

2014

Alabama Adapted Physical Education and 504 Process State Guidelines



Alabama State Department of
Education



For information regarding the 2011 Alabama Physical Education Instructional Guide, the 2009 *Alabama Course of Study: Physical Education*, and other curriculum materials, contact the Instructional Services Section, Alabama State Department of Education, 3345 Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama 36104; or by mail to P.O. Box 302101, Montgomery, Alabama 36130-2101; or by telephone at (334) 353-1191.

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Introduction

The purpose of the *Alabama Adapted Physical Education and 504 Process State Guidelines* is to help students develop the necessary functional skills toward independence in order to participate to the maximum extent possible in an appropriate physical education setting.

The *Alabama Adapted Physical Education and 504 Process State Guidelines* is intended to be used by physical education teachers, special education staff, and administrators in preparation for instruction for students with disabilities as defined by *Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act*.

This state guide is the result of a statewide collaborative project involving adapted physical educators, physical educators, special education coordinators, 504 coordinators, school administrators, health professionals, and representatives from the Alabama State Department of Education and the Alabama Department of Public Health.

During the development of the document, the 2014 Adapted Physical Education and 504 Process State Task Force engaged in extensive research of adapted physical education (APE) professional journals and other publications, reviewed similar curriculum documents from other states, and investigated numerous Internet sources. These state guidelines are recommended for implementation by local education agencies (LEA) by the Alabama State Department of Education as policy as they plan for quality physical education programs for student with disabilities in their schools.



What is FAPE?

When a child has any type of disability, the public school system is required by law to give that child a Free Appropriate Public Education ([FAPE](#)).

FAPE is part of a federal law that requires any student with a defined disability be provided with a free, general education. According to the U.S. Department of Education, any child with a disability who resides within the given school district is entitled to a free and appropriate education. The U.S. Department of Education defines a disability as any physical or mental impairment that substantially limits a child's day-to-day functioning.

What is IDEA?

The Individuals with Disabilities Education Act (IDEA), Public Law 108-446, authorizes federal funding for special education and related services. For states that accept these funds, IDEA sets out principles under which special education-related services are to be provided. The requirements are detailed, especially when the regulatory interpretations are considered. The major principles include requirements that mandate the following:

- Each child receiving services must have an individualized education program (IEP) outlining the specific special education and related services to be provided to meet his or her needs. The parent must be a partner in planning and overseeing the child's special education and related services as a member of the IEP Team.
- "To the maximum extent appropriate," children with disabilities must be educated with children who are not disabled. States and school districts must provide procedural safeguards to children with disabilities and their parents, including a right to a due process hearing; the right to appeal to federal district court; and, in some cases, the right to receive attorneys' fees.

Alabama requirements mandate that all students enrolled in Alabama public schools receive instruction in physical education. Related services such as occupational therapy and physical therapy cannot substitute for participation in physical education. Services for students with disabilities must include the development of an IEP by the IEP team. The IEP Team is responsible for developing the IEP goals for students with disabilities in physical education. It is vital that the general physical education teacher and adapted physical education teacher, since he/she will be responsible for implementing the student physical education goals, take part in the development of the IEP to ensure that the Grades K-12 minimum required content set forth in the *Alabama Course of Study: Physical Education* is met.

IDEA serves students from ages 3-21. The IEP Team will make the decision to determine if a student will continue to receive APE services upon completion of the LIFE course.

What are the Instructional Program Options?

Depending on the program under which a student is categorized, the student with disabilities has available two types of service delivery for the physical education program: a general physical education program or an adapted physical education program.

General Physical Education	Adapted Physical Education
Certified physical education teacher serves as instructor.	Certified physical education teacher or certified adapted physical education teacher serves as instructor. (Often accomplished with assistance from support staff.)
Content standards in the 2009 <i>Alabama Course of Study: Physical Education</i> (ALCOS) mandate program content.	Accommodations and/or modifications to the standards in the 2009 <i>Alabama Course of Study: Physical Education</i> (ALCOS) mandate program content.
Class make-up includes general education students, which may include students with disabilities having an IEP or 504 Plan.	Class make-up may or may not include general education students.
Support staff may include a paraeducator, an adapted physical education consultant, or a certified special education teacher.	Support staff may include a paraeducator, an adapted physical education consultant, or a certified special education teacher.

What is the difference between Accommodations and Modifications?

Accommodations

Accommodations are changes offered to students with disabilities to lessen the impact of the disability in the teaching and learning environment. An accommodation relates to accessing services, reducing limitations, and removing barriers so the student can achieve the same goals as his or her peers. Accommodations allow a student to complete the same assignments as other students, but permit a change in the timing, formatting, setting, scheduling, response, or presentation. An accommodation does not alter what the test or assignment measures. For example, a student may be allowed to change the distance to a target.

Modifications

Modifications are changes that are made to course content. When course content is modified (e.g., criteria altered or lowered), the student is not pursuing the required content standards. The student's IEP should address course content modifications as well as grading and other forms of assessment. The activity is completely changed to meet the unique needs of a student with a disability. A modification adjusts the expectations for an assignment or test. It permits a change in what a test or assignment measures.

Example: a student who is in fifth grade may be working on standards from the fourth-grade section of the *2009 Alabama Course of Study: Physical Education*.

Modification **IS NOT SYNONYMOUS** with accommodation. A child with an IEP is allowed accommodations and modifications. A child with a 504 Plan is only allowed accommodations. Accommodations change the way in which a child meets the demands of a program—perhaps extending the time for completing assignments or permitting a child with poor fine motor skills to dictate test answers to a teacher's aide. Modification would change the actual content of the program.

What are the possible Physical Education Delivery Settings?

Several options are possible for service delivery in meeting a student's IEP goals for physical education. These may include:

- Participation in the general physical education setting with no support services.
- Participation in the general physical education setting with partial support services from an adapted physical education teacher or a special education paraeducator.
- Participation in the general physical education setting with full support services from an adapted physical education teacher or a special education paraeducator.
- Partial participation in the general physical education setting and partial participation in separate instruction outside the general physical education setting, with support as needed from an adapted physical educator or a special education paraeducator.
- Separate instruction outside the regular physical education setting with instruction from a certified physical education teacher or a certified adapted physical education teacher.

What are the Instructor Certification Requirements for Adapted Physical Education?

ALL physical education instructors who hold Alabama Grades P-12 Certification in Physical Education are required by law to provide instruction to **all students** ([Alabama Administrative Code, Chapter 290-3-3-.33](#)). Certified teachers of physical education are required to teach the minimum required content as described in the 2009 *Alabama Course of Study: Physical Education*. Requirements for teaching classes that include students with disabilities are as follows:

- Teach the standards with support, if available, from an adapted physical education teacher and/or paraeducator.
- When teaching the standards make accommodations or modifications as needed.

What are Physical Educator/Aide Roles and Responsibilities?

The following information is provided as a guide for distinguishing the roles and responsibilities of both the certified physical education teacher and the paraeducator. This criteria must be determined prior to the beginning of the school year and should be the result of a cooperative effort involving the certified physical education teacher and the special education coordinator.

Certified physical education teacher/adapted physical education teacher role and responsibilities:

- Determine the curriculum and all lesson plans according to each student's IEP goals.
- Utilize information the paraeducator has from working with students on a daily basis.
- Train the paraeducator regarding methods and strategies for implementing lesson plans with the students.
- Work with the paraeducator to identify areas of concern regarding student safety within the physical education setting.

Paraeducator/Aide role and responsibilities:

- Work with students on a daily basis under the direction of the certified physical education teacher.
- Demonstrate knowledge and understanding of each student, including knowledge of IEP goals.
- Assist in the implementation of lessons, including the use of appropriate methods and strategies.
- Demonstrate awareness of safety concerns of students within the physical education setting.
- Wear appropriate attire when providing student support and services in the physical education environment.

Alabama Physical Fitness Assessment (APFA)

The [Alabama Physical Fitness Assessment](#) (APFA) will be administered to all students in Grades 2-12. Assessment modifications may be made to accommodate students with special needs having current Individual Education Plans (IEPs), students with current 504 Plans, and students with current health plans that may limit physical performance. **Prior to testing, all IEPs, 504 Plans, and pertinent health plans must be reviewed for individual student limitations and any subsequent assessment modifications.** A suggested IEP statement concerning fitness testing may state, *"Modifications will be made, if necessary, to part or all components of the Alabama Physical Fitness Assessment."*

When an accommodation is made to any state-mandated assessment it must be included in the current IEP or current 504 Plan. If a student needs to be exempt from fitness testing, the [Individual Education Plan Accommodations Checklist Form](#), located on page 30 of the APFA), must be submitted to the IEP Team. The team will make a decision regarding the student's participation or the extent of the student's participation in the APFA. This form will become part of the student's IEP or 504 Plan.

Suggested fitness testing modifications are listed in the APFA on pages 23-25. These modifications are also excellent teaching tools for students needing assistance in improving test-taking techniques.

Testing Exceptions

Students are exempt from participating in fitness testing for:

- If a student is pregnant, it is highly recommended that the student not perform any component of the fitness test. This exception should be coded on the appropriate form(s) as a medical exemption (ME).
- If a student has a medical concern, proper documentation from the attending physician must be on file with the school. This exception should be coded on the appropriate form(s) as a medical exemption (ME).
- If a student has an Individual Education Plan (IEP) or 504 Plan, accommodations for test items may be provided.
- If a student has medical exemptions on file with the school nurse or principal for certain conditions such as broken bones or illness he or she is exempt.
- If a student does not fall into one of the above categories, he or she is expected to perform all components and test items of the APFA. If a student refuses to perform any test item, the student is considered to be noncompliant. This situation should be coded on the appropriate form(s) as noncompliant (NC).

INow Reporting

- Recommendation from the IEP Team that a student should not participate in certain components of the APFA must be coded as NT (Not Tested). In the notes section, give the reason for the NT code, such as IEP recommendation.
- Accommodation or modification to the APFA, including manipulation of data, is coded as SP (Special Needs) with a brief description of what was done in the notes section.

Additional Physical Activities

When organizing events such as Jump Rope for Heart/Hoops for Heart, field days, National Walk to School Day, and mile/running clubs, it is the responsibility of the physical education teacher to ensure that accommodations are in place for students with disabilities. Be the advocate!

Alabama High School Athletic Association

In order for a Grade 7-12 special education student to become eligible to play extracurricular sports, the following AHSAA rules apply:

- The school must be an accepted member of the Alabama High School Athletic Association (AHSAA).
- Special education students fall under the *AHSAA Academic Rule* that governs all student-athletes within the member-school.
- The special education student must receive accommodations within the core course and electives as prescribed in the student's IEP and pass the courses in order to be accepted with all other AHSAA requirements.
- Once courses are passed and accepted with all other AHSAA requirements, the special education student will be granted eligibility as a student-athlete.

What is Adapted Physical Education (APE) in Alabama Schools?



