



## PHYSICAL EDUCATION Service Delivery Options

Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a way that is appropriate to the needs of both. (EC56031).

### Regular

- Physical education encompasses a full spectrum of movement skills, movement knowledge, self-image, personal development, and social development and is made available to all students.
- K-12 Core Curriculum is used.
- State mandated number of minutes required every ten days is 200 for elementary; 400 for secondary
- The Education Code states that the school accountability report cards shall include Fitnessgram results by grade level (EC 33126).
- The regular Physical Education teacher makes accommodations or modifications of the core curriculum for any student.
- The **Adapted Physical Education specialist** may be a resource to the regular Physical Education teacher for non-special education students with temporary disabilities.
- A list of the extent of accommodations or modifications necessary for the special education student to be successful in regular PE should be noted on the IEP.
- The **Adapted Physical Education specialist** can provide collaborative/consultation to assist the special education students in the regular Physical Education class.
- The Adapted Physical Education specialist usually provides minimal contact.

### Specially Designed

- For special education classes.
- K-12 Core or alternate curriculum is used.
- Taught by the regular or special educator who normally teaches physical education for this population 5CCR §3051.5(a).
- Requires minimal or limited accommodations and modifications.
- The **Adapted Physical Education specialist** may provide collaborative/consultation service. Adapted physical education goals are not always necessary.
- The extent of accommodations or modifications necessary for the special education student to be successful in Specially Designed Physical Education should be noted on the IEP.

**Note:** *Modified Physical Education is included as part of regular physical education and not listed as a separate type of physical education program.*

*Interventions and modifications within the existing regular (modified) or specially designed physical education program must be tried, considered, offered and documented.*

**\*Collaborative/Consultation** in and of itself is not a service. It is a professional interaction process that is effectively utilized within regular (modified) and Specially Designed Physical Education to help meet the needs of the special education student. This approach provides the maximum amount of joint participation between disabled and non-disabled.



# PHYSICAL EDUCATION Service Delivery Options

Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a way that is appropriate to the needs of both. (EC56031).

**Note:** *Modified Physical Education is included as part of regular physical education and not listed as a separate type of physical education program.*

<u><b>Specially Designed</b></u>	<u><b>Adapted Physical Education Services</b></u>
<ul style="list-style-type: none"> <li>• For special education classes.</li> <li>• K-12 Core or alternate curriculum is used.</li> <li>• Taught by the regular or special educator who normally teaches physical education for this population 5CCR §3051.5(a).</li> <li>• Requires minimal or limited accommodations and modifications.</li> <li>• The <b>Adapted Physical Education specialist</b> may provide collaborative/consultation service. Adapted physical education goals are not always necessary.</li> <li>• The extent of accommodations or modifications necessary for the special education student to be successful in Specially Designed Physical Education should be noted on the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student must be determined eligible for Special Education and Related Services under 5CCR §3030 (a-j) as well as the federal categories of autism and traumatic brain injury. Specific physical education services must be identified after considering a full continuum of physical education options (EC 56031).</li> <li>• Adapted Physical Education is identified as a Designated Instruction and Service (DIS) in EC 56363(a) and is provided for children with disabilities.</li> <li>• The role of the <b>Adapted Physical Education specialist</b> includes but not limited to: assessing and identifying an individual's needs, provide collaborative/consultation with other service providers, and providing direct Adapted physical education service.</li> <li>• The credentialed <b>Adapted Physical Education specialist</b> (teacher) provides Adapted Physical Education services either independently, with or without aides, or in a team teaching situation with either regular or special educators. 5 CCR §3051.5(b).</li> <li>• Frequency and duration of services, goals and objectives/benchmarks, are monitored by the Adapted Physical Education specialist, and identified on the IEP.</li> </ul>
<ul style="list-style-type: none"> <li>• Adapted Physical Education is a service for children with disabilities who have a physical education need that cannot be solely met in regular (modified) or specially designed physical education.</li> <li>• K-12 Core or alternate curriculum is used.</li> <li>• Adapted Physical Education is defined as part of Special Education in 34 CFR §300.17(a).</li> </ul>	

*Interventions and modifications within the existing regular (modified) or specially designed physical education program must be tried, considered, offered and documented.*

\***Collaborative/Consultation** in and of itself is not a service. It is a professional interaction process that is effectively utilized within regular (modified) and Specially Designed Physical Education to help meet the needs of the special education student. This approach provides the maximum amount of joint participation between disabled and non-disabled.



# PHYSICAL EDUCATION Service Delivery Options

Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a way that is appropriate to the needs of both. (EC56031).

