



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Adapted Physical Education (APE)
Co-Teaching Service Delivery Models in the
Least Restrictive Environment

NUMBER: REF-6845.1

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: March 1, 2018

ROUTING
All Schools
Local District Superintendents
Administrators of Instruction
Related Services Staff
School Administrators
Special Education
Administrators
School Psychologists
School Nurses
Special Education Teachers
General Education Teachers

PURPOSE: The purpose of this Reference Guide is to clarify the modalities utilized in the implementation of co-teaching practices for Adapted Physical Education (APE) services to students who meet service criteria for APE within the Los Angeles Unified School District (LAUSD).

MAJOR CHANGES: This Reference Guide replaces REF-6845.0 of the same title dated March 27, 2017 issued by the Division of Special Education. It updates information on consultation services for secondary students and the role of the general physical education teacher.

INSTRUCTIONS: The following guidelines apply:

Overview

All children, unless specifically excused or exempted, are required to participate in a physical education program. See California Education Code (CEC) § 51222 and exemptions in CEC § 51241. According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Federal regulations, “special education” means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability. Special education includes instruction in the classroom *and instruction in physical education*. (20 U.S.C. § 1401(29); § 34 C.F.R. § 300.39) Physical education should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers.

In IDEA, Least Restrictive Environment (LRE) requires that children with disabilities are educated with children who are not disabled, to the maximum extent possible. Removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the



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disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

APE is offered as part of Free Appropriate Public Education (FAPE) and is available to all students who are eligible for special education based on assessed needs between the ages of 3 through 22, including those students who have been suspended or expelled from school. The offer of FAPE is determined by the entire Individualized Education Program (IEP) team.

Legal Requirements

Physical education is a mandated curricular area for grades 1-12 that contributes significantly to every student's health and well-being. Physical education is a standards-based program which focuses on student's motor development. It provides an opportunity to ensure that students develop positive social skills, cooperate with students who are both able and disabled, and accept responsibility for their own actions. The California Department of Education mandates minutes for physical education as follows:

- A. Elementary (Grades 1-6): 200 minutes each ten school days, exclusive of recesses and the lunch period (*EC* Section 51210[g].) APE service minutes contribute to the overall Physical Education minutes.
- B. Secondary (Grades 7-12): 400 minutes each ten school days (*EC* Section 51222). APE service minutes contribute to the overall physical education minutes.

Students who are not successful in accessing the general physical education curriculum after accommodations and modifications have been implemented should be screened by the APE teacher to determine student needs. A screening is not in lieu of a formal assessment, as placement decisions in special education cannot be based upon information obtained from screening. In the event an assessment is indicated, an assessment plan will be developed by the school site. Once the assessment plan has been signed by a parent/guardian, an assessment will be administered by an APE teacher.

Students who have a Section 504 plan are not eligible to receive APE services.

APE is not an eligibility for special education. Students must be eligible for special education services under one of the eligibility categories for an IEP in order to receive APE services.

Delivery Methods

The District supports a variety of co-teaching strategies for the delivery of



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APE services. Co-teaching is defined as both general and special education educators sharing responsibility for the instruction of students with and without disabilities in a common classroom. Both the classroom/general physical education teachers and the APE teachers are to be present for the entire class session. All teachers are responsible for meeting student goals and objectives through the planning and delivery of instruction designed to increase student achievement, provide access to the core curriculum, use ongoing progress monitoring, and provide positive behavior supports.

The co-teaching model may include, but is not limited to: full inclusion, partial inclusion, pull-in for specific activities, and push-out for specific activities. These service models are dependent on individual student needs and ability to complete requisite activities.

Factors in determining the setting that best serves the student who receives APE services may include, but are not limited to: facilities at the site, general education instructional program, and student safety.

