The O’Farrell High School

Independent Study Physical Education (ISPE)

2026–2027 Program Contract, Written Agreement, and Student Learning Plan

Student name: _____ ___	Student ID: _____
Grade: ☐ 9 ☐ 10 ☐ 11 ☐ 12	Date of birth: _____
Parent/guardian: _____ _	Phone: _____
Student email: _____ ___	Parent email: _____
Supervising certificated teacher: _____	Homebase: _____
ISPE course/section: _____	Credits upon completion: _____
Agreement begins: August 4, 2026	Agreement ends: May 28, 2027

1. Program Overview

At The O’Farrell High School, students may satisfy approved physical education coursework through either a school-offered PE course—such as CrossFit, Conditioning, or another approved course—or through Independent Study Physical Education (ISPE), when the student is eligible and the school approves participation.

ISPE is a voluntary alternative instructional strategy. It is not an exemption from physical education and it is not automatic credit for participation in a club, private gym, dance studio, athletic team, or other extracurricular activity. The student follows an individualized written learning plan, completes standards-aligned instruction and work products, participates in approved physical activity, submits assignments by established due dates, and works under the general supervision of an O’Farrell certificated teacher.

ISPE is graded Credit/No Credit. Activity minutes are an important planning and documentation measure, but minutes or coach verification alone do not establish attendance or guarantee credit. The supervising certificated teacher personally evaluates the student’s completed work, determines its educational time value, monitors progress, and makes the final credit determination.

2. Voluntary Participation and Educational Options

Participation in ISPE is optional. No student may be required to enroll in ISPE. A classroom-based physical education option remains available in accordance with school course offerings, scheduling

procedures, and applicable law. A parent/guardian or adult student may request a conference before signing this agreement to review available educational options and supports.

Because this agreement is scheduled for more than 15 school days, all required signatures must be obtained before the student begins ISPE instruction. Activities completed before the effective date of a fully executed agreement will not be used to generate independent-study attendance or ISPE credit.

3. Eligibility and Approval

ISPE is intended for students whose sustained, structured, and verifiable physical training program can support the school's standards-aligned PE course of study and cannot reasonably be accommodated through the regular PE schedule. Approval is discretionary and is based on the complete application and the school's determination that independent study is educationally appropriate for the student.

- The student is enrolled at The O'Farrell High School and requires PE credit under the school's graduation plan.
- The proposed activity is structured, supervised when appropriate, developmentally appropriate, and capable of addressing the approved ISPE learning objectives.
- The student submits a complete application, training schedule, provider or coach information when applicable, and any requested supporting documentation.
- The student demonstrates the independence, communication, attendance, and academic habits needed to complete assignments on time.
- The student and family agree that outside athletic participation is evidence supporting the course—not a replacement for teacher-assigned instruction, assessment, and work products.
- The supervising teacher and school administrator approve the learning plan before participation begins.

O'Farrell may deny, defer, or discontinue ISPE when documentation is incomplete, the proposed program does not support the course objectives, the student is not making satisfactory educational progress, safety concerns are unresolved, or another educational placement is determined to be more appropriate.

4. Agreement Term and Course Credit

School year	2026–2027
Agreement period	August 4, 2026–May 28, 2027
Semester 1	August 4, 2026–January 8, 2027
Semester 2	January 11, 2027–May 28, 2027
Grading	Credit/No Credit
Course credit	_____ credits per semester; _____ credits annually (confirm locally)

This agreement may not extend beyond one school year. Changes to the course, teacher, objectives, dates, or other material terms must be documented in a written supplemental agreement and retained with the original agreement.

5. California PE Instructional-Time Standard and O'Farrell Calendar Benchmark

California requires students in grades 7–12 to receive at least 400 minutes of physical education instruction during each 10 school-day period. The statewide annual planning minimum is 7,200 minutes. O'Farrell's published 2026–2027 calendar includes 181 instructional days. Using 40 minutes per instructional day as the local planning benchmark produces 7,240 minutes for a full-year student.

