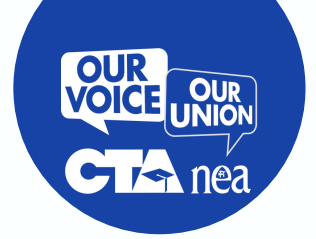


What Leaders Should Know About Adapted PE

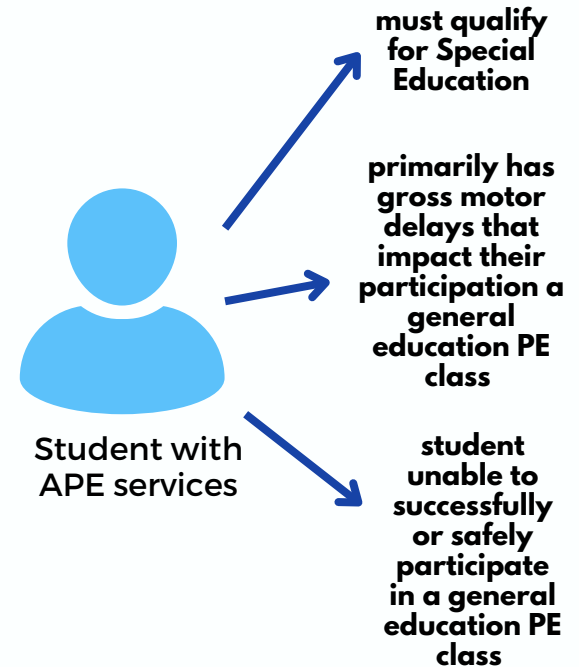


What are Adapted PE Services?

Adapted Physical Education (APE) services are provided by a qualified and appropriately credentialed APE specialist. Students who receive APE services must qualify for an IEP and have a disability that impacts their physical education environment. The IEP team determines whether or not a child with a disability qualifies for APE and the type of service they will receive.

An assessment is required for a child to qualify for APE services. Adapted PE specialists may assess students for the following impacts (not a comprehensive list):

- Effects of mobility & gross motor skills on functioning in physical education
- Effects of sensory impairments on functioning in physical education
- Effects of cognitive delays on functioning in physical education.
- Effects of behavioral difficulties on functioning in physical education.
- Effects of emotional disturbance on functioning in physical education.
- Other skills related to physical education curriculum and standard



Why should we advocate for more APE specialists in our bargaining unit?

Districts have an obligation to provide required services to students who qualify for APE. When districts refuse to fill positions or hire enough staff, the workload for APE specialists can become untenable, students do not receive quality services they are entitled to, and there is not enough time to do comprehensive assessments.

What are some workload considerations for APE specialists?

Some students may only receive Adapted PE as their only Special Education service which means that many APE specialists also have the case carrying responsibility for many of their students, on top of the services they provide. In addition, since most districts only hire a small number of APE specialists, APEs are required to travel from site to site on a daily basis.

Workload and bargaining considerations for APE specialists include:

1. # of students per caseload (consideration for intensity of services, student needs)
2. # of school sites (distance between sites, set-up time, school start and end times, school schedules, etc.)
3. Appropriate designated space for storing supplies, assessment privacy, paperwork, and direct instruction
4. Adequate travel time between sites: many APEs are required to work with a variety of school sites and their various schedules
5. Equipment required to meet IEP goals
6. Designated time for assessments
7. Designated time for IEPs
8. Designated time for case carrier duties
9. Designated time for collaboration and consultation with staff and parents
10. Having a plan for coverage when staff go on leave or are sick so that students do not require make-up services.



RECOMMENDED RESOURCES:

1

Want to learn more about the APE guidelines?

<https://www.cta.org/document/apguidelines>

2

Interested in policy and guidance on APE?

<https://www.ncpeid.org/legislation>

3

Want more instructional information about APE?

<https://www.cta.org/document/what-ge-teachers-should-know-about-ape>