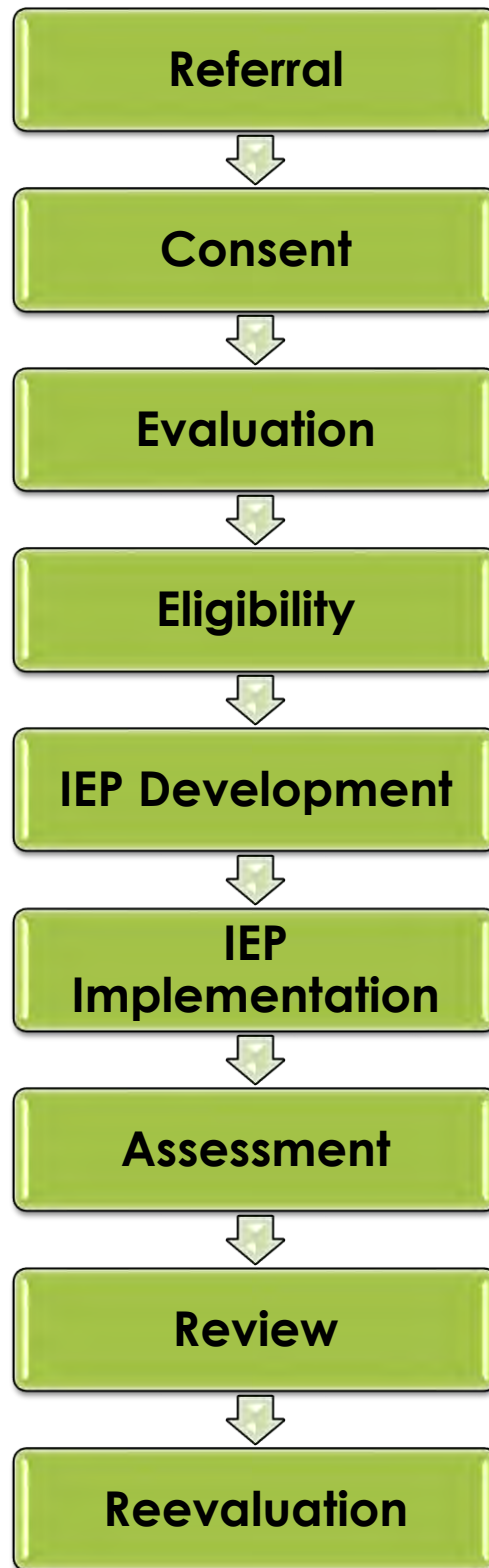
Overview

Adapted physical education is a **direct service** that is provided to a student with a disability. **Adapted physical education** is physical education that may be adapted or modified to address the individualized needs of students. The adapted physical education teacher addresses the unique needs of the child that result from the child's disability to ensure access to the general physical education curriculum.

Educators involved in the planning and implementation of physical education programs must give careful consideration to the unique needs of students with mental, physical, or emotional disabilities. Often, students with unique needs have special requirements detailed in an individualized education program (IEP) or a 504 plan that cannot be met in the general physical education classroom environment. An IDEA/Section 504 flow chart provides a picture of the process that ensures that all children receive the education mandated by federal law. [Figure 1](#)

Of utmost importance in this respect is the need for students with disabilities to be able to safely participate in and successfully achieve the physical, social, and psychological benefits that a quality physical education program offers.

IDEA Flow Chart



(Figure 1)

What are the General Steps in the Special Education Process?

- **Referral** Any child can be identified by anyone as possibly needing special education and related services. See Appendix A for the 13 categories of student disabilities from the [Alabama Administrative Code, Chapter 290-8-9-.03](#), and the [Individuals with Disabilities Education Act \(Public Law 108-446\)](#).
- **Consent** If referral is accepted for evaluation, parental consent is obtained. If the referral is not accepted, then the child could be referred for 504 services.
- **Evaluation** Child is evaluated.
- **Eligibility** Eligibility is determined, deemed eligible or ineligible. If the child is not deemed eligible, then he/she could be referred for 504 services.
- **IEP Development** IEP meeting is scheduled and held and the IEP is written.
- **IEP Implementation** IEP is implemented.
- **Assessment** Progress is measured and reported to parents.
- **Review** IEP is reviewed at a minimum annually.
- **Reevaluation** Child is reevaluated every three years to determine continued eligibility. If the child is not deemed eligible for special education services, the child could be referred for 504 services.

What is the Individual Education Program (IEP)?

[IEP](#) stands for Individual Education Program. Federal law mandates that each individual with a disability have an IEP.

Each public school child who receives special education and related services must have an IEP. The IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

Content of the IEP

By law, the [IEP](#) must include certain information about the child and the educational program designed to meet his or her unique needs.

IEP Team Members

The team that writes a child's IEP includes the parent(s), regular education teacher(s), special education teacher(s), and other individuals from the school and district, and may also include the general physical education teacher. According to IDEA, at age 16 (or younger if appropriate) a student shall be invited to be a part of his/her IEP team and shall be an active participant in the decision-making process.

The special education teacher acts as the case manager for IEPs. The case manager is responsible for bringing the team together and for notifying and inviting all the members, which may include the physical education teacher. **It is recommended that physical education teachers completely review all IEPs within a minimum of ten (10) days prior to physical fitness testing.**

A meeting to write the IEP must be held within 30 calendar days of determining that the child is eligible for special education and related services. Each team member brings important information to the IEP meeting. Members share their information and work together to write the child's IEP. Each person's information adds to the team's understanding of the child and the services the child needs.

Writing the IEP

To help decide what special education and related services the student needs, generally the IEP team will begin by looking at the child's evaluation results, such as classroom tests; individual tests given to establish the student's eligibility; and observations by teachers, parents, paraprofessionals, related service providers, administrators, and others. This information will help the team describe the student's "present level of educational performance"—in other words, how the student is currently doing in school. Knowing how the student is currently performing in school will help the team develop annual goals to address those areas in which the student has identified educational needs.

Including Physical Education in an IEP

Since physical education is specifically listed as part of special education in the federal law, it is important that the physical education teacher be a part of the IEP process.

Attention must be directed to the *Special Instructional Factors* box: *does the student require specially designed P.E.?* If any part of the student's curriculum requires modification, this box must be checked and appropriate goals and benchmarks must be included in the [IEP](#). The physical education teacher is ultimately responsible for developing and implementing these goals and benchmarks with the assistance of the IEP team or case manager.

The adapted physical education or physical education teacher is a direct service provider, not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services [\[U.S.C.A. 1402 \(25\)\]](#). This means that physical education needs to be provided to the student with a disability as part of the special education services that a child receives.

This is contrasted with physical therapy and occupational therapy, which are related services. These therapies are provided to the child with disabilities only if he/she needs them to benefit from instruction.

IEP requirements make the physical educator more accountable for including students with disabilities in regular physical education whenever it is appropriate. If it is not possible to include the student in regular physical education, then the physical educator must document efforts to involve the student, including supplementary aids and services.

An IEP signature page is signed only by those attending the IEP meeting indicating participation. If the physical education teacher was not in attendance but provided input for IEP development, his/her name should be documented in the box labeled *Information From People Not in Attendance*.

There is another form called [Persons Responsible for IEP Implementation](#) that everyone signs if they have responsibility for any part of executing the student's IEP. Teachers can request that the IEP team reconvene if there are changes made to the IEP.

How physical education teachers can become active members of the IEP Team

- Speak with administrators to ensure that they understand the importance of a physical education teacher's participation in all phases of the IEP process (assessment, team meetings, writing, updates, etc.).
- Attend the IEP team meetings.
- Keep close communication with the IEP team leader and other team members.
- Assess students in areas of motor skills, sports skills, and physical fitness.
- Provide assessment information (listed above) to the IEP team so individualized goals can be written for students.
- Work closely with the related service providers (physical therapists [PT], occupational therapists [OT], and/or speech therapists [ST]).
- Ensure the implementation of the adapted physical education goals.

Medical Conditions

Physical education teachers who have concerns about a student's medical condition as it pertains to physical education, such as the ability to actively participate that may require a 504 Plan or an IEP, must consult with the school nurse first.

The lead nurse or designated nurse has the legal mandate to complete an annual comprehensive health assessment of the student in the local education agency (LEA) and make recommendations to the superintendent concerning implementation of health needs (Act # 2009-280). Each student should have a standardized health assessment record completed annually to assist the lead nurse or designated nurse in providing the comprehensive assessment to the LEA.

The standardized health assessment record is used to develop an Individualized Health Care Plan/Individualized Emergency Action Plan. The school nurse will develop and implement Individualized Health Care Plans/Emergency Actions Plans for students with chronic health problems or health concerns that significantly affect their ability to learn. Teachers and staff will be provided this information on a **need-to-know basis**, and they will be asked to sign the plan.

Adapted Physical Education Referral Process

The physical education instructor should have direct input in this part of the IEP. Before writing any goals or objectives the instructor must first assess the student. A sample form can be found in Appendix B or you may use a form your school already has for this purpose. Either way, the intent is to determine the student's strengths and weaknesses in motor skills, sports skills, and fitness. Based on the results, the long-term goals and short-term objectives should be written and should directly relate to the student's overall program goal and the student's present level of performance.

Adapted Physical Education Process

Physical education teachers must identify the need for adapted physical education. Depending on the disability of the student, minor adjustments/accommodations may be made by the teacher within the physical education program that would not warrant an IEP. Individualized instruction does not necessarily become an accommodation under 504 (i.e., moving a child closer to a target/goal).

If the physical education teacher has identified the need for adapted physical education that would require an IEP, then eligibility for services is required. This process is the same for a student who already has an IEP for the classroom or a student who has no classroom IEP.

Steps for Students Already Covered by an IEP

- A physical education referral form should be completed ([see sample in Appendix B](#)).
- An IEP meeting should be scheduled to review the adapted physical education referral.
- Permission should be obtained from the IEP team to evaluate the student.
- With permission, proceed with the evaluation. For examples of suggested evaluations, refer to [Appendix C](#).
- If the student qualifies for adapted physical education services, an IEP meeting must be held to add adapted physical education goal(s).
- Assessment of goals should be completed as determined by the IEP team to determine progress toward mastery.

If an adapted physical education teacher is available, he/she would receive the adapted physical education referral form, attend the IEP meeting, and complete the evaluation of the student.

Examples of Present Level of Performance, Annual Goals, and Benchmarks

To determine the student's present level of performance, assessments and observations must be made by the physical education teacher prior to the IEP team meeting.

Take this information to the IEP team or case manager to develop the student's present level of performance, annual goals, and benchmarks based on the *Alabama Course of Study: Physical Education*.

Strengths: Jasmine is a nonverbal student who uses a wheelchair for mobility. She has developed the skills to independently maneuver the school environment as evidenced by her ability to get from her classroom to the gym. Recent observations reveal her ability to independently hit a ball off a batting tee demonstrating the emerging skill of crossing the midline (ALCOSPE 3.3).

Needs: When attempting to throw overhand she is unable to move the ball forward. After each attempt it falls within two feet of her wheelchair. She needs to develop the skills to follow through with her arm using the full throwing motion.

How the disability affects performance in the general education curriculum: Jasmine's inability to step forward for leverage in throwing overhand affects her performance within the general education curriculum in physical education.