Important: The 40-minute daily figure and monthly totals are planning benchmarks. Independent-study attendance is based on the supervising certificated teacher's evaluation of the time value of work completed and submitted by the due date; not merely the number of minutes written on a log. Students must complete standards-aligned physical education assignments representing at least 400 minutes of instruction during each 10-school-day period. Forty minutes per instructional day is used only as a planning benchmark and is not a required daily schedule. The supervising certificated teacher determines the educational time value of completed and timely submitted work. Minimum instructional days are included when identifying each 10-school-day assignment period. Students are not required to complete exactly 40 minutes of ISPE on each instructional day. They must complete and timely submit standards-aligned work representing at least 400 minutes of instruction during each 10-school-day period, as determined by the supervising certificated teacher.

Professional-development days, holidays, weekends, and school-break days do not count because students are not scheduled for instruction on those days.

Month	Instructional days	Benchmark minutes	Semester allocation
August	20	800	Semester 1
September	18	720	Semester 1
October	19	760	Semester 1
November	15	600	Semester 1
December	14	560	Semester 1
January	18	720	200 S1 / 520 S2
February	18	720	Semester 2
March	20	800	Semester 2
April	20	800	Semester 2
May	19	760	Semester 2
Semester 1 total	91	3,640	Aug. 4–Jan. 8
Semester 2 total	90	3,600	Jan. 11–May 28
Annual total	181	7,240	Full year

For late entry, early withdrawal, excused interruption, or a modified agreement period, assignments and benchmarks will be adjusted to the actual instructional days covered by the signed agreement while maintaining the applicable 400-minutes-per-10-school-days standard.

6. Course Objectives and California PE Alignment

The student will demonstrate growth in physical literacy, personal fitness, movement competence, responsible behavior, goal setting, health-related fitness knowledge, and the ability to design and evaluate a safe personal physical activity program. The individualized learning plan must identify the specific standards and evidence applicable to the student's grade and course.

- Apply movement concepts, principles, and strategies to physical activity.
- Demonstrate knowledge and skills that support physical fitness, conditioning, and lifelong wellness.
- Set measurable personal fitness goals and use evidence to monitor progress.
- Explain safe participation practices, including warm-up, cool-down, hydration, recovery, equipment use, injury prevention, and environmental awareness.
- Analyze training intensity, frequency, time, and type and use appropriate measures such as perceived exertion, heart-rate information, repetitions, distance, or performance indicators.
- Demonstrate personal responsibility, integrity, self-management, and respectful conduct.
- Complete learning experiences drawn from the school's developmentally appropriate grades 9–12 PE course of study, which may include effects of physical activity on health, mechanics of movement, aquatics, gymnastics/tumbling, individual and dual activities, rhythms/dance, team activities, and combatives, as appropriate and safely available.
- Participate in the California Physical Fitness Test in grade 9 when required.

7. Methods of Study, Assignments, and Work Products

The supervising teacher will issue assignments in periods not exceeding 10 school days. Each assignment record will state the assigned date, due date, objectives, required learning activities, required work products, and evaluation method. Work submitted after the established due date may be considered for academic credit under school policy but may not be eligible to generate attendance for apportionment.

- Approved physical training sessions documented through accurate activity logs.
- Teacher-assigned fitness concepts, safety lessons, readings, videos, or demonstrations.
- Personal fitness assessments and goal-setting activities.
- Written reflections connecting training experiences to course objectives and standards.
- Training-plan development using frequency, intensity, time, and type principles.
- Performance evidence such as teacher-approved videos, data summaries, skill analyses, or demonstrations, consistent with privacy and safety requirements.
- Conferences, check-ins, quizzes, presentations, or other assessments selected by the supervising teacher.
- Coach/provider verification when an outside coach or program is part of the learning plan.

8. Assignment Submission, Progress Reporting, and Communication

Assignment interval	No longer than 10 school days
Submission method	O'Farrell-approved learning platform, email, or in-person submission as directed by the teacher
Submission place	_____
Weekly synchronous instruction	Day/time/method: _____
Family progress communication	At least monthly and whenever progress concerns arise
Formal semester documentation due	Semester 1: January 8, 2027 | Semester 2 final: May 28, 2027
Teacher of record contact	Name/email/phone: _____

Students in grades 9–12 will be offered synchronous instruction at least weekly. Synchronous instruction may occur in person, by video conference, or by telephone and must be provided by the teacher of record or other authorized certificated employee. Student participation will be documented as required. Missed synchronous opportunities do not by themselves create an absence, but nonparticipation is documented and may trigger reengagement procedures.

