

CHAPTER 9 - PROGRAM AND ADMINISTRATIVE CONSIDERATIONS

LOCAL PLAN

9.1 KEY PROVISION: Each SELPA develops policy and implementation procedures within their local plan which describe all Designated Instruction and Services (DIS)/related services, including adapted physical education.

Legal Reference: Sec. 56205(a) *Each special education local plan area (SELPA) submitting a local plan to the superintendent under this part shall ensure, in conformity with Sections 1412(a) and 1413(a)(1) of Title 20 of the United States Code, and in accordance with Section 300.201 of Title 34 of the code of Federal Regulations, that it has in effect policies, procedure, and programs that are consistent with state laws, regulations and policies governing the following:*

- (1) Free appropriate public education*
- (2) Full educational opportunity. ...*
- (3) Individualized education programs, including development, implementation, review and revision.*
- ...(5)Least restrictive environment.*
- (6)Procedural safeguards.*
- (7)Annual and triennial assessments.*
- (8)Confidentiality. ...*
- ...(13) Personnel qualifications to ensure that personnel, including special education teachers and personnel and paraprofessionals providing related services... are adequately prepared and trained...*

Sec. 56195 (a)Each entity providing special education under this part shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to subdivision (b) or (c) of Section 56195.1 or Section 56195.7. The policies need not be submitted to the superintendent.

(b)The policies shall include, but not be limited to, all of the following:

...(2)Review, at a general education or special education teacher's request, of the assignment of an individual with exceptional needs to his or her class and a mandatory meeting of the individualized education program team if the review indicates a change in the pupil's placement, instruction, related services, or any combination thereof. The procedures shall indicate which personnel are responsible for the reviews and a timetable for completion of the review.

Discussion: When writing the local plan, SELPAs should consider the following regarding appropriate physical education service(s) for children who are eligible for special education:

- Before a referral to special education is made, adaptations, accommodations and modifications within the existing general education program should be tried and documented. This might involve the SST (Student Success Team) and /or Section 504 processes for some children. Appropriate and meaningful intervention strategies should be based on the child’s needs, age and curriculum content. These strategies should be documented and reported along with the outcomes for a designated period of time before a referral to adapted physical education is made. (See also Sec. 56303.)
- Establish a continuum of physical education services available for children with a disability, including collaborative consultation. (Refer to Chapter 11 for information and discussion of collaborative consultation.)
- Establish guidelines for IEP teams when considering whether or not a child with a disability needs adapted physical education. (Recommended guidelines are contained in Chapter 3, Key Provision 3.11)

Best Practice: It is recommended that the adapted physical education teacher: (a) ask how and where he/she can review a copy of the local plan; (b) provide input for its revision when requested; and (c) follow identified student study team (SST) procedures, including consulting at SST meetings if requested; (d) participate with other staff in developing and/or reviewing referral procedures as needed. (Refer to Appendix B for sample referral checklists and documentation of accommodations by general education)

Furthermore, it is recommended that all teachers who are teaching physical education (a) be aware of their responsibility to serve all children; (b) receive training in the SST process and receive support for utilizing it when necessary; and (c) be aware of accommodations and modifications that are appropriate for their classes.

Adapted physical education teachers are advised to develop a working relationship with teachers who are teaching physical education and assist them by providing: suggestions for accommodations and modifications; and the implications of various disabilities on participation in physical education. However, the adapted physical education teacher does not need to be “on call” at all times for individual consultations and requests. The following are some strategies that can help to manage the time needed for the provision of suggestions, resources and instructional interventions.

- Maintain a resource library that can be housed within the school’s library or curriculum resource center and can be accessed by all teachers.
- Maintain an information board that is accessible to all teachers who are teaching physical education. Use it to post new resources, games, and other information. (This could also be kept on a page of the school’s website)
- Participate in physical education department or school site staff meetings and training.
- When appropriate, provide in-service training sessions for teachers who are teaching physical education.
- Identify lead teachers at each school to assist with general physical education

- accommodations, modifications and distribution of information.
- Post messages on a web site, electronic message board, online forum, school bulletin or in a newsletter.

STATE DATA COLLECTION

9.2 KEY PROVISION: Children who are identified as an individual with exceptional needs are included in the California Department of Education data collection systems including those who receive adapted physical education as their only special education service.