Goal:

Who: Jasmine

Behavior: Will increase her skill in throwing overhand

Condition: Through direct instruction and practice

Criterion: By throwing a ball a distance of five feet ten times

Time Frame: By the end of the fourth nine weeks (ALCOSPE 4.2)

Through direct instruction and practice, Jasmine will increase her skill in throwing overhand by throwing a ball a distance of five feet ten times by the end of the fourth nine weeks (ALCOSPE 4.2)

Benchmarks

Benchmarks are not required for adapted physical education; however, refer to your local school system for policy requirements.

Examples of Accommodations and Modifications of Standards from the 2009 Alabama Course of Study: Physical Education

Quality adapted physical education involves the physical educator differentiating instruction to meet the needs, interests, and abilities of each individual student. That differentiation might involve the teacher adapting/modifying the content, process, environment, and/or student assessment. The goal is to have the student participate in activities where all students can learn and be successful.

Since there are no extended standards for the 2009 Alabama Course of Study: Physical Education, the physical education teacher is allowed to determine the appropriate standard that may involve dropping below the current grade level to determine the necessary goal.

Grade 4 Standard 2 Skill

Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short and long implements, and kicking while approaching a moving object.

Grade 4 Standard 2 Skill	Accommodation	Modification
Overhand throw	Remove distance and accuracy. Student is still throwing. May use various types of balls or other items because standard does not identify the type of object to be thrown.	Change the throw from overhand to underhand (lowering to Grade 2 Standard 5).
Striking with short and long implements	Change the size of the ball or striking implement.	Remove implement and allow student to use his/her hand (lowering to Grade 2 Standard 5).
Kicking while approaching a moving object	Change the size of the ball, shorten the approach, and/or provide physical support for stability (hold the student's hand for balance).	Use stationary ball and/or standing kick (lowering to Grade 1 Standard 4).

Grade 8 Standard 1 Skill

Demonstrate skills utilized in lifetime health-enhancing activities.

Examples: throwing a flying disk, hitting a tennis ball, putting a golf ball

Grade 8 Standard 1 Skill	Accommodation	Modification
Throwing a flying disk	May use an oversized, foam, or ring disk or physical support.	Allowing a disk to be thrown overhand or underhand (lowering to Grade 3 Standard 3 or Grade 2 Standard 5).
Hitting a tennis ball	Use a larger ball or larger headed racquet, allow suspended tennis ball, or provide physical support.	Hitting a tennis ball off a tee (lowering to Grade 3 Standard 3)
Putting a golf ball	Use larger headed club, birdie ball, larger ball, or physical support.	Striking a ball with a croquet mallet or tennis racket (lowering to Grade 6 Standard 3)

Grade 9-12 Lifelong Individualized Fitness Education (LIFE)

Standard 3

Utilize rules and strategies for safe game play and selected lifetime activities.

Example: organizing teams for modified games

LIFE Standard 1 Skill	Accommodation	Modification
Utilize rules	Use peer assistance, change equipment used for game, and accommodate rules.	Use lead-up skills as the game/activity.

Standard 15

Create a nutrition program that targets goals for maintaining energy and recommended body composition.

LIFE Standard 15 Skill	Accommodation	Modification
Create a nutrition program	Encourage a child to use a Web site (www.myplate.gov) with peer or paraprofessional assistance	Daily nutrition journal (lowering to Grade 4 Standard 15 or Grade 7 Standard 14).

Discontinuing Services for Adapted Physical Education

Why would a student no longer need adapted physical education?

If assessment (teacher- made- test or [classroom observation](#)) of a child's growth, maturity, and/or skill level indicates a child is able to participate without specially designed physical education, services may need to be discontinued. Contact the case manager to initiate the process.

What is the 504 Process For Alabama Schools?



Overview

Section 504 of the Rehabilitation Act, Public Law 93-112, is a general civil rights law that was enacted primarily to provide individuals with disabilities equal opportunity to participate fully in activities afforded to individuals without disabilities. Section 504 ensures appropriate education services for students with disabilities not covered under the amended Individuals with Disabilities Education Act (IDEA; United States Congress, 1997). Section 504 applies to students who have a disabling condition that does not require specially designed instruction under IDEA, yet who may need accommodations in educational services. [Section 504 of the Rehabilitation Act of 1973 \(Public Law 93-112; United States Congress, 1973\)](#)

[Section 504 of the Rehabilitation Act of 1973](#) states that:

No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any other program or activity receiving federal financial assistance.

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures the child with a disability has equal **access** to an education. The child may receive accommodations and modifications.

What is a 504 Process?

The process for determining student participation in a 504 plan requires the 504 team to assess eligibility and then determine what accommodations or modifications and services a student will need as a result of his or her disability in order to receive a Free and Appropriate Public Education (FAPE). If a student needs accommodations in physical education to participate in class, the 504 team must provide those accommodations in the 504 plan. Examples of accommodations for physical education classes might include the use of a paraeducator to assist the student in a general physical education class, allotment of extra time to change clothes, or modification of attendance regulations. In addition, students with a 504 plan may receive adapted physical education instruction from either the general physical education teacher or the adapted physical education specialist.

Unlike the [Individuals with Disabilities Education Act \(IDEA\)](#), Section 504 does not require the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provides the child with educational benefit. Under Section 504, fewer procedural safeguards are available to children with disabilities and their parents than under IDEA. This is a general education process and is legally binding (not a special education process). Refer to the 504/IDEA Comparison Chart in [Appendix A](#) (National Center for Learning Disabilities).

What are the Key Definitions of Section 504?

Individual with a Disability: Section 504 defines an individual with a disability as any individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.

Physical or Mental Impairment: A physical impairment is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems. A mental impairment is any mental or psychological disorder.

Substantial Limitation: A person is substantially limited when he or she is limited as to the condition, manner, or duration under which he or she can perform a particular major life activity, as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity.

Major Life Activity: Major life activities under Section 504 include, but are not limited to, activities such as:

- Caring for one's self.
- Seeing.
- Breathing.
- Walking.
- Hearing.
- Speaking.
- Learning.
- Reading.
- Concentrating.
- Thinking.
- Communicating.
- Performing manual tasks.

Initial Referral

Can be generated by guardian/parent, teacher, physician and/or others at any time.



Contact, Consent, and Informal Evaluation

504 Coordinator contacts guardian/parent and collects data. Physical educator performs informal evaluation (if needed).



504 Plan Development

Important for Physical Educator or Adapted Physical Educator to participate in 504 development.



Reevaluation

Physical Educator or Adapted Physical Educator assists in this process to determine progress of 504 plan for the student.

What are the Steps of the 504 Process?

Guardians/parents, teachers, and/or physician (or others) who suspect a student with a physical or mental impairment that substantially limits a major life activity, such as caring for oneself, walking, writing, learning, breathing, performing manual tasks, seeing, hearing, speaking, working, and even broader issues such as emotional illness, should contact the 504 coordinator to initiate the 504 process (i.e., Appendix B Referral Form from Alabama Association of Section 504 Coordinators, 2010). Typically, weaknesses in performance areas such as motor planning, visual motor integration, sensory processing, etc., do not qualify as impairments that substantially limit a major life activity, resulting in the denial of (FAPE). The 504 coordinator will contact appropriate administrators who will seek guardians' /parents' permission for process.

1. After guardian/parental consent, the 504 coordinator collects medical documentation (guardian/parent typically provides) to indicate eligibility. The 504 coordinator pulls all information together. The physical educator and/or adapted physical educator should provide input (in the form of an informal evaluation). The 504 committee is formed to include the physical educator and/or adapted physical educator.
2. The committee discusses and determines the 504 plan. If a student needs accommodations in physical education to participate in class, the 504 team must provide those accommodations in the 504 plan. It is important for the physical educator and/or adapted physical educator to provide input as a member of the committee. Questions regarding the 504 plan and implementation are answered at that time.
3. Implementation of the 504 plan will include accommodations designed to allow a student meaningful and equal access to participation. In addition, students with a 504 plan may receive adapted physical education instruction from either the general physical education teacher or the adapted physical education specialist.
6. Reevaluation of the 504 plan is addressed and necessary as a 504 plan can be amended and a student may be discharged from a 504 plan.
7. Guardians/parents, teachers, and/or physician (or others) who suspect a student with a physical or mental impairment that substantially limits a major life activity, such as caring for oneself, walking, writing, learning, breathing, performing manual tasks, seeing, hearing, speaking, working, and even broader issues such as emotional illness, should contact the 504 coordinator to initiate the 504 process (i.e., [Appendix B](#) Referral Form from Alabama Association of Section 504

Coordinators, 2010). Typically, weaknesses in performance areas such as motor planning, visual motor integration, sensory processing, etc., do not qualify as impairments that substantially limit a major life activity, resulting in the denial of (FAPE). The 504 coordinator will contact appropriate administrators who will seek guardians'/parents' permission for process.

8. After guardian/parental consent, the 504 coordinator collects medical documentation (guardian/parent typically provides) to indicate eligibility. The 504 coordinator pulls all information together. The physical educator and/or adapted physical educator should provide input (in the form of an informal evaluation). The 504 committee is formed to include the physical educator and/or adapted physical educator.
9. The committee discusses and determines the 504 plan. It is important that the physical educator and/or adapted physical educator provide input as a member of the committee. Questions regarding the 504 plan and implementation are answered at that time.

Implementation of the 504 plan will include accommodations designed to allow a student meaningful and equal access to participation. Reevaluation of the 504 plan is addressed and necessary as a 504 plan can be amended and a student may be discharged from a 504 plan.

How does a 504 Process/Plan Pertain to Physical Education?

When a disability affects a major life activity in physical education (such as caring for oneself, walking, writing, learning, breathing, performing manual tasks, seeing, hearing, speaking, working, and even broader issues such as emotional illness), a 504 plan may be required.

Examples include, but are not limited to, the following:

- Asthma
- Diabetes
- Seizures
- Pregnancy
- Broken bones
- Recovery from major illness or surgery
- Heart disease
- Concussion
- Arthritis

When a student presents a medical excuse for an extended period of time (10 days or more) for non-participation in physical education, the 504 process should be initiated immediately. The first step in this process is to contact the school 504 coordinator. A 504 plan may be permanent or temporary. If permanent, the plan must be reviewed each academic year.

Physical education teachers who have concerns about a student's medical condition as it pertains to physical education, such as the ability to actively participate that may require a 504 Plan or an IEP, must first consult with the school nurse.

The lead nurse or designated nurse has the legal mandate to complete an annual comprehensive health assessment of the students in the local education agency (LEA) and make recommendations to the superintendent concerning implementation of health needs ([Act # 2009-280](#)). Each student should have a Standardized Health Assessment Record completed annually to assist the lead nurse or designated nurse with providing the comprehensive assessment to the LEA.

The comprehensive health assessment record is used to develop an Individualized Health Care Plan/Individualized Emergency Action Plan. The school nurse will develop and implement Individualized Health Care Plans/Emergency Actions Plans for students with chronic health problems or health concerns that significantly affect their ability to learn. Teachers and staff will be provided with this information on a **need-to-know basis**, and they will be asked to sign the plan.

504 Examples

Student: Jerry, Grade 3

Jerry is an average intelligent student who uses a wheelchair because of spina bifida. His personality is very positive and he gets along well with all his peers.