9. Satisfactory Educational Progress

Satisfactory educational progress means that the student is making appropriate progress toward completion of the course and is meeting the conditions of this agreement. The supervising teacher will consider all applicable indicators, including:

- Completion and timely submission of assigned work products;
- Quality of work and demonstrated mastery of course objectives and standards;
- Completion of sufficient work to support the teacher-determined instructional time value;
- Progress toward personal fitness and learning goals;
- Accuracy and completeness of activity logs and supporting evidence;
- Participation in required assessments, demonstrations, conferences, and weekly synchronous instruction opportunities;
- Responsiveness to teacher feedback, intervention, and requests for corrected or additional evidence;
- Academic progress and earned course credit appropriate to the agreement period.

The supervising teacher—not an outside coach, parent, student, or automated activity tracker—determines whether satisfactory educational progress has been made and whether the submitted work supports Credit.

10. Missed Assignments, Evaluation, and Tiered Reengagement

For this ISPE course, two missed 10-school-day assignment periods, or another violation of this agreement, will require a formal evaluation of whether the student should remain in independent study. O'Farrell must confirm this threshold is consistent with its board-adopted independent-study policy before using this agreement.

Tiered reengagement procedures will also be initiated when required by law or local policy, including when the student does not generate attendance for more than 10 percent of the required minimum instructional time over four continuous weeks, is nonparticipatory in more than 50 percent of scheduled synchronous instruction opportunities during a school month, or otherwise violates the written agreement.

1. Verify current contact information for the student and parent/guardian.
2. Notify the parent/guardian or adult student of missing work, nonparticipation, or insufficient progress.
3. Conduct outreach to identify barriers and needed academic, technological, language, disability-related, wellness, or other supports.
4. Provide reasonable intervention, feedback, and an opportunity to correct deficiencies when educationally appropriate.
5. Require a student-parent-educator conference when the established threshold is reached.
6. Determine whether remaining in ISPE is in the student's best interest or whether the student should return to an in-person PE course or another appropriate program.

Upon request by the student or parent/guardian, O'Farrell will implement its plan to transition the student to in-person instruction within five instructional days, consistent with applicable law and available course placement procedures.

11. Grading and Credit Determination

ISPE is Credit/No Credit. To receive Credit, the student must satisfy all material requirements of the signed agreement and demonstrate sufficient achievement of the course objectives. Completion of the annual minute benchmark by itself does not guarantee Credit.

☐ Credit: Student completed sufficient timely work, demonstrated satisfactory educational progress and standards-based learning, met required documentation and assessment expectations, and satisfied the agreement.

☐ No Credit: Student did not submit sufficient work, did not demonstrate satisfactory educational progress or course learning, did not meet documentation or assessment expectations, or otherwise failed to satisfy the agreement.

Final determination: ☐ Credit ☐ No Credit Credits earned: _____ Teacher initials/date: _____

12. Student Responsibilities

- Begin participation only after the complete agreement has been signed and approved.
- Follow the approved learning plan, assignment records, safety expectations, and teacher directions.
- Complete and submit authentic work by each stated due date.
- Maintain accurate activity logs and provide supporting evidence when requested.
- Participate in weekly synchronous instruction opportunities and other required conferences or assessments.
- Communicate promptly about injury, illness, schedule changes, technology needs, missing work, or barriers to participation.
- Use respectful, safe, and academically honest practices. Falsification of logs or evidence may result in No Credit and school discipline under applicable policy.
- Complete grade-nine physical fitness testing when applicable.

13. Parent/Guardian Responsibilities

- Review the agreement, learning plan, expectations, and due dates with the student.
- Support a safe and appropriate location, schedule, and routine for completing assigned work.
- Monitor progress without completing or falsifying work for the student.
- Maintain current contact information and respond to school communication.
- Notify the school promptly about injury, illness, safety concerns, changes in the outside program, or barriers requiring support.
- Participate in requested conferences and support corrective plans when the student is not making satisfactory educational progress.