<p style="text-align: center;"><b>Regular</b></p> <ul style="list-style-type: none"> <li>Physical education encompasses a full spectrum of movement skills, movement knowledge, self-image, personal development, and social development and is made available to all students.</li> <li>K-12 Core Curriculum is used.</li> <li>State mandated number of minutes required every ten days is 200 for elementary; 400 for secondary</li> <li>The Education Code states that the school accountability report cards shall include Fitnessgram results by grade level (EC 33126).</li> <li>The regular Physical Education teacher makes accommodations or modifications of the core curriculum for any student.</li> <li>The <b>Adapted Physical Education specialist</b> may be a resource to the regular Physical Education teacher for non-special education students with temporary disabilities.</li> <li>A list of the extent of accommodations or modifications necessary for the special education student to be successful in regular PE should be noted on the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Adapted Physical Education specialist</b> can provide collaborative/consultation to assist the special education students in the regular Physical Education class.</li> <li>The Adapted Physical Education specialist usually provides minimal contact.</li> </ul>	<p><b>Note:</b> <i>Modified Physical Education is included as part of regular physical education and <u>not</u> listed as a separate type of physical education program.</i></p>
<p><i>Interventions and modifications within the existing regular (modified) or specially designed physical education program must be tried, considered, offered and documented.</i></p>	<p style="text-align: center;"><b>Specially Designed</b></p> <ul style="list-style-type: none"> <li>For special education classes.</li> <li>K-12 Core or alternate curriculum is used.</li> <li>Taught by the regular or special educator who normally teaches physical education for this population 5CCR §3051.5(a).</li> <li>Requires minimal or limited accommodations and modifications.</li> <li>The <b>Adapted Physical Education specialist</b> may provide collaborative/consultation service. Adapted physical education goals are not always necessary.</li> <li>The extent of accommodations or modifications necessary for the special education student to be successful in Specially Designed Physical Education should be noted on the IEP.</li> </ul>	<p style="text-align: center;"><b>Adapted Physical Education Services</b></p> <ul style="list-style-type: none"> <li>Each student must be determined eligible for Special Education and Related Services under 5CCR §3030 (a-j) as well as the federal categories of autism and traumatic brain injury. Specific physical education services must be identified after considering a full continuum of physical education options (EC 56031).</li> <li>Adapted Physical Education is identified as a Designated Instruction and Service (DIS) in EC 56363(a) and is provided for children with disabilities.</li> <li>The role of the <b>Adapted Physical Education specialist</b> includes but not limited to: assessing and identifying an individual's needs, provide collaborative/consultation with other service providers, and providing direct Adapted physical education service.</li> <li>The credentialed <b>Adapted Physical Education specialist</b> (teacher) provides Adapted Physical Education services either independently, with or without aides, or in a team teaching situation with either regular or special educators. 5 CCR §3051.5(b).</li> <li>Frequency and duration of services, goals and objectives/benchmarks, are monitored by the Adapted Physical Education specialist, and identified on the IEP.</li> </ul>
	<ul style="list-style-type: none"> <li>Adapted Physical Education is a service for children with disabilities who have a physical education need that cannot be solely met in regular (modified) or specially designed physical education.</li> <li>K-12 Core or alternate curriculum is used.</li> <li>Adapted Physical Education is defined as part of Special Education in 34 CFR §300.17(a).</li> </ul>	

**\*Collaborative/Consultation** in and of itself is not a service. It is a professional interaction process that is effectively utilized within regular (modified) and Specially Designed Physical Education to help meet the needs of the special education student. This approach provides the maximum amount of joint participation between disabled and non-disabled.



## Adapted Physical Education Services

### **Entry (Eligibility) Criteria:**

For a child to be considered to have a disabling condition which is affecting physical education performance and to receive adapted physical education services:

1. The child must be found eligible for special education and related services under 5CCR §3030 (a-j) as well as the federal categories of autism and traumatic brain injury.
2. The need for adapted physical education must be documented in the assessment reports(s) developed through EC §56520-56329 and the IEP process. Temporary disabilities do not meet eligibility criteria. EC §56026(e).
3. Interventions and modifications within the existing regular (modified) or specially designed physical education program must be tried, considered, offered and documented.

### **Exit Criteria:**

For a child to be exited from receiving adapted PE services, it must be determined the disabling condition no longer affects physical education performance.

1. The child is no longer eligible for special education and related services.
2. The need for adapted physical education is no longer substantiated in assessment report(s) through EC §56520-56329 and the IEP process.
3. The IEP Team determines that the child's physical education needs are being met as demonstrated by his/her ability to safely and successfully participate in regular (modified) physical education or specially designed physical education programs with modification and interventions.
4. Student meets the minimum high school physical education graduation requirements.
5. In the case of the severely handicapped students, he/she reaches the age of 22 years of age.

### **Entry Assessment Considerations:**

The individual child must have an assessment plan developed based on specific needs and areas of suspected disability. For physical education, this encompasses a full spectrum of movement skills, movement knowledge, self-image, personal development, and social development.

There are some test score variables that may indicate this need when a child scores:

- At least 1.5 standard deviations below the mean;
- At or below the 7th percentile for his or her chronological or developmental age on norm-referenced or standardized test; or
- At or below 70 percent of his or her chronological age level in motor skill areas.

### **Exit Assessment Considerations:**

The individual child must have an assessment plan developed based on specific needs and areas of suspected disability. For physical education, this encompasses a full spectrum of movement skills, movement knowledge, self-image, personal development, and social development.

There are some test score variables that may indicate no longer has the need when a child scores:

- More than 1.0 standard deviations below the mean;
- Above the 20th percentile for his or her chronological or developmental age on norm-referenced or standardized test; or
- Above 85 percent of his or her chronological age level in motor skill areas.