Major Life Activity Limitation – Mobility

Specific Accommodations – Adapted games will be available for Jerry to play during his PE time. Nondisabled peers will always be available to play with him during this time, make healthcare needs known to appropriate staff, and ensure the environment chosen for activities is accessible for Jerry.

Student: Jacob, Grade 1

Jacob has been diagnosed as having severe asthma. The doctor has advised the student to limit participation in physical activity outdoors.

Major Life Activity Limitation – Stamina, breathing

Specific Accommodations – Adapt activity level for recess, physical education; train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects; provide access to water; provide rest periods; make healthcare needs known to appropriate staff.

Student: Kaitlyn, Grade 5

Kaitlyn is a student with autism. She functions on grade level in reading and math but requires a behavioral management plan as part of her accommodations.

Major Life Activity Limitation - Learning, self-care

Specific Accommodations – Implement the behavior management program, cue student about inappropriate behaviors, provide supervision for transition activities, provide an alternative activity space. Enforcement of appropriate social skills for ALL students such as taking turns and eliminating negativity, bullying, leaving others out will ensure positive skills of Kaitlyn. Teacher attitude is very important!

Appendices



Appendix A. 504 and IDEA Comparison Chart (From National Center for Learning Disabilities)

Component of the Legislation	IDEA	Section 504
Purpose	Is a federal statute whose purpose is to ensure free and appropriate education services for children with disabilities who fall within one of the specific disability categories as defined by the law.	Is a broad civil rights law that protects the rights of individuals with disabilities in any agency, school, or institution receiving federal funds to provide persons with disabilities, to the greatest extent possible, an opportunity to fully participate with their peers.
Who Is Protected	Covers eligible students ages 3-21 whose disability adversely affects their educational performance and/or ability to benefit from general education.	Covers all persons with a disability from discrimination in educational settings based solely on their disability. Section 504 defines a person with a disability as: <ul style="list-style-type: none"> • Having a physical or mental impairment that limits one or more major life activity; • Having a record of such an impairment; or • Is regarded as having an impairment.
Services	Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum. This is provided free of charge to the parent.	Requires schools to eliminate barriers that would prevent the student from participating fully in the programs and services offered in the general curriculum.

Component of the Legislation	IDEA	Section 504
Requirements for Delivering Services	<p>Requires written Individualized Education Program (IEP) documentation with specific content addressing the disability directly and specifying educational services to be delivered, mandating transition planning for students 16 and over as well as a Behavior Intervention Plan (BIP) for any child with a disability that has a behavioral issue.</p> <p>"Appropriate Education" is defined as a program reasonably calculated to provide "educational benefit" to the student. Related services are provided as required for the student to benefit from the educational process and are aligned with specially designed instruction (e.g., counseling, speech, transportation, occupational and physical therapy).</p>	<p>Does not require a written IEP but does require a documented plan.</p> <p>"Appropriate Education" means comparable to the one provided to general education students.</p> <p>Section 504 requires that reasonable accommodations be made for the child with a disability. Requires the school to provide reasonable accommodations, supports, and auxiliary aides to allow the child to participate in the general curriculum.</p>
Funding	Provides additional funding to states for eligible students.	Does not provide additional funds.

Component of the Legislation	IDEA	Section 504
Evaluation Procedures	<p>A full Multi-Factored Evaluation (MFE) is required using a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist the team in determining whether the child has a disability and how it affects the child's educational program.</p> <p>Multiple assessment tools must be used to assess the child in all areas of the suspected disability.</p> <p>Written consent is necessary by parent or guardian before an initial evaluation is conducted.</p> <p>Requires a reevaluation every three years by IEP team to determine if services are still needed to address student disability unless the parent and other members of the IEP team agree it is not necessary.</p> <p>Reevaluation is not required before a change of placement.</p>	<p>Evaluation draws on information from a variety of sources in the area of concern. A group decision is made with persons knowledgeable about the student, evaluation data, and available educational placement options. Written consent is not necessary before completing an evaluation; however, notice must be provided to parent or guardian.</p> <p>Requires yearly reevaluations or periodic review.</p>
Independent Evaluation	<p>Allows parents to request an Independent Educational Evaluation (IEE) at the school district's expense if parent/guardian disagrees with the evaluation obtained by the school district. The Independent Evaluator must meet the same criteria as the district requires for its employees and must be approved by all parties.</p>	<p>Does not allow independent evaluations at the district's expense or the ability to request an independent educational evaluation.</p>

Component of the Legislation	IDEA	Section 504
Procedural Safeguards	<p>Requires written notice to parent/guardian prior to identification, evaluation, and/or placement of child.</p> <p>Changes of services or placement must have written notice before any change can take place. Requires due process rights to be followed at all times and manifestation determination hearing for discipline procedures.</p> <p>For any child with behavioral concerns, a Functional Behavior Assessment (FBA) must be completed and a Behavior Intervention Plan (BIP) must be written to assist the student in learning appropriate behaviors and providing supports to enable him/her to be successful in the learning community.</p>	<p>Does not require written notice to parent/guardian.</p> <p>Requires notice before a "significant change" in placement—requires due process rights if referred for formal evaluation under IDEA and the team determines not to evaluate.</p>

Component of the Legislation	IDEA	Section 504
<p>Placement Decisions</p>	<p>Requires district and schools to use information from a variety of sources. Consider all documented information and use a team approach to make eligibility decisions. Team members are identified under IDEA and must be knowledgeable about the child, evaluation data, and the continuum of placements and services available.</p> <p>Requires that student receives a free and appropriate education with his/her non-disabled peers in the least restricted environment.</p> <p>IEP meeting is required before any change in placement or services is made. Students are eligible for a full continuum of placement options, including regular education with related services as needed.</p>	<p>Requires district and schools to use information from a variety of sources. Consider all documented information. Use a team approach to make eligibility decisions, with team members being knowledgeable about the child, evaluation data, and the continuum of placements and services available.</p> <p>The student must receive a free and appropriate education with his/her non-disabled peers.</p> <p>Meeting is not required for a change of placement. Students are served in general education with or without modification. Possible accommodations under a 504 plan could be:</p> <ul style="list-style-type: none"> • Structured learning environment. • Repeated or simplified instructions. • Behavior management or intervention strategies. • Modified testing procedures—small group, oral testing, extended time, test read to student. • Tape recorders, spell checkers, calculators, computers, word processor, etc. • Modified or adjusted homework, workbooks, second set of textbooks. • Textbooks on tape. • Etc. (many accommodations and modifications used on an IEP can be included in a 504 accommodation plan).

Component of the Legislation	IDEA	Section 504
Due Process	Requires district to provide resolution sessions and due process hearings for parents/guardians who disagree with identification, evaluation, and implementation of IEP or student's Least Restricted Environment (LRE) placement.	<p>Requires districts to provide a grievance procedure for parents and students who disagree with identification, evaluation, implementation of IEP, or student's Least Restricted Environment (LRE) placement. A grievance procedure must be provided to parents and employees to follow and a 504 coordinator identified in the district to assist individuals as needed.</p> <p>Due process hearing not required before Office of Civil Rights (OCR) involvement or court action unless student is also covered by IDEA.</p> <p>Compensatory damages possible.</p>

Appendix B. Disability Categories

The 13 categories of student disabilities listed in the following chart may be accessed from the *Alabama Administrative Code*, 290-8-9-.03, and the *Individuals With Disabilities Education Act* (Public Law 108-446). Refer to the [Alabama Administrative Code](#) for special education qualifying characteristics for each classification.

DISABILITY CATEGORIES		
Type	Definition	Physical Education Considerations
Autism	<p>According to the <i>Alabama Administrative Code</i>, a developmental disability that significantly affects verbal and nonverbal communication and social interaction generally evident before age three (3) that adversely affects educational performance. This includes other pervasive developmental disorders. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or changes in daily routines, and unusual responses to sensory experiences.</p>	<ul style="list-style-type: none"> • Know which disorders on autism spectrum a student has and research disorder. • Provide a structured routine. • Provide visual boundaries. • Prepare student for transitions. • Focus on one task at a time. • Use strategies implemented in other classes such as picture schedules, calendars, and task cards. • Use caution with group games if social skills are limited. • Eliminate wait time. • Know if student gets incidental learning opportunities. (This could have huge safety implications.) • Provide sense of time during lesson; let student know how much time will be spent on an activity and update student on how much time is left before transitioning to another activity.
Deaf-Blind	<p>According to the <i>Alabama Administrative Code</i>, a concomitant hearing and visual impairment, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.</p>	<ul style="list-style-type: none"> • Prepare student for transitions. • Focus on one task at a time. • Use strategies implemented in other classes such as times, pictures, picture schedules, calendars, and task cards. • Teach at developmental age of student, not chronological age. • Confer with special education and classroom teachers for appropriate general teaching tips.

Type	Definition	Physical Education Considerations
Developmentally Delayed	<p>According to the <i>Alabama Administrative Code</i>, a delay that adversely affects daily life and/or educational performance in one or more of the following developmental areas: (a) adaptive, (b) cognitive, (c) communication, (d) social or emotional, and (e) physical. The delays result in the need for special education and related services.</p>	<ul style="list-style-type: none"> • Prepare student for transitions. • Focus on one task at a time. • Use strategies implemented in other classes such as times, pictures, picture schedules, calendars, and task cards. • Teach at developmental age of student, not chronological age. • Confer with special education and classroom teachers for appropriate general teaching tips.
Emotional Disability	<p>According to the <i>Alabama Administrative Code</i>, a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate type of behavior or feeling under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. Emotional disturbance includes schizophrenia. The term does not include children who are socially maladjusted unless it is determined that they have an emotional disturbance.</p>	<ul style="list-style-type: none"> • Provide a structured routine. • Ease into transitions with verbal prompts. • Prevent chaos. • Use strategies implemented in other classes. • Use caution with group games if social skills are limited. • Make sure physical education environment is positive, supportive, friendly, and helpful while addressing student needs; consider suggestions given elsewhere for disability-awareness activities. • Determine triggers for emotional outbursts such as physical touch, loud noises, and social interactions. • Provide opportunities for learning appropriate for social development. • Predetermine peer partners. • Create leadership and responsibility opportunities when appropriate. • Avoid responding to inappropriate behaviors with highly charged, emotional response.
Hearing Impairment	<p>According to the <i>Alabama Administrative Code</i>, an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. This term includes both deaf and hard-of-hearing.</p>	<ul style="list-style-type: none"> • Use visuals as needed. • Provide announcements in writing. • Speak normally, but not too fast. • Avoid yelling. • Maintain eye contact while speaking. • Practice safety routines for all physical education teaching areas.