Legal Reference: Sec. 56601(a) *Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities. This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy and fiscal issues of statewide interest.*

20 U.S.C. Section 141. *Local Education Agency Eligibility.*

(A) in general

A local education agency is eligible for assistance under this part for a fiscal year if such agency submits a plan that provides assurances to the State educational agency that it meets each of the following conditions:

...(7) information for state educational agency—The local educational agency shall provide the State education agency with information necessary to enable the State educational agency to carry out its duties under this part, including, with respect to paragraphs (15) and (16) of §612(a), information relating to the performance of children with disabilities participating in programs carried out under this part.

Discussion: If a student is classified as an individual with disabilities and is receiving adapted physical education services, this is indicated on the current IEP and information about that student is entered into the CASEMIS (California Special Education Management Information System) and CALPADS (California Longitudinal Pupil Achievement Data System) systems. This enables the LEA to accurately provide information regarding DIS/related services, among other things, and receive appropriate special education funding.

Best Practice: It is advised that all adapted physical education teachers, especially those who are or may in the future be serving as case carrier for a student, be trained on the district, SELPA or county office of education process for entering data into the state data recording systems. Some LEAs, SELPAs or county offices may use other software that enters this data. Accurate information on provision of adapted physical education services, provided in

a timely manner, will ensure accurate data reporting and may affect funding, staff allocations and compliance with other laws and regulations.

CASELOAD

9.3 KEY PROVISION: Actual caseload numbers will vary based on a number of factors and are determined by each SELPA within the Local Plan.

Legal Reference: There is no legal reference for the caseload of adapted physical education teachers, therefore it is determined at the local level and should be reflected in local policy.

Discussion: Although there is no maximum caseload established for adapted physical education, caseloads need to be manageable so that they allow adequate time:


- (1) for the adapted physical education teacher to provide instruction in accordance with the time and frequency needed to meet each child's individual needs as indicated on the IEP,
- (2) to conduct assessments, prepare reports and attend IEP meetings.

In other words, caseloads need to allow adapted physical education teachers to conduct all of their duties in compliance with state and federal statutes and regulations.

There are many factors that impact an effective and efficient caseload for adapted physical education teachers. The State of California is very large and therefore there are many regional differences in the provision of educational services of all types. In 2007, statewide survey of 216 adapted physical education teachers found that the mean caseload across the state was 51 individuals. In the same survey, 11% of respondents reported that their employment contract determined a caseload limit, and those ranged from 30 to 90 individuals per full-time adapted physical education teacher. The adapted physical education teacher performing the duties of case carrier was reported by 31% of respondents, with a range of cases from 1 to 57. (Owens, 2007). This exemplifies the variability in caseloads.

Of course, any limits in an employment contract between the LEA and the adapted physical education teachers should be followed. In addition, when determining caseloads, the adapted physical education teachers will be key people to consult in determining factors impacting each district and SELPA. The number of sites and travel time are important factors; however there are many more that impact various situations. The following tables will identify the most common factors to consider when determining an appropriate caseload for an individual adapted physical education teacher.

FACTORS AFFECTING CASELOAD SIZE

CASELOAD FACTORS		
LOWER Caseload		HIGHER Caseload
Examples: Younger age or developmental level; behavioral difficulties; mobility devices used; more unduplicated cases.	Intensity of student needs. As intensity increases caseload will need to decrease. Includes assessment and identification time.	Examples: Older age; milder disability; better social skills; more duplicated cases
More sites, days, instructional minutes	Number of sites (schools or places where services are provided); number of classes/sessions, days per week, and instructional minutes specified in IEPs.	Fewer sites, days, instructional minutes
Greater distance/ travel time and more complex entry/set up/put away procedures and circumstances; IEPs scheduled after school.	Travel time/distance between sites including parking, ingress and egress, sign in, procedures, equipment set-up and return, and procedures for getting students to and from the instructional area (e.g., playground, field, multi-purpose room, community site for transition students). Includes travel to and attending IEPs, (may be held during school hours or after school hours).	Less distance/ travel time and more complex entry/set up/put away procedures and circumstances. IEPs scheduled during school hours.
Examples: Serving middle school students during their scheduled physical education class may require several periods at that school, rather than grouping all in one class as at an elementary site. Year-round schedules	Accessibility to student based on school, class and individual student schedules and calendar differences between schools and districts.	Examples: schedules that permit grouping APE students may free time available for an increased caseload. Assigning students with the same calendar and schedule to an APE teacher
More parent requests	Parent requests (e.g., assessments or parent-teacher journal/contact).	Fewer parent requests
Part-time; itinerant	Type of assignment: Full-time or part-time; itinerant or site based.	Full-time; single site

