery	Golf (2) Testing
Weeks-	(3)	(3)	(3)	(3)	(3)	(1)

Year - Senior

Grading Period

Units Offered

<u>1st Sem. - 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Orientation & Testing	Archery & Golf	Flag Football	Badminton Co-Ed	Folk Dance or Rec. Games (Elec.-Sr.)	Volley Tennis Bowling
Weeks-	(2)	(3 1/2)	(3 1/2)	(3)	(3)	(3)
Boys-	Orientation & Testing	Co-Ed. Elective	Flag Football	Badminton Co-Ed.	Basketball	Co-Ed. Elective
	(2)	(2 1/2)	(3 1/2)	(3)	(3)	(3)
<u>2nd Sem. - 1st 9 wks.</u>				<u>2nd 9 wks.</u>		
Girls-	Yoga	Sq. Dance or Apparatus (Elec.-Jr.)	Volleyball (Co-Ed.)	Basketball or Modern Dance (Elec.-Jr.)	Softball or Cycle	Tennis (2) Testing
Weeks-	(3)	(3)	(3)	(3)	(3)	(1)
Boys-	Wrestling or Apparatus	Cond. & Wt. Trng.	Volleyball	Handball	Tennis	Softball (2) Testing
Weeks-	(3)	(3)	(3)	(3)	(3)	(1)



## Recommendations for Implementation of Title IX

### Introduction

Physical education is that segment of general education that contributes to fitness through physical activities. It has the same goal and objectives as general education.

Philosophy and general objectives of physical education at Charleston High School have been stated on previous pages. Definite policies, procedures, and evaluative criteria have been discussed. These are all in compliance with Title IX.

A variety of activities should be offered in order that each pupil may at one time or another find the realization of his self-image. Physical education should be for all students--the handicapped, the highly skilled, and the average.

### Suggested Curriculum

The program at the Freshman and Sophomore level should be specified and should consist mostly of team sports and vigorous physical activities. Characteristics of this age level indicate a need for group activities, a wide variety of physical activities, co-educational activities, an understanding of the need for and value of rules, and an understanding and knowledge of the value of teamwork and cooperation.<sup>15</sup>

The activities at the Junior and Senior level should emphasize individual sports that can be carried over into later life (life time sports). There is a greater need at this level to develop wholesome boy-girl relationships. Opportunities should be provided to serve as

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<sup>15</sup>Ibid., pp. 4-5.

officials and as helpers for teaching games and skills. Opportunities to select the areas of physical education in which they desire to become more proficient (an elective program) should be made available.<sup>16</sup>

At the beginning of school a student could register for the activities he desires to take. Beginning and Intermediate courses should be offered in different sports. A student's record of activities and grades should be kept on file in the physical education office so that it can be available for the instructor and the student. It should be specified that three team sports, four lifetime sports, two dance and two body conditioning and physical fitness activities are required for graduation. This would be assurance that a student is exposed to a variety of activities.

A Year - Freshman-Sophomore - Co-Educational

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Grading Period

Units Offered

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1st. Sem.

1st 9 wks.                      Orientation & Testing, Softball, Hockey, Aerial  
Darts, Soccer, Apparatus & Deck Tennis

2nd 9 wks.                      Basic Rhythms, Tumbling, Basketball, & Testing

2nd Sem. (new group)

3rd 9 wks.                      Orientation & Testing, Basic Rhythms, Tumbling  
& Basketball

4th 9 wks.                      Softball, Hockey, Aerial Darts, Deck Tennis,  
Soccer, Apparatus, & Testing

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<sup>16</sup>Ibid., pp. 6-7.

B Year - Freshman-Sophomore

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Grading Period

Units Offered

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1st. Sem.

1st 9 wks.	Orientation & Testing, Flag Football, Floor Exercise, Trac, & Field
2nd 9 wks.	Modern Dance, Combatives, Volleyball, Badminton

2nd Sem. (Repeat)

3rd 9 wks.	Orientation & Testing, Volleyball, Badminton, Modern Dance & Combatives
4th 9 wks.	Floor Exercise, Flag Football, Track & Field, & Testing

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Junior-Senior - Sex-integrated Classes - Elective

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Grading Period

Units Offered

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1st. Sem.

1st 9 wks.	Orientation & Testing, Speedway, Softball, Tennis I, Archery, Flag Football, Cross Country
2nd 9 wks.	Modern Jazz, Recreational Games, Tumbling, Wrestling, Badminton, Volleyball, Aerobic Dancing

2nd Sem.