Type	Definition	Physical Education Considerations
Intellectual Disability	<p>According to the <i>Alabama Administrative Code</i>, a significantly sub-average general intellectual functioning existing concurrently with significant limitations in adaptive behavior and manifested during the developmental period that adversely affects the child's educational performance.</p>	<ul style="list-style-type: none"> • Be literal, not abstract. • Use simple instructions and consistent routines. • Maintain high expectations. • Reduce distractions. • Use demonstration and modeling. • Provide external motivation. • Provide appropriate supports for balance activities. • Allow student time to process communication and respond before repeating or restating. • Teach motor coordination activities at student developmental level. • Utilize Web site information from Special Olympics International and American Association on Intellectual and Developmental Disabilities. • Utilize the following suggestions regarding instruction for a student with Down's syndrome: <ul style="list-style-type: none"> ✓ Encourage student, because of joint laxity, to maintain proper body alignment rather than extended range of motion. ✓ Avoid forward head rolls and contact sports for students with atlantoaxial instability. ✓ Use equipment appropriate for size of student's hands. ✓ Use appropriate safety precautions with balance activities for a student with low vision. ✓ Know appropriate activities and limitations for student's cardiovascular condition.
Orthopedic Impairment	<p>According to the <i>Alabama Administrative Code</i>, a severe impairment that adversely affects a child's educational performance. The term includes impairment caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).</p>	<ul style="list-style-type: none"> • Refer to student's health management plan and individualized education program (IEP). • Make allowances for walking patterns by allowing more time to travel from one place to the next. • Learn to use student's assistive technology, incorporating it into instructional process. • Learn to operate mobility aids used by student. • Allow student time to process communication and respond before repeating or restating. • Secure equipment with straps, if needed, to student hands or feet. • Allow for balance support. • Allow student to perform tasks at personal level of independence as in kicking a stationary ball versus running to kick a moving ball.

Type	Definition	Physical Education Considerations
Orthopedic Impairment: Cerebral Palsy	<p>According to the <i>Alabama Administrative Code</i>, a severe impairment that adversely affects a child's educational performance. The term includes impairment caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).</p>	<ul style="list-style-type: none"> • Participate in training opportunities regarding proper student positioning and handling. • Be aware that noise, lights, and overall environment may positively or negatively affect student's muscle tone. • Verify that the student seizure management plan addresses all teaching areas. • Avoid assumption that student has intellectual delay, no matter the number of physical challenges. • Be informed regarding student's specific diagnosis. • Position against primitive reflexes unless student uses reflex in functional manner. • Avoid sudden or ballistic movements as they increase muscle tone or abnormal reflexive responses; likewise, locomotor skills such as jumping or skipping may be contraindicated. • Provide relaxation techniques such as warm-ups to assist in increasing flexibility and reducing muscle contractures, rigidity, and spasms.
Orthopedic Impairment: Spina Bifida	<p>According to the <i>Alabama Administrative Code</i>, a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairment caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).</p>	<ul style="list-style-type: none"> • Determine if student has coexisting cognitive impairment; if so, refer to section on mental retardation or intellectual disability. • Determine if student has latex allergy. • Determine if student has shunt; if so, observe following recommendations: <ul style="list-style-type: none"> ✓ Avoid contact sports and forward head rolls. ✓ Be aware of symptoms regarding shunt problems such as lethargy, fever, headache, and flu-like symptoms. • Collaborate with special education and classroom teachers for appropriate general teaching tips related to the following: <ul style="list-style-type: none"> ✓ Motivation. ✓ Behavior. ✓ Learning.
Other Health Impairment	<p>According to the <i>Alabama Administrative Code</i>, an impairment causing limited strength, vitality, or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle-cell anemia, and Tourette's syndrome.</p>	<ul style="list-style-type: none"> • Refer to student's health management plan and IEP. • Provide, as needed, additional time for completing tasks. • Adjust skill instruction into smaller units of time. • Allow brief, but frequent periods of rest. • Allow student using a wheelchair to participate in all aspects of lesson by modifying movement requirements and allowing student to use similar upper-body movements. • Determine all teaching and learning areas to be fully accessible for student if using wheelchair or walker.

Type	Definition	Physical Education Considerations
Multiple Disabilities	<p>According to the <i>Alabama Administrative Code</i>, concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.</p>	<ul style="list-style-type: none"> Review considerations for the following impairments: <ul style="list-style-type: none"> ✓ Mental retardation ✓ Hearing impairment ✓ Visual impairment ✓ Orthopedic impairment Confer with special education and classroom teachers about appropriate teaching strategies for student with multiple disabilities according to the following: <ul style="list-style-type: none"> ✓ Motivation ✓ Behavior ✓ Learning
Specific Learning Disabilities	<p>According to the <i>Alabama Administrative Code</i>, a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.</p>	<ul style="list-style-type: none"> Engage assistance of trained peer tutor for student benefit and enjoyment. Provide adequate processing time when quickly changing modes such as immediately transitioning from offense to defense. Allow student time to process communication and respond before repeating or restating. Teach motor coordination activities at student developmental level. Be aware of possible behavior or social problems that may result from learning challenges. Provide for verbal or written challenges. Distinguish between intellectual capacity and academic performance. Predict problems and solutions regarding motor coordination, especially when multiple movements must be sequenced in order and with rhythm. Be aware of common problems and utilize appropriate solutions associated with spatial orientation. Be aware of challenges regarding integration of sensory information from multiple sources and ways to transfer information to appropriate movements.
Speech or Language Impairment	<p>According to the <i>Alabama Administrative Code</i>, a communication disorder in the area of articulation, voice, fluency, or language that adversely affects a child's educational performance.</p>	<ul style="list-style-type: none"> Verify if speech is the only existing disability to determine any required modifications. Refer to information regarding specific disability if in combination with other disabilities when planning for instruction. Allow adequate time for expression of language. Confer with special education and classroom teachers regarding appropriate teaching strategies for student with speech or language impairment.

Type	Definition	Physical Education Considerations
<p style="text-align: center;">Traumatic Brain Injury</p>	<p>According to the <i>Alabama Administrative Code</i>, an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.</p>	<ul style="list-style-type: none"> • Become knowledgeable of student’s degree of cognitive, motor, behavior, and language impairment, including location and severity of injury. • Be aware of any challenges student has regarding language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual abilities, psychosocial behavior, physical functions, information processing, and speech. • Research which areas of brain are affected and review specific functions of those areas; utilize information to determine what and how to teach student and what to expect of student. • Determine if student has seizures and verify that the seizure management plan addresses all physical education teaching areas. • Simplify directions. • Provide adequate wait time. • Use consistent routines. • Reduce distractions. • Avoid chaos.

Appendix C. Sample Referral Form

Sample IEP / 504 Referral Form

_____ School District

Return this completed form to the school 504 Coordinator/Problem Solving Team (PST)

Student's Name _____ **Age** ____ **DOB** __/__/____

Grade _____ **Homeroom Teacher** _____

Person Initiating Referral _____ **Position** _____

Please answer the following questions:

1. Reason for referral.

2. Which of the following major life activities do you believe is limited?

(Check ALL that apply.)

- | | | |
|--|---|---|
| <input type="checkbox"/> Performing Manual Tasks | <input type="checkbox"/> Motor | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Walking | <input type="checkbox"/> Breathing | <input type="checkbox"/> Concentration |
| <input type="checkbox"/> Seeing | <input type="checkbox"/> Learning | <input type="checkbox"/> Thinking/Comprehension |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Balance/Coordination | <input type="checkbox"/> Communicating |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Strength | <input type="checkbox"/> Other _____ |

3. Describe the student's physical or mental impairments(s).

4. Describe interventions/strategies used to address difficulties.

Signature

Date

Date received by school

Received by

Appendix D. Sample Evaluation for Physical Education

Evaluation for Physical Education

Student's Name: _____

Age: _____

Grade: _____

Homeroom Teacher: _____

Please check areas of difficulty:

- | | | |
|--|---|---|
| <input type="checkbox"/> Performing Manual Tasks | <input type="checkbox"/> Motor | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Walking | <input type="checkbox"/> Breathing | <input type="checkbox"/> Concentration |
| <input type="checkbox"/> Seeing | <input type="checkbox"/> Learning | <input type="checkbox"/> Thinking/Comprehension |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Balance/Coordination | <input type="checkbox"/> Communicating |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Strength | <input type="checkbox"/> Other |

For each item checked above, please describe in detail the limitation and possible accommodations that would be provided for the student in physical education and/or adapted physical education class:

Area of Difficulty	Describe in Detail the Limitation	Possible Accommodations <i>(To include cueing, modeling, extra equipment, specialized instruction, etc.)</i>
Example: breathing	Student has severe breathing (asthma related) issues during high pollen time of year. Student may need medication (in the form of an inhaler).	Change the physical education curriculum during high pollen times of the year. Train for proper dispensing of medication (inhaler).
Example: strength, balance, and coordination	Student has cerebral palsy and has difficulties with fine and gross motor skills, strength, balance, and coordination. Student has a wheelchair for mobility.	Provide assistive technology devices; arrange for use of ramps/elevators, additional time for changing clothes, larger bats, balls that are easy to hold, larger goals, lowered basketball goals, etc.

Additional Comments:

Appendices E. Progress Report for Physical Education

The following pages contain examples of student progress toward meeting the standards for physical education and may be used to evaluate progress for students with disabilities in Grades K-12 physical education classes. Course of study content standards referenced are the minimum required content found in the 2009 *Alabama Course of Study: Physical Education*. Scoring indicates the evaluation date; objectives for the evaluation period; goal score; and the student's actual score regarding achievement in the areas of skill development, cognitive development, social development, and physical activity and health.

GRADE ONE						
Student Name				Teacher Name		
Evaluation Date						
0 Points	Not attempted physical education tasks, activities, and expectations stated in standard					
1 Point	Attempted physical education tasks, activities, and expectations stated in standard					
2 Points	Performs most physical education tasks, activities, and expectations stated in standard					
3 Points	Masters all physical education tasks, activities, and expectations stated in standard					
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks	
1. Demonstrate jumping and landing skills by using one- and two-foot take-off methods, balancing at varying levels on multiple body parts, and forming bridges using different body parts.						
2. Apply varied effort and pathways to running, jumping, and throwing.						
3. Demonstrate non-locomotor skills, including pushing and pulling.						
4. Demonstrate manipulative skills by catching a bounced ball with hands, volleying a soft object, kicking a stationary object, and throwing a ball underhand with two hands.						
5. Apply rhythmic movement to games, activities, and dances.						
6. Perform individual and partner stunts.						
7. Demonstrate manipulative and traveling skills in game situations.						
8. Apply movement vocabulary to fundamental movement skills.						
9. Identify cue words and terms associated with throwing, catching, running, and kicking.						
10. Determine speed and type of movement based on rhythmic beat.						
11. Explain the importance of empathy for feelings, concerns, and limitations of peers.						
12. Demonstrate responsibility and cooperative skills in physical activity settings by helping peers, assisting the teacher, and sharing space and equipment.						
13. Identify appropriate footwear and clothing for participation in physical activities.						
14. Explain differences between active and inactive lifestyles.						
15. Explain effects of smoking, lack of sleep, and poor dietary habits on health and physical performance.						
Total Score						

Scoring: Not attempted 0 – points Attempted – 1 point Performs most – 2 points Mastery – 3 points

Key 0-14 = not mastered 15-29 = limited mastery 30-44 = somewhat mastery 45+ = mastery
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADE TWO

