TABLE OF CONTENTS:

I. SCOPE OF SERVICES AND SUPPORTS
    Services and Supports for Students with IEPs
    Supports for Students with 504s
    Location of Office and Contacts

II. REFERRAL PROCESS
    Pre-referral Collaboration
    Electronic Referral for Assessment

III. IEP TEAM SCREENING MEETING

IV. DETERMINING INITIAL ELIGIBILITY
    Supplementary Aides and Supports
    Physical Education Interventions Flowchart
    Consultation-Request for Support Form (form B1)

V. PROGRESS MONITORING
    Quarterly IEP Progress Reports

VI. ANNUAL REVIEW MEETINGS
    IEPs
    504s

VII. REEVALUATION PROCESS
I. SCOPE OF SERVICES AND SUPPORTS

Adapted physical education is an instructional service, not a setting or placement. Students receive adapted physical education when, because of their disability, the instructional program is somehow different from what their peers receive or they will be held to a different criteria for success. Students can receive adapted physical education in an inclusive or separate environment or a combination of instructional environments. Therefore, students can receive adapted physical education in the environment that best meets the student’s educational needs.

An effective adapted physical education program is achieved through an individualized education program based on the student’s identified unique needs related to the psychomotor, cognitive, and affective areas of development. Adapted physical education is a continuum of services which allows students to move in and out of the strands of the physical education program based on their current level of performance.

The strands of the physical education program are defined as follows:

1. Students who meet grade level outcomes.
2. Students who are not meeting grade level outcomes and in need of remediation.
4. Students who are not meeting grade level outcomes and have been identified as students with disabilities under IDEA as needing adapted physical education service.

Services and Supports for Students with IEPs

Students identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA 2004) may require the provision of adapted physical education as a special education service, in order to meet the student’s unique needs resulting from his/her disability. Adapted physical education is a direct service provided under the guidelines for special education. Students who qualify for this service will receive adapted physical education in the least restrictive environment.

For students with IEPs, a Teacher Specialist for Adapted Physical Education and/or the student’s physical education teacher will participate in IEP team meetings, develop and implement goals/objectives, supplementary aids, services, program modifications and supports, as determined by the IEP team.

An Activity Restriction Form, designed to gather information to help with providing appropriate service, may be found on the FCPS website, under Forms/Athletic Forms.

Supports for Students with 504s

Students who fall within the guidelines of Section 504 of the Rehabilitation Act of 1973, may receive adapted physical education accommodations. Adaptations may include, for example, modifications necessary for a student with extreme asthma to participate in physical education (i.e. medication procedures) or no classes outside under particular conditions, etc. It is important to contact the Teacher Specialist for Adapted Physical Education for consult on 504 plans/meetings when the student’s needs may influence his/her physical education program.

An Activity Restriction Form, designed to gather information to help with providing appropriate accommodations, is found on the FCPS home page.
**Location of Offices and Contacts**
The Teacher Specialists for Adapted PE are located at Thomas Johnson High School. All student questions and concerns should initially be directed to Lauren Regalia at 240-236-8389 or Emily Clowser 240-236-8370. Resource information may be found on the Special Education website or Physical Education website at [www.fcps.org](http://www.fcps.org).

II. **REFERRAL PROCESS**

**Pre-referral Collaboration**
The first step in the initial screening process is to contact the appropriate Adapted Physical Education Teacher Specialist to request and complete a Consultation Request for Support (Form A). This request will prompt the Adapted Physical Education Teacher Specialist to provide the case manager or appropriate school staff with a Consent for an Informal Observation letter for the student's family to give consent for an informal observation. Once the letter is signed by the parents and returned to the school, the Adapted Physical Education Teacher Specialist will conduct an informal class observation which will result in suggested interventions to be implemented as described on the Consultation Request Feedback (Form B). Additionally, a discussion between the Physical Education teacher(s) and the Adapted Physical Education Teacher Specialist, and if appropriate/needed the Special Education case manager, to review data such as fitness test scores, exit outcome assessments, cognitive written assessments, etc. If the response to suggested interventions is unsuccessful, a screening meeting should occur.