14. Supervising Certificated Teacher Responsibilities

- Provide general supervision of the independent-study course and issue standards-aligned assignments.
- Meet all credentialing and employment requirements applicable to the assignment.
- Provide or arrange the required weekly synchronous instruction opportunity.
- Evaluate submitted work and personally determine its time value for independent-study attendance.
- Review logs, work products, assessments, reflections, and provider verification as supporting evidence.
- Monitor satisfactory educational progress and communicate concerns promptly.
- Document participation, nonparticipation, interventions, conferences, and determinations required by law and policy.

- Provide feedback, resources, accommodations, and other supports identified in the agreement or student plan.
- Determine Credit/No Credit and maintain required records.

15. Outside Coach or Activity Provider

An outside coach or provider may verify participation and provide information about training. The coach/provider does not replace the O'Farrell supervising teacher and may not determine independent-study attendance, instructional time value, satisfactory educational progress, grades, or course credit.

Coach/provider name	_____
Organization/program	_____
Sport/activity	_____
Training location	_____
Phone/email	_____
Typical schedule	_____
Qualifications/certifications	_____
Emergency procedures/contact	_____

16. Safety, Health, and Injury Reporting

- The student will use appropriate facilities, equipment, protective gear, hydration, warm-up, cool-down, recovery, and injury-prevention practices.
- The student will not participate when medically restricted and will immediately report an injury, suspected concussion, unsafe condition, or material change in health status to the parent/guardian, coach/provider, and supervising teacher.
- The school may require medical clearance when appropriate under school policy or when an activity presents identified health or safety concerns.
- The student and family are responsible for ensuring that any outside provider, facility, transportation arrangement, and equipment are appropriate and lawful. This provision does not waive rights or responsibilities established by law.
- Any planned activity involving elevated risk, water, combat/combative activity, motorized equipment, off-site travel, or specialized apparatus must receive prior written approval and comply with applicable school requirements.

17. Resources, Technology, and Student Supports

O'Farrell will identify and make available the resources reasonably necessary for the approved course, including instructional materials, assignment directions, access to the supervising teacher, and adequate connectivity and a device when needed to participate in the educational program and complete assigned work.

Instructional resources	_____
Equipment/materials supplied by school	_____
Technology/connectivity confirmed	☐ Yes ☐ Support needed: _____
Academic supports	_____
English learner supports	_____
IEP/Section 504 supports	_____
Foster/homeless/student wellness supports	_____
Other individualized supports	_____

Students with disabilities will receive services, accommodations, modifications, and supports consistent with the student's IEP or Section 504 Plan. The certificated employee responsible for special education programming must sign this agreement when applicable.

18. Records, Privacy, and Integrity

The school will maintain the signed agreement, supplemental learning plan, assignment records, submitted work samples, teacher evaluations, attendance documentation, progress communication, and other records required by law and school policy. Student records will be handled according to applicable privacy requirements. Photos or videos used as evidence must follow teacher directions and must not include other identifiable individuals without appropriate permission.

19. Modification, Withdrawal, and Termination

The student, parent/guardian, supervising teacher, or administrator may request review of the agreement. Material changes must be documented in writing. ISPE may be discontinued when the student requests an in-person option, the program is no longer educationally appropriate, satisfactory progress is not maintained, safety or documentation requirements are not met, or the student otherwise violates the agreement. Discontinuation will be implemented in accordance with applicable law, school policy, and the student's educational rights.

20. Acknowledgments and Signatures

By signing, each person confirms that they have reviewed this agreement and its incorporated Student Learning Plan and Assignment/Activity Log; understand the voluntary nature of ISPE, course expectations, submission schedule, supports, grading criteria, and reengagement procedures; and agree to fulfill the responsibilities assigned to them. Electronic signatures are permitted when obtained in compliance with applicable requirements.

Student	Signature: _____ _____	Date: _____
Parent/guardian/caregiver (required if student is under 18)	Signature: _____ _____	Date: _____
Supervising certificated teacher	Signature: _____ _____	Date: _____
Certificated employee responsible for special education programming (if applicable)	Signature: _____ _____	Date: _____
School administrator/authorized approver	Signature: _____ _____	Date: _____
Outside coach/provider acknowledgment (supplemental; not a required state signatory)	Signature: _____ _____	Date: _____

Appendix A — Individual ISPE Student Learning Plan

This learning plan is incorporated into and becomes part of the 2026–2027 ISPE Written Agreement.