Student Name		Teacher Name			
Evaluation Date					
0 Points	Not attempted physical education tasks, activities, and expectations stated in standard				
1 Point	Attempted physical education tasks, activities, and expectations stated in standard				
2 Points	Performs most physical education tasks, activities, and expectations stated in standard				
3 Points	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate leaping and jumping skills by transferring and absorbing body weight in different ways.					
2. Demonstrate movements that combine shapes, levels, and pathways into simple sequences.					
3. Apply body management skills on the floor and on apparatus while performing simple individual and partner stunts.					
4. Demonstrate correct form while hopping, jumping, and sliding.					
5. Demonstrate ball-moving skills by passing, dribbling a ball with a dominant hand, kicking a slow-moving ball, and throwing underhand with one arm.					
6. Display basic rope-jumping skills.					
7. Demonstrate simple folk, line, and mixer dances.					
8. Utilize combinations of the fundamental movement skills of chasing, fleeing, and dodging.					
9. Identify cue words and terms associated with hopping, galloping, jumping, and sliding					
10. Explain ways to resolve conflicts during physical activity in a school-approved manner.					
11. Demonstrate safety rules for physical education activities, including games that require implements and tag games that have designated boundaries.					
12. Describe the immediate effect of physical activity on heart rate, breathing rate, and perspiration.					
13. Explain how physical activity affects overall health, including the heart, lungs, and muscular system.					
14. Explain ways in which food intake affects body composition and physical performance.					
Total Score					

Scoring: Not attempted 0 – points Attempted – 1 point Performs most – 2 points Mastery – 3 points

Key 0-13 = not mastered 14-29 = limited mastery 28-44 = somewhat mastery 42+ = mastery
(Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADE THREE						
Student Name			Teacher Name			
Evaluation Date						
0 Points	Not attempted physical education tasks, activities, and expectations stated in standard					
1 Point	Attempted physical education tasks, activities, and expectations stated in standard					
2 Points	Performs most physical education tasks, activities, and expectations stated in standard					
3 Points	Masters all physical education tasks, activities, and expectations stated in standard					
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks	
1. Demonstrate correct form while skipping in general space.						
2. Demonstrate ball control while dribbling with the hand or foot in a stationary position and while traveling within a group.						
3. Demonstrate skills that require crossing the midline of the body, including hitting a ball off a tee and throwing a ball overhand.						
4. Use correct grip while consistently striking a softly thrown ball with a bat or paddle.						
5. Demonstrate long-rope jumping skills by traveling in and out of a long rope without hesitation and executing consecutive jumps.						
6. Perform the rhythmic movement skills of folk, line, and aerobic dances, including incorporating combinations of locomotor skills and partner mixing.						
7. Demonstrate supporting, lifting, and controlling body weight by transitioning in and out of balanced positions with control.						
8. Apply combinations of complex locomotor and manipulative skills by chasing, tagging, dodging, and fleeing.						
9. Describe how stability affects skill execution while participating in physical activity.						
10. Utilize a variety of locomotor and manipulative skills to create new or modify existing games.						
11. Display good sportsmanship.						
12. Apply problem-solving, conflict resolution, and teamwork strategies to cooperative and group challenges in physical education settings.						
13. Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.						
14. Describe how the blood applies oxygen and nutrients to the body.						
Total Score						

Scoring: Not attempted 0 points Attempted – 1 point Performs most – 2 points Mastery-3 points

Key 0-13 = not mastered 14-29 = limited mastery 28-44 = somewhat mastery 42+ = mastery
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADE FOUR

Student Name _____ **Teacher Name** _____

Evaluation Date _____

0 Points Not attempted physical education tasks, activities, and expectations stated in standard
1 Point Attempted physical education tasks, activities, and expectations stated in standard
2 Points Performs most physical education tasks, activities, and expectations stated in standard
3 Points Masters all physical education tasks, activities, and expectations stated in standard

Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate correct form while leaping.					
2. Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short- and long-handled implements, and kicking while approaching a moving object.					
3. Demonstrate short- and long-rope jumping skills, including individual and partner jumping techniques.					
4. Perform multicultural rhythmic dances, including introductory square dance.					
5. Demonstrate gymnastic skills while maintaining proper body alignment by transitioning smoothly between sequences and balancing with control on apparatus.					
6. Apply specialized sport skills in combination with fundamental movement skills in a game situation.					
7. Create appropriate physical education activities, including cooperative tasks, group challenges, and games.					
8. Identify cue words and terms associated with leaping, striking, and kicking.					
9. Identify formations and steps associated with dance.					
10. Demonstrate positive changes in performance based on peer and teacher evaluations.					
11. List consequences of compliance and noncompliance with rules and regulations while participating in physical activities and games.					
12. Explain outcomes of positive versus negative responses to classmates when winning or losing.					
13. Analyze varying intensities of exercise for effect on heart rate using manual pulse-checking or heart-rate monitors.					
14. Identify devices used to measure cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility.					
15. Describe relationships among food intake, physical activity, and weight maintenance.					
Total Score					

Scoring: Not attempted 0 points Attempted – 1 point Performs most – 2 points Mastery-3 points

Key 0-14 = not mastered 15-29 = limited mastery 30-44 = somewhat mastery 45+ = mastery
(Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADE FIVE

Student Name		Teacher Name			
Evaluation Date					
0 Points	Not attempted physical education tasks, activities, and expectations stated in standard				
1 Point	Attempted physical education tasks, activities, and expectations stated in standard				
2 Points	Performs most physical education tasks, activities, and expectations stated in standard				
3 Points	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate correct form while sprinting and running for distance.					
2. Demonstrate correct form while fielding and punting a ball.					
3. Execute single and dual long-rope activities and stunts.					
4. Demonstrate rhythmic dances, including modern, aerobic, and ethnic.					
5. Demonstrate weight transfer and balance on mats and apparatus by smoothly transitioning between combinations of traveling and rolling.					
6. Apply appropriate skills in sport-modified games.					
7. Identify cue words and terms associated with punting and fielding.					
8. Describe relationships among strength, flexibility, balance, and coordination in successfully executing physical activities.					
9. Identify basic rules, player positions, and offensive and defensive strategies in organized games and in sport-modified games.					
10. Explain good sportsmanship techniques for use in settling disputes.					
11. Explain physical activity and safety benefits of exercising with a partner.					
12. Describe how aerobic exercise affects the efficiency and longevity of the heart and lungs.					
13. Categorize physical activities according to their most beneficial health-related fitness component.					
14. Define the four components of the frequency, intensity, time, and type (FITT) principle as they relate to a successful fitness program.					
Total Score					

Scoring: Not attempted 0 points Attempted – 1 point Performs most – 2 points Mastery-3 points

Key 0-13 = not mastered 14-29 = limited mastery 28-44 = somewhat mastery 42+ = mastery
(Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADE SIX

Student Name		Teacher Name			
Evaluation Date					
0 Points	Not attempted physical education tasks, activities, and expectations stated in standard				
1 Point	Attempted physical education tasks, activities, and expectations stated in standard				
2 Points	Performs most physical education tasks, activities, and expectations stated in standard				
3 Points	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate rope-jumping and original dance routines that incorporate varying lengths, skill sequences, and musical accompaniments.					
2. Combine a variety of skills into sequenced routines.					
3. Demonstrate dribbling, shooting, and striking skills.					
4. Demonstrate forehand and backhand striking skills.					
5. Identify rules and regulations for a variety of sports and lifetime activities.					
6. Explain the importance of repetition and practice as a means for skill improvement.					
7. Modify physical activities, games, and sports to meet specified criteria.					
8. Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.					
9. Demonstrate positive social interactions in situations that include members of different genders, cultures, ethnicities, abilities, and disabilities.					
10. Describe progress toward achieving personal fitness goals for each of the health-related fitness components.					
11. Analyze exercise and heart-rate data to determine adjustments to health fitness plans.					
12. Identify possible injuries resulting from improper exercise routines.					
13. Describe the structure and function of the muscular and skeletal systems as they relate to physical performance.					
Total Score					

Scoring: Not attempted 0 points Attempted – 1 point Performs most – 2 points Mastery-3 points

Key 0-12 = not mastered 13-25 = limited mastery 26-38 = somewhat mastery 39+ = mastery
(Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADE SEVEN

Student Name		Teacher Name			
Evaluation Date					
0 Points	Not attempted physical education tasks, activities, and expectations stated in standard				
1 Point	Attempted physical education tasks, activities, and expectations stated in standard				
2 Points	Performs most physical education tasks, activities, and expectations stated in standard				
3 Points	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.					
2. Demonstrate strategic positioning for offense and defense in game situations.					
3. Demonstrate dances used for social and recreational enjoyment and physical fitness enhancement.					
4. Demonstrate a sequence of balancing skills by traveling on apparatus while working cooperatively with a partner to create a balance sequence.					
5. Demonstrate relaxation and stress-reduction exercises.					
6. Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.					
7. Identify appropriate drills and repetitions to improve performance.					
8. Describe the concept of effort as it relates to improvement of skill execution.					
9. Analyze peer skill performance for efficiency in sport and recreational activities.					
10. Explain differences between legal and illegal behaviors in sports.					
11. Apply methods for communicating with confrontational opponents.					
12. Demonstrate elements, including sport competency, literacy, and enthusiasm, needed to accomplish a team goal in competitive and cooperative environments.					
13. Identify factors that can be manipulated to achieve an overload in muscular strength and cardiorespiratory endurance.					
14. Explain correlations among nutrition, exercise, and rest in the development of a healthy lifestyle.					
Total Score					

Scoring: Not attempted 0 points Attempted – 1 point Performs most – 2 points Mastery-3 points

Key 0-13 = not mastered 14-29 = limited mastery 28-44 = somewhat mastery 42+ = mastery
(Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADE EIGHT

Student Name _____ **Teacher Name** _____

Evaluation Date _____

0 Points Not attempted physical education tasks, activities, and expectations stated in standard
1 Point Attempted physical education tasks, activities, and expectations stated in standard
2 Points Performs most physical education tasks, activities, and expectations stated in standard
3 Points Masters all physical education tasks, activities, and expectations stated in standard

Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate skills utilized in lifetime health-enhancing activities.					
2. Demonstrate aerobic movement skills and the performance of original dance routines.					
3. Demonstrate combinations of balancing and supporting skills.					
4. Demonstrate skills used in individual, dual, and team sports.					
5. Demonstrate skills associated with adventure, outdoor, and recreational activities.					
6. Demonstrate player-to-player defensive strategy skills.					
7. Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and teams sports.					
8. Apply movement concepts to sport, dance, gymnastics, recreational skill performances, and other physical activities.					
9. Summarize research findings of at least one local, national, or international game for its history, terminology, rules, and basic skills.					
10. Solve problems in physical activity settings by identifying cause and potential solutions.					
11. Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.					
12. Apply positive reinforcement to enhance peer physical performance during physical activity.					
13. Explain long-term physiological and psychological benefits resulting from regular participation in physical activity.					
14. Identify the role of exercise in stress reduction.					
15. Apply the frequency, intensity, time, and type (FITT) principle to an individualized fitness plan.					
16. Design a personalized fitness plan.					
Total Score					

Scoring: Not attempted 0 points Attempted – 1 point Performs most – 2 points Mastery-3 points

Key 0-15 = not mastered 16-31 = limited mastery 32-47 = somewhat mastery 48+ = mastery
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

