

## Physical Education and the IEP Process: Resources



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**Physical Education, specially designed if necessary, is required for all students with disabilities**

### **Iowa State Guidance**

**NEW** [Guidance for Physical Education for Students with Disabilities](#), December 2020,

"It is the policy of the State of Iowa to provide FAPE for all resident children, ages birth through 21, with disabilities who are eligible for special education services (eligible individuals), in programs supervised by, and meeting the standards established and approved by the State Education Agency. The Iowa Administrative Rules of Special Education require agencies to provide a full continuum of placements and services to students requiring special education. The goal of this document is to provide a lens through which to understand and implement physical education for students with disabilities within the context of IDEA."

[Iowa Administrative Code](#): Definition of Special Education including instruction in physical education

[Iowa Area Education Agency Special Education Procedures Manual](#) re: physical education (pp 136-7; 471-472)

[Iowa's Specially Designed Instruction Framework](#): SDI means... "adapting as appropriate to the needs of the individual learner, the content, methodology or delivery of instruction to address his/her unique needs that result from a disability and to ensure access to the general curriculum..." "Special Education" means Specially Designed Instruction." [Key Considerations for Determining a Need for Specially Designed Instruction](#)

[Multi Tiered System of Supports: MTSS](#): "Multi-Tiered System of Supports (MTSS) in Iowa...is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students... as well as **identifying students who need additional supports. Those supports are provided in both small group and individual settings**, and are monitored to ensure they support all learners..." The Iowa MTSS framework is made up of five components.

1. Evidence-based curriculum and instruction provided at the universal level.
2. Universal screening of all students.
3. Evidence-based, instructional interventions at the targeted and intensive levels shall be provided to each student who needs them.
4. Progress monitoring for learners below expectations.
5. Data-based decision making throughout the system.

[Special Education Services and Special Education Services Cont \(F and G pages\)](#) : The IEP Team must decide how the student will participate in physical education (PE).

IEP teams must decide a student's placement based on the services, activities, and supports needed by the student rather than by the programs that are available within the district.

State and [National Standards in Physical Education and K-12 Grade Level Outcomes](#), [Iowa adopted the national physical education](#) and health standards. IEP teams should consider grade level outcomes in making decisions re: the need for specially designed instruction in physical education.

### **Guidance provided by Grant Wood AEA**

[Multi Tiered System of Support for the content area of Physical Education Addressing Physical Education on the IEP: G page clarifications](#), April, 2019

[Physical Education: General or Specially Designed](#), October, 2019

### **Professional Context**

[Adapted Physical Education: The IDEA Mandates, Trends and Issues, Training](#):


This article provides the context of the professional work and succinctly summarizes issues and challenges related to meeting the federal mandate

### **National Professional Guidance**

SHAPE America updated the national [Eligibility Criteria for Adapted Physical Education Services](#), in 2018, This position statement aims to help teachers, school administrators, local education agencies (LEA) and parents determine when it is appropriate to deliver special education services to a child in physical education

and to consider the continuum of placements and services when providing this instruction.

[Answering Frequently Asked Questions about Adapted Physical Education](#) This guidance document answers common questions about providing physical education services for students with disabilities. The document was developed as a resource for physical educators, adapted physical educators, school district administrators, and parents as they work to provide consistent adapted physical education (APE) services for students with disabilities.

[Physical Education Service Delivery for Students with Disabilities](#).  This video offers a comprehensive summary of IDEA physical education requirements, PE as part of the special education process, placement options in physical education, and common misconceptions.

[Physical Education for Students with Disabilities](#), Wrightslaw Summary of law, guidance documents and resources for educators and families

[IEP Roadmap for Physical Education from NCHPAD](#): Information is centered on the interactive roadmap and the road signs. Each road sign represents an important stage in the IEP process.

[IEP Checklist - Physical Education Services](#): This checklist was developed to assist parents/guardians in ensuring the appropriate supports and services for Adapted Physical Education are documented on the IEP. Developers: Scott McNamara, Lauren Lieberman, Brad Weiner, and Garth Tymeson

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