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

More staff and greater need for collaboration; when staff members are beginning to collaborate.	Amount of time spent providing collaborative and consultative services for general, modified, and specially designed physical education. (including SST, 504 plans)	Less staff and fewer needs for collaboration; after staff members have developed rapport and collaboration skills.
More case carrier duties	Case carrier duties (number/complexity) and coordination among site administrators.	Fewer case carrier duties
Example: In some rural and some urban areas the APE teacher must check the field or playground on arrival to for dangerous items (e.g., snakes, weapons, drugs, animal droppings).	Urban, rural, or suburban conditions.	
Less access to facilities and equipment; staff who do not adhere to schedules for use of facilities.	Availability of equipment and facilities.	Greater access to facilities and equipment; fair and organized system for sharing facilities
Example: Internet access is a daily requirement for many adapted physical education teachers (e.g., for IEPs, communicating with district staff, receiving district info. and forms). Wireless connection is not always feasible; therefore, time may be needed to travel to access internet availability.	Availability and location of resources , such as training of and collaboration with support staff; equipment; instructional aides; clerical assistance and technology (e.g., lap top computers).	
Example: participation on safety or behavior teams; leadership of school events is expected (e.g., Jump Rope for Heart, field day).	Additional services or expectations required by administration or political and social expectations of the site.	Administrators understand the APE teacher's responsibility to implement IEPs. Other requests and expectations are prioritized.

Best Practice: The best practice is first, to consider the needs of the individuals and services indicated on their IEPs. Next, consider all of the above-listed factors and determine the impact on each adapted physical education teacher. There will be a range of caseloads – and a range of impacts as well.

Adapted physical education teachers should be involved in determining actual assignments and caseloads. They can do so by providing accurate information and data on the above factors. Adapted physical education teachers are generally quite familiar with IEPs that indicate adapted physical education services and therefore they can often summarize student needs.

NUMBER OF SITES

9.4 KEY PROVISION: An appropriate number of sites allows the adapted physical education teacher to provide effective instruction in accordance with the time, frequency and location as indicated on each child's IEP.

Legal Reference: Sec. 56345 (a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code, and that includes the following:*

...(4) *A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following:*

(A) *To advance appropriately toward attaining the annual goals.*

(B) *To be involved in and make progress in the general education curriculum in accordance with paragraph (1) and to participate in extracurricular and other nonacademic activities.*

...(7) *The projected date for the beginning of the services and modifications described in paragraph (4), and the anticipated frequency, location and duration of those services and modifications.*

Discussion: There is no state or federally established number of sites that can be effectively served by an adapted physical education teacher, other than: 1) the number that will enable the adapted physical education teacher to meet the requirements to provide the duration, location and frequency of services indicated on the individual IEPs; and 2) to enable those individuals with an IEP to progress. Based on a statewide survey of adapted physical education programs (Owens, 2007) the average number of sites is seven per adapted physical education teacher. The factors contained in the table in Key Provision 9.3, should also be considered when determining the appropriate number of sites at which an adapted physical education teacher provides service.

Best Practice: The number of sites is best determined by the individuals' needs, caseload, site location and variations in the frequency of service provided, along with other factors in the table in Key Provision 9.3. For example, some high school individuals receive adapted physical education daily; therefore, fewer sites would be assigned to the adapted physical education teacher providing service to those individuals than for individuals who receive service only twice per week.

FREQUENCY OF SERVICE

9.5 KEY PROVISION: All children are required to participate in 200 minutes of physical education instruction per 10 days for elementary grades, and 400 minutes of physical education instruction per 10 days for secondary grades.

Legal Reference:

Sec. 51210.1(a)(1) *The Legislature finds and declares all of the following:*

(A) *The Education Code currently mandates 200 minutes of physical education every 10 schooldays for pupils in elementary school. Recent studies have shown that the vast majority of children and youth are not physically fit.*

Sec. 51222 (a) *All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays. Any pupil may be excused from physical education classes during one of grades 10, 11, or 12 for not to exceed 24 clock hours in order to participate in automobile driver training. Such pupil who is excused from physical education classes to enroll in driver training shall attend upon a minimum of 7,000 minutes of physical education instruction during such school year.*

(b) *The governing board of each school district that maintains a high school and that elects to exempt pupils from required attendance in physical education courses pursuant to paragraph (1) or (2) or both of subdivision (b) of Section 51241 shall offer those pupils so exempted a variety of elective physical education courses of not less than 400 minutes each 10 schooldays.*

Sec. 56345(a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code, and that includes the following: ...*

...(4) *A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following: ...*

...(7) *The projected date for the beginning of the services and modifications described in*

paragraph (4), and the anticipated frequency, location, and duration of those services and modifications.