Elementary Co-Teaching Models

(All minutes count towards a portion of the 200 required physical education minutes):

Integrated	Students receive whole class physical education instruction provided by the APE teacher and classroom/physical education teacher.
Partially Integrated	<p>Students who receive APE services will participate with their non-disabled peers in whole group instruction a percentage of the time.</p> <p>e.g., Students who receive APE service twice weekly will have one day that may be spent with their non-disabled peers. The other day, students will receive direct instruction. The FAPE 2 Service grid on the IEP should reflect a co-teaching service delivery model.</p> <p><u>Please note:</u> A service cannot have more than one service prescription for a given period of the year, such as Regular School Year (RSY). A narrative explaining the different models is to be inserted in FAPE 2, Part IV if the teacher will be teaching two different service delivery models (direct service and co-teaching).</p>



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Pull-In	Students with APE services are provided the opportunity to participate with non-disabled peers by having non-disabled peers join in the APE class. The number of non-disabled peers will be determined by both teachers.
Push-Out	Students who receive APE services will participate with a general education class on days that the activity is conducive to an integrated setting.

Secondary Co-Teaching Models

(Instruction follows state mandated curriculum):

Integrated (two options)	<p>1. Students receiving APE will be enrolled into the general education teacher’s physical education class. There is one roster for the class (includes general education and APE students). APE and general physical education teachers are present the entire class period. Note: The APE teacher is not responsible for attendance and grades.</p> <p>2. Students enrolled in the APE class joins a general physical education class for the entire period. Depending on the unit or activity, the APE class may participate with a variety of different teachers during the year. Note: The APE teacher is responsible for attendance and grades.</p>
Partially Integrated	Students receive services in combined (APE and general physical education) classes on pre-determined days of the week. All other class sessions instruction is provided by APE teacher. The APE teacher is responsible for attendance and grades.
Pull-In	Students receive APE services in the APE class. APE teachers will pull in students from a general physical education class to join the APE class. The number of non-disabled peers pulled in will be determined by both the APE teacher and the general physical education teacher. In all other class sessions, instruction is provided by APE teacher. The APE teacher is responsible for attendance and grades.
Push-Out	Students receiving APE services will participate with a general physical education class on days that the activity is conducive to an integrated setting. The APE teacher is responsible for attendance and grades.
Integrated with Rotation	Students receive service through the APE class. The APE class will join a different general physical education class depending on activity (i.e. fitness days, mile run, Fitnessgram testing). The APE teacher is responsible for attendance and grades.



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Consultation	<p>Students receive indirect service consisting of regular review of student progress, student observation, accommodations, and modifications for core material, developing and modeling of instructional practices through communication among the general education teacher, the special education teacher, parent/guardian, and/or related service provider. The APE teacher is not responsible for attendance and grades.</p> <p>What the consultation model may look like: APE teacher, general education teacher, and special education teacher will communicate in-person, via phone, or electronically to support the student indirectly. The amount of minutes for teachers to collaborate is determined in the student’s IEP. Teachers will work collaboratively throughout the year to help the student access the physical education curriculum. The student will continue to receive modifications and/or accommodations as indicated on the student’s IEP.</p>
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**RELATED
RESOURCES:**

Adapted Physical Education Position Paper, Spring 2011, issued by the Los Angeles Unified School District, Division of Special Education, Related Services

BUL-6269.1: Multi-Tiered System of Behavior Support for Students with Disabilities dated, March 6, 2017, issued by Los Angeles Unified School District Division of Special Education

Adapted Physical Education Guidelines in California Schools, Approved by the California Department of Education Special Education Division August 2001, Revised December 2012

BUL-2528.1: Physical Education Programs – Grades K-12, dated December 21, 2009, issued by the Los Angeles Unified School District Office of Curriculum, Instruction and School Support

Physical Education Model Content Standards for California Public Schools Kindergarten Through Grade Twelve, Adopted by the State Board of Education on January 2005

ASSISTANCE:

For assistance or further information please contact Lindsay Cecil, Coordinator, Adapted Physical Education, (213) 241-6200, or via email at, lindsay.cecil@lausd.net.