3rd 9 wks.	Basketball, Yoga, Folk Dance, Handball, Weight Lifting, Square Dance
4th 9 wks.	Social Dance, Tennis II, Softball, Cycling, Golf, Orienteering, Track & Field, Testing

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#### IV. SUMMARY

Title IX requires that the practice of segregating physical education classes on the basis of sex must cease. Traditional approaches to teaching physical education will change in order to accomodate the sex integration. There are many benefits of sex integrated classes and a positive approach to change is necessary. The curriculum will need to emphasize lifetime sports & activities that maximize personal development and minimize physical contact. The selection of the activities may be the easiest part; organizing the program is much more complicated. When contact sports are offered, skills may be taught to both boys and girls and separated by sex for play. Units would need to be the same length. Team teaching would be advantageous and suited to the teacher's specialty.

Requirements for physical education can be specified, and a student might specialize by taking beginning through advanced courses. In this requirement a student should be exposed to a variety of activities.

Athletic programs, interscholastics and intramurals, exist for the good of boys and girls. All personnel in the athletic department should work together to provide equal opportunities for all as required by Title IX. The interscholastic program must not dominate the other programs and monopolize the facilities. Proper scheduling of facilities can provide opportunities for all students for athletic participation regardless of level of skill and competition. Women must be given their proper share

of the budget, equipment and supplies. Athletic programs must be geared to the interests and abilities of students of both sexes.

The ingredients that will make Title IX work at Charleston High School are careful planning, attention to detail, willingness to listen to students, letting students have "input," flexibility and the personal attention and interest of the teachers. The program must be backed by the principal, superintendent and the school board, but it is the teacher's efforts and positive attitudes that will make the program successful.

## APPENDIX

### PROPOSED RULES FOR IMPLEMENTING TITLE IX OF THE DEPARTMENT OF HEW: NONDISCRIMINATION ON THE BASIS OF SEX

(The following excerpts were taken from the Federal Register, Volume 40, No. 108, dated Wednesday, June 4, 1975)

On June 20, 1974, the Office for Civil Rights of the Department of Health, Education and Welfare gave notice of proposed rulemaking to the effect that it intended to add Part 86 to the Departmental regulation to effectuate Title IX of the Education Amendments of 1972 (20 U.S.C. sections 1681 et seq.), except sections 904 and 906 thereof (20 U.S.C. 1684 and 1686), with regard to Federal financial assistance administered by the Department (39 FR 22228.) Title IX provides that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to, discrimination under any education program or activity receiving Federal financial assistance," with certain exceptions. Title IX is similar to Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.) except that Title IX applies to discrimination based on sex, is limited to education programs and activities, and includes employment.

PART 86 - NONDISCRIMINATION ON THE BASIS OF SEX UNDER FEDERALLY ASSISTED EDUCATION PROGRAMS AND ACTIVITIES - includes 71 sections, of which three directly relate to Physical Education and Athletics.

SUBPART D

86.33 Comparable facilities

86.34 Access to course offerings

86.41 Athletics

86.33 Comparable Facilities

A recipient may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex. (Sec's. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374.)

86.34 Access to Course Offerings

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(a) With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.



(b) This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports, the purpose or major activity of which involves bodily contact.

(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.

(e) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

(f) Recipients may make requirements based on vocal range or quality which may result in chorus or choruses of one or predominantly one sex.

#### 86.41 Athletics

(a) General. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any inter-scholastic, intercollegiate, intercollegiate, club, or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.



(b) Separate teams. Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered, unless the sport offered is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports, the purpose or major activity of which involves bodily contact.

(c) Equal opportunity. A recipient which operates or sponsors interscholastic, intercollegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

- (i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes
- (ii) The provision of equipment and supplies
- (iii) Scheduling of games and practice time
- (iv) Travel and per diem allowance
- (v) Opportunity to receive coaching and academic tutoring
- (vi) Assignment and compensation of coaches and tutors
- (vii) Provision of locker rooms, practice and competitive facilities

- (viii) Provision of medical and training facilities and services
- (ix) Provision of housing and dining facilities and services
- (x) Publicity

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams, if a recipient operates or sponsors separate teams, will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) Adjustment period. A recipient which operates or sponsors interscholastic, intercollegiate, club, or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible, but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club, or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible, but in no event later than three years from the effective date of this regulation.

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