Discussion: It is the responsibility of the district administration to ensure that the student receives the 200/400 minutes of physical education instruction inclusive of adapted physical education instruction. In many cases the student will not need the full 200/400 minutes of physical education to be provided as adapted physical education. Therefore, the required minutes can be provided by a combination of physical education services (adapted, general and/or specially designed physical education). The general classroom teacher, general physical education teacher, or special day class teacher should be aware of the adapted physical education goal(s) stated on the IEP and should reinforce skills taught by the adapted physical education teacher. In turn, goals should have been written with the appropriate standards and curriculum in mind. The IEP team should indicate on the IEP how coordination will occur between school personnel (e.g., collaborative consultation).

Best Practice: It is recommended that all general and adapted physical education teachers, with administrative support, work together to ensure that all individuals receive daily physical education instruction and meet the 200/400 minute requirement. A combination of physical education services can be used to meet the required number of minutes. For example, 100 minutes of adapted physical education combined with 100 minutes of general physical education would meet the legal requirement for those individuals in elementary grades.

9.6 KEY PROVISION: Frequency of adapted physical education services may change for an individual student and must be dependent upon the needs of the student.

Legal Reference:

Adapted physical education is one program option, which is listed as a designated instruction and service (and related service) in the California Code of Regulations (5 CCR 3051), and is therefore subject to the following requirements:

(a)General Provisions.

(1)Designated instruction and services and related services may be provided to individuals or to small groups in a specialized area of educational need; and throughout the full continuum of educational settings.

(2)Designated instruction and services and related services, when needed as determined by the IEP.

Discussion: The IEP team must determine service based on the individual's needs, and not based on funding, services available or administrative needs. As the goals and objectives change, the frequency of adapted physical education services may need to be decreased or increased. Individuals transitioning to specially designed or general physical education settings may need adapted physical education services less often. Individuals, who are in a

transition program, are likely to need more collaborative consultation than direct service. In other cases, a student in a special day class on an integrated site may require more adapted physical education service to help him or her participate with non-disabled peers. Yet this same student, while attending a class on a segregated site, may receive appropriate physical education in a specially designed program with limited adapted physical education services.

Best Practice: Determine the needs of the student and then identify the appropriate amount of adapted physical education service the student needs in order to make progress toward goals and objectives, and to participate in the least restrictive environment. When scheduling, IEP team should consider the school calendar so that the needed number of minutes can be provided within the school year.

9.7 KEY PROVISION: Adapted physical education services can be provided using various methods and in different educational settings.

Legal Reference:

5 CCR 3051.5. (a) *Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class.*

Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.

(b) *The person providing instruction and services shall have a credential authorizing the teaching of adapted physical education as established by the Commission on Teacher Credentialing.*

5 CCR 3051 *Standards for Designated Instruction and Services (DIS) and Related Services.*

(a) *General Provisions.*

(1) *Designated instruction and services and related services may be provided to individuals or to small groups in a specialized area of educational need, and throughout the full continuum of educational settings.*

(2) *Designated instruction and services and related services, when needed are determined by the IEP.*

Sec. 45343 (a) *As used in this article, "instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.*

Sec. 45344. (a) *Subject to the provisions of this article, any school district may employ*

instructional aides to assist classroom teachers and other certificated personnel in the performance of duties as defined in Section 45343. An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain his responsibility for the instruction and supervision of the pupils in his charge.

Discussion: Adapted physical education services can be provided in many settings. The most common is a program taught by an adapted physical education teacher, who has a credential to teach adapted physical education. In this situation, the adapted physical education teacher often independently teaches a small group of individuals.

Many times, instructional aides assist an adapted physical education teacher. The role of the instructional aide in adapted physical education is to assist and supplement the adapted physical education teacher in carrying out instruction to improve the quality of educational opportunity for the individuals. These instructional aides may include aides from the child's classroom, an aide assigned to a particular student for behavior support or special circumstances, or an aide assigned, full or part-time, to adapted physical education.