Physical Education Teacher’s Responsibility:
- Complete and submit a Consultation Request for Support (Form A) to the appropriate Adapted Physical Education Teacher Specialist.
- Notify the Adapted Physical Education Teacher Specialist when the signed Consent for an Informal Observation letter is returned to the school.
- Prepare applicable data for review: fitness test scores, exit outcomes assessments, cognitive written assessments, etc.
- Implement suggested interventions as described on Consultation Request Feedback (Form B).
- Collect data on suggested interventions using the Response to Intervention Data Collection (Form C).
- Inform Adapted Physical Education Teacher Specialist and Special Education Teacher about the progress being made with the suggested interventions in place.

Adapted Physical Education Teacher Specialist’s Responsibility:
- After receiving a completed Consultation Request for Support (Form A), provide the case manager or appropriate school staff with the Consent for Informal Observation letter.
- Conduct an informal class observation and document observations and recommendations on the Consultation Request Feedback (Form B). Provide this documentation as well as the Response to Intervention Data Collection (Form C) to the Physical Education Teacher(s).

Special Education Teacher’s Responsibility:
- Collaborate with Physical Education Teacher(s) to share knowledge of disability and how it impacts student’s ability to learn, as well as best teaching practices and strategies.
- Assist with determining if a Screening IEP meeting needs to take place, and if so, schedule a Screening IEP meeting and inform the Physical Education Teacher and Adapted Physical Education Teacher Specialist when the meeting will occur.

### III. IEP TEAM SCREENING MEETING

The Physical Education teacher should provide the IEP team, either in person or in writing, with information such as fitness test scores, exit outcome assessments, cognitive written tests, the Consultation Request Feedback (Form B), and Response to Intervention Data Collection (Form C) so that the need for an Adapted Physical Education assessment can be determined.

**Physical Education Teacher and/or Adapted Physical Education Teacher Specialist’s Responsibility:**
- Provide the IEP team, either in person or in writing, with information such as, fitness test scores, exit outcome assessments, cognitive written tests, the Consultation Request Feedback (Form B), and the Response to Intervention Data Collection (Form C) so that the need for an Adapted Physical Education assessment can be determined.

**Special Education Teacher’s Responsibility:**
- Invite an Adapted Physical Education Teacher Specialist to the IEP team meeting where assessments are being considered.
- Facilitate the Screening Meeting.

### Referral for Assessment

The Adapted Physical Education Teacher Specialist or a certified Physical Education Teacher will conduct a student assessment/evaluation after receiving a completed, signed SE: 2 – Parental Consent for Evaluation and State Reporting form. Please provide a copy of the signed SE: 2 form to the Office of Adapted Physical Education located at Governor Thomas Johnson High School; attention Lauren Regalia or Emily Clowser.

**Physical Education Teacher or Adapted Physical Education Teacher Specialist Responsibility:**
- Conduct an observation and assessment/evaluation after receiving a signed SE: 2-Parental Consent for Evaluation and State Reporting form.

**Special Education Teacher’s Responsibility:**
- Provide a signed copy of the SE: 2-Parental Consent for Evaluation and State Reporting form to Governor Thomas Johnson High School or via email to Lauren Regalia or Emily Clowser.

### IV. DETERMINING INITIAL ELIGIBILITY

The assessor will provide the Special Education case manager with a written copy of the evaluation along with recommendations that should be shared at the IEP team meeting. The written evaluation may include recommendations, modifications, accommodations and/or drafted goals and objectives to be considered by the IEP team. In order to determine a student eligible for adapted physical education services, he/she must:

- be eligible as a person with a disability; and,
In order to determine a student eligible for adapted physical education services, he/she must:

- be eligible as a person with a disability; and,
- present with a level of performance determined to be @1.5 grade/age levels below his/her same-aged peers.