GRADED 9-12 LIFE COURSE

Student Name _____ **Teacher Name** _____

Evaluation Date _____

0 Points Not attempted physical education tasks, activities, and expectations stated in standard
1 Point Attempted physical education tasks, activities, and expectations stated in standard
2 Points Performs most physical education tasks, activities, and expectations stated in standard
3 Points Masters all physical education tasks, activities, and expectations stated in standard

Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate movement combinations from a variety of physical activities that enhance cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.					
2. Demonstrate complex movement sequences in a variety of physical activities.					
3. Utilize rules and strategies for safe game play and selected lifetime activities.					
4. Identify short- and long-term health-enhancing benefits of physical activity.					
5. Identify requirements for selected careers in physical education, health, and fitness.					
6. Identify strategies for positive behavior modification and for social interaction among diverse populations.					
7. Explain the impact of participating in multicultural physical activities.					
8. Demonstrate responsible personal and social behavior during physical activities.					
9. Demonstrate responsibilities of a leader or a follower to accomplish group goals.					
10. Critique a community service project that involves physical activity by identifying benefits, problems, compromises, and outcomes.					
11. Utilize health and fitness technologies to develop a healthy lifestyle.					
12. Utilize safe practices when participating in physical activities.					
13. Compare goals for attaining and maintaining fitness.					
14. Construct criteria for evaluation of commercial fitness and health products and services.					
15. Create a nutrition program that targets goals for maintaining energy and recommended body composition.					
16. Design a personal fitness plan that promotes activity for life.					
Total Score					

Key 0-15 = not mastered 16-31 = limited mastery 32-47 = somewhat mastery 48+ = mastery
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

Appendices F. Example of Standard-Based Evaluation for Physical Education

Susie Jones is a 4th grade student who has a physical disability. She is also developmentally delayed.

GRADE FOUR					
Student Name Susie Jones			Teacher Name J. Doe		
Evaluation Date		9/15/2014			
0 Points	Not attempted physical education tasks, activities, and expectations stated in standard				
1 Point	Attempted physical education tasks, activities, and expectations stated in standard				
2 Points	Performs most physical education tasks, activities, and expectations stated in standard				
3 Points	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate correct form while leaping.	0	0	0	0	0
2. Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short- and long-handled implements, and kicking while approaching a moving object.	0	1	1	1	2
3. Demonstrate short- and long-rope jumping skills, including individual and partner jumping techniques.	0	0	0	0	1
4. Perform multicultural rhythmic dances, including introductory square dance.	0	2	2	2	2
5. Demonstrate gymnastic skills while maintaining proper body alignment by transitioning smoothly between sequences and balancing with control on apparatus.	0	0	0	0	0
6. Apply specialized sport skills in combination with fundamental movement skills in a game situation.	0	1	1	1	2
7. Create appropriate physical education activities, including cooperative tasks, group challenges, and games.	0	1	1	1	2
8. Identify cue words and terms associated with leaping, striking, and kicking.	0	3	3	3	3
9. Identify formations and steps associated with dance.	0	2	2	2	2
10. Demonstrate positive changes in performance based on peer and teacher evaluations.	0	3	3	3	3
11. List consequences of compliance and noncompliance with rules and regulations while participating in physical activities and games.	0	0	0	0	1
12. Explain outcomes of positive versus negative responses to classmates when winning or losing.	0	0	0	0	1
13. Analyze varying intensities of exercise for effect on heart rate using manual pulse-checking or heart-rate monitors.	0	0	0	0	0
14. Identify devices used to measure cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility.	0	0	0	0	0
15. Describe relationships among food intake, physical activity, and weight maintenance.	0	0	0	0	0
Total Score	0	13	13	13	17

Scoring: Not attempted 0 points Attempted – 1 point Performs most – 2 points Mastery-3 points
 Key 0-13 = not mastered 14-29 = limited mastery 28-44 = somewhat mastery 42+ = mastery
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

Based on the initial evaluation on 9/14/2014 Susie Jones should have been referred for adapted physical education.

Appendices G. Individualized Education Program (IEP)

The following pages contain an Individualized Education Program (IEP)

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME:										
DOB		SCHOOL YEAR		-		GRADE		-		
IEP INITIATION/DURATION DATES			FROM			TO				
THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.										
STUDENT PROFILE – WILL INCLUDE GENERAL STATEMENTS REGARDING:										
Strengths of the student:										
Parental concerns for enhancing the education:										
Student Preferences and/or Interests:										
Results of the most recent evaluations:										
The academic, developmental, and functional needs of the student:										
Other:										
For the child transitioning from EI to Preschool, justify if IEP will not be implemented on the child's 3 rd birthday:										

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the student working toward alternate achievement standards and participating in the <i>Alabama Alternate Assessment</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
• Are transition services addressed in this IEP with an annual goal(s)?	<input type="checkbox"/>	<input type="checkbox"/>

TRANSPORTATION

Student's mode of transportation:

Regular bus Bus for special needs Parent contract Other: _____

Does the student require transportation as a related service? YES NO

If yes, check any transportation needs:

Bus assistance: Adult support Medical support

Preferential seating

Behavioral Intervention Plan

Wheelchair lift and securement system

Restraint system

Specify type:

 Other. Specify: _____

Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

YES.

YES, with supports. Describe: _____

 NO. Explanation must be provided: _____

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every _____ weeks).

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____

- This student is in a middle school course of study that will help prepare him/her for transition.
- This student was invited to the IEP Team meeting.
- After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.

EXIT OPTIONS (Complete for students in Grades 9-12)

- Alabama High School Diploma Anticipated Date of Exit: Month: _____ Year : _____
- Alabama Occupational Diploma
- Graduation Certificate

PROGRAM CREDIT TO BE EARNED (Complete for students in grades 9-12)

For each course taken, indicate program credit to be earned.	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES				
Alabama High School Diploma								
Alabama Occupational Diploma								
Graduation Certificate								

TRANSITION: (Beginning not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter)

Transition Assessments (Check the assessment(s) used to determine the student's measurable transition goals):

- Transition Planning Assessments Interest Inventory Other _____

Goals for Postsecondary Transition:

Postsecondary Education/Training Goal

If Other is selected, specify

Employment/Occupation/Career Goal

If Other is selected, specify

Community/Independent Living Goal

If Other is selected, specify

Transition Services: Based on the student's strengths, preferences, and interests, the following coordinated transition services will reasonably enable the student to meet the postsecondary goals. Consider these service areas: Vocational Evaluations (VE), Community Experiences (CE), Personal Management (PM), Transportation (T), Employment Development (ED), Medical (M), Postsecondary Education (PE), Living Arrangements (LA), Linkages to Agencies (LTA), Advocacy/Guardianship (AG), Financial Management (FM), and if appropriate Functional Vocational Evaluation (FVE).

	Transition Strands			
	Academics/Post Secondary Education/Training	Employment/Occupations/Careers	Personal/Social	Daily Living
Service(s)				

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____

This goal is related to the student's transition services needs.

AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

MEASURABLE ANNUAL GOAL related to meeting the student's needs: DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- Curriculum Based Assessment Teacher/Text Test Teacher Observation Grades
 Data Collection State Assessment(s) Work Samples
 Other: _____ Other: _____

BENCHMARKS:

1. _____ Date of Mastery: _____
2. _____ Date of Mastery: _____
3. _____ Date of Mastery: _____
4. _____ Date of Mastery: _____
-

This goal is related to the student's transition services needs.

AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

MEASURABLE ANNUAL GOAL related to meeting the student's needs: DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- Curriculum Based Assessment Teacher/Text Test Teacher Observation Grades
 Data Collection State Assessment(s) Work Samples
 Other: _____ Other: _____

BENCHMARKS:

1. _____ Date of Mastery: _____
2. _____ Date of Mastery: _____
3. _____ Date of Mastery: _____
4. _____ Date of Mastery: _____

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19 _____

EXTENDED SCHOOL YEAR SERVICES (ESY)

The IEP Team has considered the need for extended school year services. Yes No

LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled? Yes No

If no, explain:

Does this student receive all special education services with nondisabled peers? Yes No
If no, explain (explanation may not be solely because of needed modifications in the general curriculum):

6-21 YEARS OF AGE 3-5 YEARS OF AGE

Least Restricted Environment:

COPY OF IEP

Was a copy of the IEP given to parent/student (age 19) at the IEP Team meeting?
 Yes No

If no, date sent: _____

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the *Special Education Rights* given to parent/student (age 19) at the IEP Team meeting?
 Yes No

If no, date sent: _____

Date copy of **amended** IEP provided/sent to parent/student (age 19) _____

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
Special Education Teacher		
LEA Representative		
Someone Who Can Interpret The Instructional Implications Of The Evaluation Results		
Student		
Career/Technical Education Representative		
Other Agency Representative		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date

Student Information

Student:

Address

Date: [Click to select a date]

Phone:

School Name:

Parent:

Other Information

Area(s) of Evaluation

Physical Education .

Evaluation method:

Date of Evaluation: [Click to select a date]

Evaluator:

Findings:

Notes

Area(s) of Evaluation

Area: Physical Education

Evaluation method:

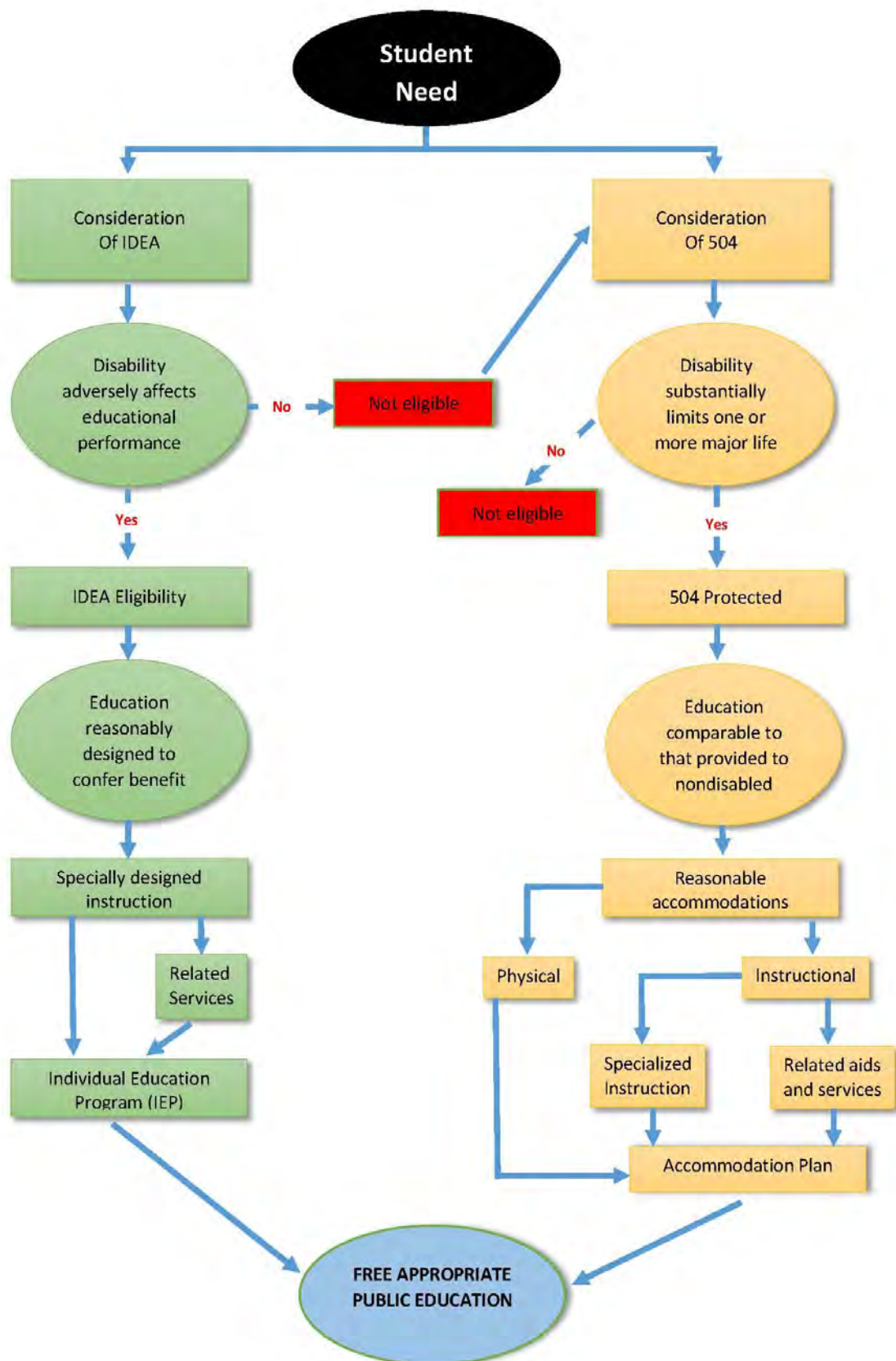
Date called: [Click to select a date]