Student	_____
Course/semester	_____
Primary activity/sport	_____
Supervising teacher	_____
Coach/provider, if applicable	_____
Training location(s)	_____

A. Student's Learning Goals

1.

_____

_____

2.

_____

_____

3.

_____

_____

4.

_____

_____

B. Standards and Course Objectives

Standard/objective	**Planned learning activity**	**Evidence/work product**	**Evaluation method**

Standard/objective	Planned learning activity	Evidence/work product	Evaluation method

C. Baseline and Progress Measures

Measure	Baseline	Goal	Midyear result	Final result
Cardiorespiratory endurance				
Muscular strength/endurance				
Flexibility/mobility				
Movement skill/performance				
Personal goal/other				

D. Approved Weekly Training Pattern

Day	Activity/focus	Planned duration	Intensity/measure	Location	Supervision
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

E. Teacher-Assigned Learning and Assessment Plan

- Every-10-school-day assignment/work product: _____
- Weekly synchronous instruction method and schedule: _____

- Monthly reflection or assessment: _____
- Semester performance assessment: _____
- Grade-nine FITNESSGRAM plan, if applicable: _____
- Required safety instruction: _____

F. Learning Plan Approval

Student	Signature: _____ _____	Date: _____
Parent/guardian	Signature: _____ _____	Date: _____
Supervising certificated teacher	Signature: _____ _____	Date: _____
Administrator	Signature: _____ _____	Date: _____

Appendix B — 10-School-Day Assignment and Activity Record

Complete one record for each assignment period. The supervising teacher assigns work before the period begins and evaluates completed work after submission.

Student	_____ _____ _____ _____
Assignment period	Assigned: _____ Due: _____
Standards/objectives	_____ _____ _____ _____
Required work products	_____ _____ _____ _____
Submission method/place	_____ _____ _____ _____

Date	Activity/assignment	Start/end or duration	Intensity/data	Learning evidence	Coach initials	Teacher use

Student-reported activity minutes	_____ minutes
Work products submitted	_____ _____ _____ _____
Student reflection	What did I learn, improve, or need to adjust? _____ _____ _____ _____ _____ _____ _____ _____
Coach/provider verification, if applicable	I verify that the participation information is accurate to the best of my knowledge. Signature: _____ Date: _____
Teacher evaluation	☐ Complete ☐ Incomplete ☐ Revision required
Teacher-determined instructional time value	_____ minutes / equivalent school days: _____
Satisfactory educational progress	☐ Yes ☐ Concern/intervention required

Teacher feedback	_____ _____ _____ _____ _____ _____ _____ _____
Supervising teacher signature/date	_____ _____ _____ _____

Appendix C — Semester Credit Review

Student	_____
Semester	☐ 1 ☐ 2
Agreement dates	_____
Calendar benchmark	_____
Teacher-determined time value completed	_____
Assignments submitted by due dates	_____ of _____
Weekly synchronous participation	_____ of _____ opportunities
Standards/objectives demonstrated	_____
Supports/interventions provided	_____

Teacher Determination

☐ Credit — Requirements and satisfactory educational progress were met.

☐ No Credit — Requirements or satisfactory educational progress were not met.

☐ Continue with revised learning plan or supplemental agreement.

☐ Refer to classroom-based PE or another appropriate educational option.

Rationale and next steps:

_____

_____

_____

_____

_____

Supervising certificated teacher	Signature: _____ _____	Date: _____
Student	Signature: _____ _____	Date: _____
Parent/guardian	Signature: _____ _____	Date: _____

Administrator	Signature: _____ _____	Date: _____

Legal and Program References

- California Department of Education — Physical Education Frequently Asked Questions
- California Department of Education — Independent Study Frequently Asked Questions
- California Department of Education — Guide to Independent Study
- California Physical Education Standards
- O'Farrell Charter School 2026–2027 Student Calendar

Primary statutory provisions include California Education Code sections 51222, 51225.3, 51241, 51744–51749.6, and 60800, together with applicable provisions of Title 5 of the California Code of Regulations. This school form must be used consistently with current O'Farrell Charter Schools board policy, administrative regulations, charter terms, student plans, and legal guidance.