

DRAFT: PE and the IEP process

Resource Page

Information and Resources:

NOT A NEW LAW: The Individuals with Disabilities Education Act (IDEA), Public Law 108-466 (2004), states that physical education is a required service for children and youth between the ages of 3-21 who qualify for special education services because of a specific disability or developmental delay. The IEP team is to determine appropriate physical education instructional supports and setting based on the individual needs of the student.

Detailed Explanation of the legal implications of 94-142/IDEA related to physical education. Instructional video from University of Wisconsin, LaCrosse [Physical Education Service Delivery for Students with Disabilities](#) (July 2016).
By David Worst

Wright's Law: [Physical Education for Students with Disabilities](#)

National guidance from SHAPE America re: Adapted Physical Education: [Answering Frequently Asked Questions about Adapted Physical Education](#)

Physical Education on the IEP in Iowa

Iowa IEP Process Guidance: **NEW**

[Iowa Area Education Agency Special Education Procedures, July, 2017](#), pages 138 and 139 offer guidance as to which box to mark on the G page related to physical education. FIRST time this guidance has been included in the procedures manual.

Iowa Physical Literacy and Physical Education Standards

Iowa has NO state standards in physical education

See [Health Literacy Standards under 21st Century Skills in Iowa Core Curriculum](#), pages 52-63. There is one standard that speaks to fitness.

Please refer to national standards of SHAPE America (Society for Health and Physical Educators) America, national professional organization
[National Standards for Physical Education](#)

Grade Level Outcomes for Physical Education

Suggested IEP process:

The team should collect relevant data to support the box marked on the G page and refer to that on the B pages under the PLAAFP.

- Gather data from the physical education teacher related to student progress. Although Iowa has no state standards in physical education, most districts have curricula or have adopted curricula that are tied to the national physical education standards. Refer to [grade level outcomes](#) and K-12 scope and sequence.
- Summarize evidence related to student performance and engagement in physical education program

G Page: Which Box? Use guidance from July 2017 procedures manual (pages 138-139) What does the check mark REALLY indicate?

- General?** Participates in GPE with age peers and is making progress in the general physical education curriculum. Summarize evidence in the PLAAFP: (ie: motor rubrics, fitness data, personal/social responsibility, curriculum based criteria, other grading criteria...)
- Modified?** Participates with age peers in GPE, but requires specific modifications to make progress in the general physical education curriculum (some of the modifications/accommodations from the F pages might be necessary in physical education and should be noted on the G page)
- Specially Designed Instruction in Physical Education (Adapted Physical Education):** **IF THE STUDENT IS NOT MAKING PROGRESS IN THE GENERAL PHYSICAL EDUCATION CURRICULUM AS MEASURED BY THAT CURRICULUM, THEN THE IEP TEAM NEEDS TO MARK SPECIALLY DESIGNED INSTRUCTION IN PHYSICAL EDUCATION and determine the appropriate physical education program, setting, goals and special education services necessary to meet them.**
- If specially designed instruction in physical education is indicated, the team must decide what adapted physical education services are needed and what setting or settings constitute the LRE (least restrictive environment) along the continuum of services**
 - Continuum of Services**
 - GPE with peers, same frequency, progress in curriculum**

- ❑ **GPE with peers, increased exposure to physical education curriculum and instruction (ie daily PE...may impact building FTE), progress in curriculum**
- ❑ **Modified physical education, GPE with peers with individual modifications (adaptive equipment, visual schedule/supports, personalized warm up routine, alternative cardio activities...), makes progress in curriculum.**
- ❑ **Specially Designed Instruction in Physical Education...student is NOT making progress in the general physical education curriculum and NEEDS a goal to indicate WHAT is being worked on and monitored in the physical education setting**
- ❑ **What special education services are needed?**
- ❑ **Identify the priority areas of instruction in physical education for the student. (What is most important that they work on? Physical independence, lifetime leisure activities, acquiring motor skills, play skill development, social interaction...)**
- ❑ **Identify setting most conducive to acquisition of skills (describe the general physical education setting: # of students, frequency of instruction, length of instruction, general class routine...). Review information related to impact of disability on instruction, evidence based practices, other student specific instructional recommendations (F page)**

F Page

- ❑ **SDI in physical education: generate goal or tie to existing IEP goal that can be monitored in the physical education setting (s)**
- ❑ **Time in General setting and/or special education setting**
- ❑ **Support for GPE teacher (Physical Educators)**
- ❑ **Support: Adapted Physical Education Consultant**

Grant Wood AEA website: [Adapted Physical Education](#)

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