

Welcome to Fairfield SEPTA

Membership and sign up for activities!

<https://fairfieldsepta.membershiptoolkit.com>

Check out our website: <https://fairfieldsepta.org>



Agenda

April 26, 2023

Meeting recording available

Welcome and introductions

- SEPTA Updates
 - Presentation of 2023-2024 slate – Nominating Chair, Lindsay Allen
- Special Ed Dept
 - Administrative update – Rob Mancusi
 - [Overview of the Adaptive Physical Education program](#) – Kenya McVey and Bob Bove
- AOB

Special presentation:

- [*Creating Long-Lasting and Meaningful Relationships With Our Children by Changing the Way We Parent*](#)
 - Melissa Bildner, ADHD & Executive Function Parent Coach
(melissa@livebettertraining.com)



SEPTA Board Proposed Slate 2023-2024

EXECUTIVE COMMITTEE	2023-2024
President*	Emily Lusk
President-Elect	OPEN
1st Co-VP Fundraising	Christy Vitale
2nd VP Membership	OPEN
Secretary*	Trisha Pytko
Treasurer*	Aimee Connors
Treasurer-Elect	Ann Asher
Administrative Adviser	Rob Mancusi
All Elected Officers Listed Above. *indicates required positions per CT PTA	
BOARD OF DIRECTORS	
Past President	Christy Vitale
Past Treasurer	Katia Garin
Programming Chair	Cindy Shanley
Communications Chair (star)	
Parent Resources Chair	
PTA Council Representative	Lindsay Allen
Board of Ed. Representative	Bonnie Rotelli
Ed. Budget Representative	Erik Hayden
Early Childhood Center Rep	Jerriann Mitchell
Grants Chair	

STANDING COMMITTEES	2022-23
Webmaster	Scott Andreasen
Volunteer Coordinator	
Diversity Day	Trisha Pytko/ Kirsten Sabrowski
Sunshine	
Hospitality	
FOS Award	
Parks & Rec (town activities / events)	Ann Asher
Gifted & Talented Rep.	

Special Ed Dept update

- FPS Summary
 - Rob Mancusi
- Overview of the Adaptive Physical Education program
 - Kenya McVey and Bob Bove

An Overview of

Adapted Physical Education

Kenya McVey & Bob Bove

OUR CREDENTIALS

Kenya McVey:

- Adapted Physical Education Teacher - *7 years* - FPS
- B.S.Ed - Physical Education
- M.S. - Adapted Physical Education
- C.A.P.E. Certified
- PK- 12th APE, CLC PE, Aquatics, & CPP fitness/recreation.

Bob Bove:

- General & Adapted Physical Education Teacher, *21 years* - FPS
- B.S. - Physical Education
- M.S. - Special Education (Autism Spectrum Disorder)
- Aquatics, CLC PE, APE, & GPE

TODAY'S TOPICS

1. APE: Under the Law
2. Placement on the continuum in APE
3. Specially Designed instruction: CLC Physical Education (Small group PE)
4. Eligibility: APE
5. Resources for parents
6. Q&A + Handout

I D E A

Individuals with Disabilities Education Act

A law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Adapted Physical Education: Under the Law

1. Special Education (Sec.300.39): Means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction in physical education.
2. Physical Education Sec.300 (b) (2): The development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and Includes special physical education, adapted physical education, movement education, and motor development.
3. Adapted Physical Education (Sec.300.39): Adapted physical education is a special education service. As per the Every Student Succeeds Act (ESSA) is part of a well-rounded education (Academic content area) As a special education service, it can be a stand alone area on the IEP.

WHAT IS ADAPTED PHYSICAL EDUCATION?

Individualized program of instruction created for students with disabilities that enables *success in physical education* (ages 3-21).

Designed to allow students with a wide range of disabilities and needs to *meet the goals and standards of the general physical education program/curriculum* (State & national standards).

APE is a *sub-discipline of physical education* and encompasses the same components associated with physical education...providing *safe, personally satisfying and successful experiences for students of varying abilities*.

The curricular purposes of adapted physical education align with those of physical education

Individuals with Disabilities Education Act clearly identifies physical education as a required part of a child's free and appropriate public education.

Continuum of Placement Sec.300.115

Requires each public agency to ensure that a continuum of alternative placements including:

- Regular classes
- Special classes
- Special schools
- Home instruction
- Instruction in hospitals and institutions

This continuum is intended to ensure that a child is served in a setting where they can be educated successfully in the LRE.

FAIRFIELD PUBLIC SCHOOLS

Continuum of Adapted Physical Education Services

Physical Education in the General Education Setting



Small Group Physical Education (CLC Physical Education)



Physical Education with Adapted Physical Education Consultative APE Services



General Physical Education in Addition to APE Direct Services



Physical Education in Special Education Setting: APE Services

Physical Education in the General Education Setting:

- General Physical Education teacher provides instruction
- The student participates successfully in the general education setting without additional accommodations/modifications
- The student understands basic rules & concepts
- The student can follow general instructions and transitions
- The student can successfully participate in age appropriate PE curriculum items

Specially Designed Instruction: Physical Education

[Sec.300.39 \(b\) \(3\)](#)

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

1. To address the unique needs of the child that result from the child’s disability

AND

1. To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Fairfield Public Schools: Small Group PE (CLC PE) and/or APE Services

Small Group PE (AKA CLC PE)

- Student requires a ***more specialized instruction*** due to their disability.
- Environmental factors, physical limitations, visual or auditory sensitivity, or safety are areas to consider when considering a recommendation for this program.
- Student requires a more ***developmentally appropriate delivery of instruction***. The curriculum delivery should be ***equal and accessible*** to all students, but the mode of delivery may need to be modified.
 - Activities modified to a more accessible pace
 - Equipment modified to assist student ability to access/utilize
 - Environment set up to be less stimulating and distracting
 - Each student performing a task from most comfortable means (expect a true diversity of learners through a variety of abilities and levels of comfort).

