

SECTION 3.5P

ELIGIBILITY CRITERIA FOR ADPATED P.E.

POLICY

Introduction

In California, adapted physical education is defined in the California Code of Regulations, CCR, Title 5, section 3051 (a) as follows:

“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 aides and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.”

Adapted physical education is listed as a Designated Instruction and Service (DIS) in California Education Code 56363 (b) (5).

Physical Education Program Options:

All students, with or without a disability, shall receive physical education pursuant to California Education Code sections 51222, 51241, 51246, 51210 (g) and 34 CFR sec. 300.307.

A range of physical education program options must be available to all students, with placement decisions based on the principal of least restrictive environment. These options, ranging from least to most restrictive are as follow

I. Physical Education:

This option encompasses a full spectrum of game, sport, fitness, and movement activities, including physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports. The student participates with or without accommodations, adaptations, or modifications that can be made by the general physical education teacher.

II. Specially Designed Physical Education:

This physical education program is for a special education class with minimal or limited adaptations, accommodations, or modifications and is provided for the

children and taught by the person who normally teaches physical education for this population. Note: The person assigned or designated to teach PE may vary in accordance with the policies of specific districts. Special class teachers of children with severe disabilities generally are designated in this position, except where the district at which the class is located provides for instruction by other staff.

III. Adapted Physical Education:

Adapted physical education is a service provided by a credentialed adapted physical education specialist to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and IEP process. Adapted physical education service may be provided through various methods, including direct instruction of the student or collaborative consultation with the teacher. Collaborative consultation is one method of providing service on behalf of students, with the goal of assisting the student to participate successfully in the less restrictive settings of general physical education or specially designed physical education.

Referrals for Adapted Physical Education

Referrals for adapted physical education are usually appropriate only after adaptations, accommodations and modifications have been attempted and documented and the outcomes have been determined to be limited or unsuccessful. However, in some cases, the severity of the disability is such that a direct referral is most appropriate (e.g. student has a severe orthopedic or other health impairment which prevents his/her from safely or successfully participating in the physical education program).

Assessment

Following the referral and receipt of parent consent, an appropriate assessment will be conducted, using formal and informal assessment tools and strategies as appropriate. Because adapted physical education is not a disability category, referrals for Adapted PE should not be made unless the child's disability has already been, or is being established. Referrals of children who have never been assessed for eligibility may include a request for an APE assessment if that assessment is part of a comprehensive assessment plan. Ultimately, the IEP team must have sufficient assessment information that a determination of the student's eligibility can be made under one of the following 13 categories: Mental Retardation, Hard of Hearing, Deaf, Speech or Language Impairment, Visual Impairment, Emotional disturbance, Orthopedic Impairment, Other Health Impairment, Established Medical Disability (for three to five only) Specific Learning Disability, Deaf-Blindness, Multiple Disabilities, Autism, or Traumatic Brain Injury.

Eligibility Considerations

Since there are no specific placement criteria established in federal or state statutes or regulations for adapted physical education services, the following should be considered in making determinations about a student's need for adapted physical education:

1. The student's performance on motor tests and other assessment procedures indicates that he/she demonstrates significant difficulty with movement skills or performance. Recognized indicators of significant difficulty are standard scores which fall 1.5 standard deviations below the mean, raw scores that are at or below the 7th percentile, or age equivalents scores which indicate the child is functioning at 30% below chronological age.
2. As a result of the student's motor difficulties, he/she is not able to safely or successfully participate in one or more of the other physical education options (e.g. specially designed physical education, general physical education).

Adapted Physical Education Services

Adapted physical education services can be provided using various methods and in different education settings. The most recognized is individual or group instruction provided by an adapted physical education specialist who teaches the student or students' independently. Other methods involve the use of instructional aides who assist the adapted physical education specialist under that person's direction. Still another method of providing adapted physical education involves the collaborative consultative model, where the specialist may team-teach with another teacher, or provides consultation of the teacher at the necessary frequency for the student to make progress toward attaining his/her adapted physical education goals and objectives. All decisions regarding the type of adapted physical education, duration and frequency of services are made by the IEP team. There are no federal or state restrictions stipulating a minimum frequency of service; consequently, the single factor determining frequency is the needs of the child.

General Considerations for Exit

There are a number of considerations for the IEP team to consider when making decisions regarding exit from adapted physical education. They are as follows:

1. The student is capable of safely and successfully participating in a less restrictive physical education setting (e.g. specially designed physical education, regular physical education).
2. The student has met the physical education requirements for graduation and the student and his/her family, with the concurrence of the IEP team, agrees to discontinue Adapted PE services so the student can focus on other educational areas.