When an instructional aide assists the adapted physical education teacher with implementation of the lesson, and is supervised by the adapted physical education teacher, adapted physical education services are being provided. This concept can be expanded as an aide may occasionally provide services in one location on campus at the same time as the adapted physical education teacher is working with other individuals at a different location on campus. At other times, the adapted physical education teacher and instructional aide work collaboratively with the student(s). The instructional aide must be under the direct supervision of the adapted physical education teacher and is not responsible for developing lesson plans and selecting methods of instruction. This role for instructional aides and the resulting service model exists in other areas of special education such as the resource specialist program.

Another method of providing adapted physical education involves the collaborative consultation model. In these instances, the adapted physical education teacher team-teaches with another credentialed teacher, special or general education, at the frequency necessary for the student to make progress toward the attainment of adapted physical education goals and objectives. These settings include specially designed and general physical education and afford the student more opportunity to participate in physical education with peers. When the adapted physical education teacher is not present during the lesson, the other teacher is responsible for the lesson, and the individual's physical education setting then matches that of the class. In these situations, the instructional aides work under the supervision of the teacher of the class.

No minimum frequency of adapted physical education service is indicated in federal or state

Note: All statutory citations apply to the California Education Code unless otherwise stated.

law. A student may receive services daily, twice per week, twice per month, or even once per month. For example, if the adapted physical education teacher collaborates with another teacher and only works with the student once per month, the individual's IEP would indicate adapted physical education, once per month. The number of minutes for those sessions would also be indicated. Goal(s) and objectives(s) would need to be written on the IEP and monitored by the adapted physical education teacher. Extreme care needs to be exercised as such a service model could significantly impact an adapted physical education teacher's caseload. Time considerations must be given for collaborative consultation needed for the student to make progress towards adapted physical education goals and objectives.

Best Practice: Identification of the frequency of adapted physical education service on the IEP must adequately reflect the type of adapted physical education service and where the services are being provided to the child. In addition, instruction in other physical education settings may be necessary to provide the required number of minutes, the least restrictive environment and participation with peers. Accurately informing parents of the specific elements of service delivery will benefit the child and facilitate the implementation of the IEP.

The responsibilities of an instructional aide will vary from assignment to assignment however the objective is to provide assistance as needed for the student to achieve success. Instructional aides may be assigned to individuals, classrooms, or to adapted physical education teachers specifically. In any case, it is the responsibility of the school district as well as the credentialed teacher to communicate clear responsibilities for the aides to follow and implement.

Unless an instructional aide is specifically assigned to adapted physical education, the aides available to the adapted physical education teacher will vary from class to class. However, their assistance is very important. Instructional aides are often necessary not only to assist in the lesson delivery, but more importantly for safety. For example, if an adapted physical education teacher is working with only one or two individuals at a time, an aide may or may not be needed to assist. However, if an instructional aide is assigned to one particular student, that aide needs to attend adapted physical education with the student, regardless of the size of the adapted physical education class. In another example, if there are extreme physical or behavioral issues with a student, an aide should assist the adapted physical education teacher.

If an adapted physical education teacher provides services to the entire class, the instructional aides are to participate in the lesson. The degree of assistance will vary, such as helping one student complete a task, leading a small group in a skill activity, or participating themselves in the lesson to serve as a model. When planning a lesson, the adapted physical education teacher must consider the uniqueness of each class, understanding that in one class there may be numerous aides available and other classes may only have aides that exclusively assist one student. The adapted physical education teacher needs to adjust accordingly and communicate what is needed to facilitate the lesson. Verbal instructions are

often sufficient but additional visual task cards are helpful as well.

Many times the aides are more comfortable inside the classroom and may not be enthusiastic about participating in an adapted physical education lesson. It is imperative that the adapted physical education teacher recognize this and be proactive, by getting the aides involved and explaining the importance of not only helping the individuals participate in the activities but also modeling the activities themselves. The aides need to be prepared to “move” during adapted physical education and therefore must wear appropriate shoes and clothes.

9.8 KEY PROVISION: A high school student who requires adapted physical education as stated on his/her IEP, should continue to receive adapted physical education even if he/she has met the graduation requirements for physical education.