Physical Education Teacher or Adapted Physical Education Teacher Specialist Responsibility:
- Provide the Special Education case manager with a written copy of the evaluation along with recommendations that should be shared at the IEP team meeting. The written evaluation may include recommendations, modifications, accommodations and/or drafted goals and objectives to be considered by the IEP team.

Special Education Teacher’s Responsibility:
- Provide the parents/guardians with a copy of the Adapted Physical Education Assessment report 5 days prior to the IEP meeting.
- Coordinate with the Adapted Physical Education Teacher Specialist to determine who will input Adapted Physical Education information (assessment reports, present levels, goals, and services) on the IEP.

V. PROGRESS MONITORING

Quarterly IEP Progress Reports: Quarterly progress reports are to be completed by physical education teachers who have students with adapted physical education goals and objectives on their IEP. Progress should include quantitative data, as well as qualitative data. Documenting data in the proper manner and at the appropriate time requires collaboration between the Physical Education teacher and Special Education case manager.

Physical Education Teacher responsibility:
- Provide service as documented on the student’s IEP.
- Continuously collect data on the Physical Education goals and objectives, as well as take anecdotal notes on the student’s behavior and response to supplementary aids and services being implemented.
- Collaborate and communicate any needs or concerns to the student’s case manager and Adapted Physical Education Teacher Specialist as needed.

Special Educator responsibility:
- Determine the manner in which data will be received from the Physical Education Teacher.
- Inform Physical Education Teacher when data is needed for Quarterly Progress.
- Input data from Physical Education Teacher on the Online IEP, and include progress on Physical Education goals on the Quarterly IEP Goal Report (SE: 25).
VI. ANNUAL REVIEW MEETINGS

IEPs
The Physical Education Teacher or Adapted Physical Education Teacher Specialist must be included in all annual IEP Team meetings for students receiving direct Adapted Physical Education services and/or supplementary aids, services, program modifications and supports for physical education.

Physical Education Teacher Responsibility:
- Prepare and analyze data for current Adapted PE goals and objectives.
- Review curriculum and student’s present level of performance and determine most appropriate skills to be included in the student’s next PE goals and objectives. Consult with the appropriate Adapted Physical Education Teacher Specialist.
- Collaborate with the student’s Case Manager/Special Educator to develop well written, SMART, PE goals and objectives.
- Attend the student’s annual IEP meeting to share with progress on previous goals, present level of performance within the PE classroom, as well as revised PE goals and objectives and proposed service time.

Special Educator Responsibility:
- Collaborate with Physical Education Teacher to analyze present level of performance, data on current PE goals and objectives and assist in the development of SMART PE goals for the following IEP year.
- Input present levels of performance, revised PE goals and objectives, and proposed service time on the next IEP.
- Invite the Physical Educator or the Adapted Physical Education Teacher Specialist (if needed) to the annual IEP meeting.

Adapted Physical Education Teacher Specialist Responsibility:
- Provide consultation to the Physical Educator and the Special Educator as needed when analyzing data, developing revised PE goals, and determining appropriate service time.
- Attend annual IEP meeting if needed.

504
The physical education teacher or the APE teacher specialist must be included in annual 504 Team meetings for students requiring accommodations and/or equipment related to physical education.
The Teacher Specialist for APE will provide ongoing support to 504 Teams, as needed.

VII. RE-EVALUATION PROCESS
When an IEP team determines the need for reevaluation, the APE teacher specialist will participate in the IEP team meeting(s) to share current data, present level of performance information/updates and determine the need for evaluation.

If the IEP team determines the need for reevaluation, the APE teacher specialist or other qualified individual will adhere to the 90 day timeline to complete and submit the assessment results to the case manager.
If the IEP team determines the reevaluation unnecessary based on the existence of sufficient data, the APE teacher specialist and PE teacher will collaboratively revise the goals and objectives and determine appropriate service time.