Evaluator:

Findings:

Evaluation Committee Members

Appendices I. IDEA Section 504 Flow Chart



Appendices J. Acronym of Special Education Terms

Listed below are common terms, including acronyms, used in special education and other areas related to serving students with disabilities. These terms may appear in government information and regulation documents, professional documents, and similar communications dealing with students with disabilities, including conferences with school staff, parents, and others involved in the student's individual educational program (IEP). Knowledge of these terms enables the physical educator to be a more informed and effective partner in making decisions concerning instruction for students with special needs.

TERM	ACRONYM
Autism Spectrum Disorder	ASD
Behavior Intervention Plan	BIP
Deaf-Blind	DB
Developmental Disability	DD
Direct Services	DS
Emotional Disability	ED
Free and Appropriate Public Education	FAPE
Functional Behavioral Assessment (Behavior Plan)	FBA
Hearing Impairment	HI
Intellectual Disability (preferred over Mental Retardation or MR)	ID
Individuals With Disabilities Education Act	IDEA
Individualized Education Program	IEP
Least Restrictive Environment	LRE
Multiple Disabilities	MD
Orthopedic Impairment such as: <ul style="list-style-type: none"> ➤ Cerebral palsy ➤ Spina bifida 	OI
Other Health Impairment such as: <ul style="list-style-type: none"> ➤ Asthma ➤ Cystic fibrosis ➤ Diabetes ➤ Sickle-cell anemia 	OHI
Orientation and Mobility Specialist (works with students who are visually impaired)	OMS
Occupational Therapy or Occupational Therapist	OT
Paraeducator, Paraprofessional, Aide	Aide
Problem-Solving Team	PST
Physical Therapy or Physical Therapist	PT
Specific Learning Disability (formally Learning Disability or LD)	SLD
Speech or Language Impairment	SLI
Traumatic Brain Injury	TBI
Visual Impairment	VI
Section 504 of the Rehabilitation Act of 1973 regarding education plans for students needing educational services who are not covered under the IDEA	504 Program

Appendices K. Individual Education Plan Accommodations Checklist for the APFA

The Alabama Physical Fitness Assessment Individual Education Plan Accommodations Checklist is to be documented in the student's Individual Education Plan (IEP). When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____

Grade: _____ Academic Year: _____

Test Scheduling Accommodations

Test will be administered:

- At time of day most beneficial to student.
 - In periods of one subtest followed by a break of _____ minutes.
 - With other necessary accommodations regarding nature of disability and assessment.
- Explain: _____

Test Setting and Administration Accommodations

Test will be administered:

- In small groups.
 - In the special education classroom.
 - By student's physical education teacher.
 - By an aide under supervision of physical education teacher.
 - By physical education teacher with help from aide or special education teacher.
 - Individually or one-on-one with student and physical education teacher or aide.
 - With other necessary accommodations regarding nature of disability and assessment.
- Explain: _____

Test Equipment Accommodations

Test will be administered:

- With amplification equipment such as hearing aid or auditory trainer.
 - With environmental equipment such as noise buffer, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel.
 - With other necessary accommodations regarding nature of disability and assessment.
- Explain: _____

Test Recording Accommodations

Test will be administered with accommodation(s) written in spaces below:

- One-Mile Run or Walk or PACER _____
 - 90-Degree Push-Up _____
 - Partial Curl-Up _____
 - Back-Saver Sit-and Reach or V Sit-and-Reach _____
 - With other necessary accommodations regarding nature of disability and assessment.
- Explain: _____

Appendices L. Memorandum from the State Superintendent



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

October 6, 2014

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State Board
of Education

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Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice *TS*
State Superintendent of Education

RE: 504 Students and Adapted Physical Education

The purpose of this memo is to provide additional guidance for local education agencies (LEAs) in providing adapted physical education to students who have a current 504 Plan. If a student who has a current 504 Plan requires accommodations in order to participate in the physical education program, those accommodations may be provided in the adapted physical education class. In the past the funding source for the adapted physical education teacher determined the students who comprised the class.

With the reauthorization of the *Individuals with Disabilities Education Act* (IDEA), flexibility has been granted in the use of funds. According to 34 CFR §300.208, funds provided to an LEA under Part B of the Act may be used for the following activities:

- Services and aids that also benefit nondisabled children.
- Costs of special education and related services.
- Supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the Individualized Education Plan (IEP) of the child, even if one or more nondisabled children benefit from these services.

This permissive use of funds allows a teacher who is paid with IDEA funds to serve nondisabled students in the same education setting. This flexibility in funding can specifically be utilized to address the needs of students who have a current 504 Plan and require adapted physical education. It is not necessary to refer the student to special education in order to access adapted physical education services.

City and County Superintendents of Education
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This permissive use of funds does not negate CFR §300.202 (*Use of Amounts*), CFR §300.203(a) (*Maintenance of Effort*), and CFR §300.162(b) (*Supplementation of State, Local and Other Federal Funds*).

If you have questions or need additional information, please contact Mrs. Nancy M. Ray, Instructional Services Section, at (334) 353-1191; Mr. Tom Mock, Prevention and Support Services Section, at (334) 242-8165; or Ms. Cynthia C. Lester, Special Education Services Section, at (334) 242-8114.

TRB/CCL/SSM

cc: City and County Special Education Coordinators
City and County 504 Coordinators
Mrs. Sherrill W. Parris
Dr. Julie P. Hannah
Mrs. Robin A. Nelson
Ms. Crystal Richardson
Dr. Marilyn J. Lewis
Mr. Tom Mock
Mrs. Nancy M. Ray
Mrs. Cynthia C. Lester

FY15-2009

Glossary

Accessible

Easy for individuals with disabilities to enter or use.

Accommodation

Instructional or test adaptations. They allow the student to demonstrate what he or she knows without fundamentally changing the target skill that is being taught in the classroom or measured in testing situations. More specifically, they change the manner or setting in which information is presented or the manner in which students respond. They do not change the target skill or the testing construct.

Adapted Physical Education (APE)

Either the APE teacher or physical education teacher provides planning or assessment, consultation, and specialized instruction and adapts or modifies the curriculum, task, equipment, and/or environment so a child can participate in all aspects of physical education.

Assistive technology devices

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

Case manager

Coordinates and oversees the compliance and implementation of the IEP.

Direct service

Hands-on teaching.

Disability

Physical or mental impairment that substantially limits one or more major life activities.

Eligibility

Refers to children who may receive special education services because of learning needs as they qualify within regulations.

Free Appropriate Public Education (FAPE)

Special education and related services are provided at public expense, without charge to the parents.

Individuals with Disabilities Education Act (IDEA)

The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress has reauthorized this federal law. The most recent revision occurred in 2004.

Individualized Education Program (IEP)

An Individualized Education Program is the written document that states the disabled child's goals, objectives, and services for students receiving special education.

IEP team

The committee of parents, teachers, administrators, and school personnel that provides services to the student. The committee may also include medical professionals and other relevant parties. The team reviews assessment results and determines goals and objectives and program placement for the child needing services.

Individual with a disability

Section 504 defines an individual with a disability as any individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Major life activity

A major life activity under Section 504 includes, but is not limited to, activities such as caring for one's self, seeing, breathing, walking, hearing, speaking, learning, reading, concentrating, thinking, communicating, and performing manual tasks.

Modification

A modification is a change made to the content of the curriculum due to the unique needs arising from the student's disability. When course content is modified, the student is not pursuing the content prescribed in the applicable course of study and cannot earn course credit. A student's IEP may designate that he/she be assigned to a particular paraprofessional on a one-on-one basis.

Paraprofessional/Para-educator/Aide

- A **paraprofessional/para-educator**, defined by No Child Left Behind (NCLB), is an individual who has completed at least two (2) years of study at an institution of higher education that has met a rigorous standard of quality and who can demonstrate knowledge that he/she has the ability to assist in instruction under the direct supervision of a certified teacher.
- An **aide** is an instructional assistant employed by a school/LEA that will work under the direction of a certified staff member to support and assist in providing instructional programs and services to children with disabilities.

Physical or mental impairment

A physical impairment is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems. A mental impairment is any mental or psychological disorder.

Referral

Notice to a school district that a child may be in need of special education.

Related service

A service to a student with a disability that he or she needs to benefit from and/or access a school's education program.

Section 504

Section 504 guarantees that a child with a disability (substantially limited) has equal access to an education and that it is comparable to an education provided to those who do not have a disability.

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Adapted Physical Education National Standards "What is Adapted Physical Education?" <http://www.apens.org/whatisape.html>, 2008

Alabama Administrative Code, Special Education Services, Chapter 290-8-9-.03, Teacher Education Professional Services, Chapter 290-3-3-.33

Office of Special Education Programs (OSEP) "Individuals with Disabilities Act"

Smith, Tom E.C., *Section 504 and Public Schools*. Second Edition. Austin Texas. Tom E. C. Smith and James R. Patton

Links and Resources

Alabama Association of Section 504 Coordinators Serving Students with Disabilities under Section 504 Reference Manual

[Alabama HPER Facebook](#)

[Alabama High School Athletic Association](#)

[Alabama Physical Education Pinterest](#)

[Adapted Physical Education National Standards \(APENS\)](#)

[Lakeshore Foundation](#)

[National Center on Health, Physical Activity and Disability \(NCHPAD\)](#)

[PE Central](#)

Alabama Adapted Physical Education and 504 Process State Guidelines