Small Group PE (AKA CLC PE)

How we adapt, adjust, & modify while delivering *equal opportunity*.

- Consider different learning styles and outcomes.
- Reverse mainstreaming... bring in peers to connect with, help, & foster stronger relationships with students.
- Leave opportunity for student to earn breaks for engaging in a task. Make the experiences successful and expectations catered to the each students tolerance and abilities. **Know your students.**
- Ensure equipment, activities, and units of instruction *reflect that of the general PE setting*.
- Use your budget, grants, or other sources to ensure a variety of adapted equipment is available for varying needs.

Physical Education with APE Consultative Services

- Adapted Physical Education teacher consults directly with the general physical education teacher, assistants and other professionals working with the student
- ***CONSULTATIONS MAY ALSO INCLUDE:***
 - Providing staff inservice
 - Communicating with parents and teachers
 - Providing resources for accommodations and/or modifications of the program, environment or equipment

General Physical Education in Addition to APE Direct Services:

***Most common in FPS**

- Student will attend *both GPE classes* for participation *and an additional APE class* (equal to or more time as GPE class)
- Adapted Physical Education teacher and Physical Education teacher will work collaboratively for the student to *successfully participate in the PE curriculum items*
- The student will work toward specific goals/objectives to access the curriculum
- APE: Small group or individual setting

LRE (Least Restrictive Environment):

The Least Restrictive Environment (LRE) is where students with disabilities should be receiving their education.

Sec. 1412 (a)(5)(A)

[To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily]

Factors That May Influence the LRE

- Evaluations/re-evaluations
 - Gross motor assessments
 - Non-standardized assessments
- IEP goal or previous progress on a goal
- Interfering behaviors
- Safety concerns/medical history

Considerations that teachers have identified as concerns & possible barriers to providing quality instruction in the LRE include:

- Class size
- Class ratio (students with/without disabilities)
- Type and severity of disability
- Available support personnel
- Specific Unit of instruction
- Sensory related barriers (auditory, visual, tactile, kinesthetic)

Eligibility: Adapted Physical Education

Rationale for Service:

(Sec.300.311 (a)(5)(ii)(A))

Adapted physical education may be necessary for students with disabilities when their disability ***significantly impacts*** their ability to make sufficient progress towards age or state-approved grade level standards

Determination of Eligibility: APE

Sec.300.306

Upon completion of the *administration of assessments* and other evaluation measures, a group of *qualified professionals and the parent* of the child determine the educational needs of the child.

The public agency provides a copy of the evaluation report to the parents.

Determination for Service: APE

According to the state of Connecticut (Guidelines for Adapted Physical Education), students exhibiting the following items can be eligible for APE services:

- *1.5 standard deviations or more* in two or more components in a norm referenced gross motor test
- Student is *below average* in two or more areas in the CT Physical Fitness Assessment
- Student exhibits *social behaviors* that interfere with the learning of self or others for more than $\frac{1}{3}$ of the class period
- Student is *2 or more years behind* in chronological age appropriate PE skills

IDEA vs. 504

IDEA:

APE: Physical education is defined under IDEA and must be made available to all students with disabilities under FAPE (free appropriate public education), including specially designed Adapted Physical Education

The Individuals with Disabilities Education Improvement Act (IDEA) includes in the definition of adapted physical education physical and motor fitness, fundamental motor skills and patterns, skills in aquatics and dance individual and group games and sports, including lifetime sports, designed to meet the unique needs of individuals ages 0-21

Directly related to the access of the curriculum/special education services

504:

APE: Physical Education must be made available to all students. Students will receive appropriate accommodations to access Physical Education class under a 504 plan with a broader spectrum of disabilities including physical and mental disabilities

Student may not have a qualifying condition under IDEA.

Directly related to the access of the environment, “level the playing field”, & accommodations/modifications

IMPORTANT TAKEAWAYS...

- Students with disabilities ***must receive equal if not more physical education/adapted physical education*** (cannot be less) than the school offers the same age peers.
- Physical Education/Adapted Physical Education ***cannot be substituted*** by physical therapy, occupational therapy or other any other related services.
- Adapted Physical Education is a ***direct service*** under special education.
- ***Physical Education is an academic area*** under a well-rounded education (Every-student Succeeds Act, 2018).
- Adapted Physical Education recommendations should come as a ***team decision*** with direct consultations from the physical education teacher.

APE Resources:

1. APENS (Adapted Physical Education National Standards) (2008).
2. Pryor, Stefan. "CT.GOV-Connecticut's Official State Website." *Guidelines for Adapted Physical Education*, <https://portal.ct.gov/-/media/SDE/Publications/apeguide/APEguide.pdf>.
3. Individuals with disabilities education act (IDEA). Individuals with Disabilities Education Act.(2022, September 2). Retrieved April 4th, 2023, from <https://sites.ed.gov/idea/>


Questions?

Kenya McVey & Bob Bove

Email: mcveykenya18@gmail.com

Scan the QR code to ask a Question or to receive a handout!





Creating Long-Lasting and Meaningful Relationships with Our Children by Changing the Way we Parent

Presented by Melissa Bildner
ADHD & Executive Function Parent &
Adult Coach

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Fairfield SEPTA April 26, 2023



THANK YOU