Legal Reference: Sec. 56342 (a) *The individualized education program (IEP) team shall review the assessment results, determine eligibility [for special education], determine the contents of the individualized education program, consider local transportation policies and criteria...and make program placement recommendations.*

Adapted physical education is one program option, which is listed as a designated instruction and service in the California Code of Regulations (5 CCR 3051), and is therefore subject to the following requirements:

(a)General Provisions.

(1)Designated instruction and services and related services may be provided to individuals or to small groups in a specialized area of educational need; and throughout the full continuum of educational settings.

(2)Designated instruction and services and related services, when needed as determined by the IEP.

Discussion: The need for adapted physical education does not stop because a student has reached a certain age or met a course requirement. However, the curriculum may change as the student progresses through education and therefore the student may need a different amount or type of service to meet his/her unique needs.

Best Practice: Regardless of age, the IEP team determines the need for adapted physical education in the same way. However, goals, curriculum and instruction may be different at different ages and grade levels. For more information about adapted physical education for individuals with transition services, please refer to Chapter 8. A student who has met his/her graduation requirement for physical education may continue to need to receive adapted physical education in order to progress in the curriculum or in functional skills (e.g., mobility, fitness, personal care or lifetime physical activities.)

9.9 KEY PROVISION: Adapted physical education is provided, based on the needs of students and the services indicated on IEPs. It is not based on administrative or lesson preparation needs of staff.

Legal Reference: 20 U.S.C. Sec. 1414. (d) *Individualized education programs*

(1) *Definitions*

In this chapter:

(A) *Individualized education program*

(i) *In general*

The term “individualized education program” or “IEP” means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes—

...(iv) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child...

Discussion: It is the responsibility of the LEA to provide needed services, such as adapted physical education, to individuals with disabilities and to be fiscally responsible in providing services. Sometimes administrative and lesson planning needs are allowed to overshadow student needs, special education laws and contractual provisions. This might occur when it comes to scheduling teacher prep periods, breaks for instructional aides, or extra time for aides to prepare instructional materials while they are not working with individuals. When adapted physical education is used to meet administrative needs, it can have a negative effect on both individuals and the adapted physical education teacher.

A collaborative or team teaching approach has proven to be a successful model in the instruction of individuals in adapted physical education. The adapted physical education teacher may instruct individuals individually or in a small group. The adapted physical education teacher could also consider including one or more individuals who are in their caseload in a specially designed physical education class or may take individuals into the general physical education class (reverse mainstreaming) for peer interaction and motivation through group participation. Specially designed physical education classes are taught by either a general physical education teacher or special day class teacher, depending on local policies and teacher assignments. The adapted physical education teacher and the general physical education teacher or specially designed physical education teacher, should work collaboratively to meet the instruction needs of the adapted physical education individuals. In any of these types of physical education classes for individuals with a disability (adapted, specially designed or general), classroom aides should attend and assist with the joint adapted and general/specially designed physical education class. This assignment of instructional staff members is needed for safety and instructional integrity.

Adapted physical education teachers are often itinerant, and as such, do not have a prep period scheduled into their day. They may have time dedicated for analysis of assessment, lesson planning, writing, or administrative duties, scheduled on a weekly or bi-weekly basis, however it usually is not daily. If the employment contract includes a daily prep period for teachers, this should also include itinerant adapted physical education teachers.

Best Practice: The teacher teaching general or specially designed physical education and the classroom instructional aides should attend adapted physical education when the whole class is receiving physical education instruction from the adapted physical education teacher. This provides a safe environment and instructional integrity for individuals with and without a disability. It is recommended that the teachers involved use a collaborative model to develop a team approach to instruction, involving the instructional aides as well as both teachers. With a collaborative team approach, educators usually find that they are able to enrich lessons, reinforce concepts and skills from other instructional areas and greatly enhance learning for all of the individuals. Educators using a collaborative team approach also report greater satisfaction with their teaching because of the mutual support that is provided. Chapter 11 contains additional information regarding collaboration.

When the adapted physical education teacher is teaching only adapted physical education individuals, there may be a need for the instructional aides, whether assigned to the classroom or to individual individuals, to attend and assist. The decision regarding how many and which aides are needed should be made by considering safety, the instructional needs of the individuals and instructional integrity. It should not be based on tasks that the classroom teacher wants the aides to do such as preparing lesson material; nor should it be considered a time for aides to take a break together. Additional information regarding the duties and responsibilities of instructional aides in adapted physical education is covered in Key Provision 9.7.