

Minnesota DAPE
Best Practice Guidelines



2022 Revision Edited by Rich Burke, Sue Tarr, Barb Eilers, Mike Doyle, Kay Oling, Peter Johnson

Copyright 2022, 2012, 2005, 1995. This document may not be reproduced without written permission from the MN DAPE Leadership Committee.

Forward

Since the passage of P.L. 94-142 in 1975, there have been many examples of how a dedicated group of volunteers, representing 11 regions that cover Minnesota, have come together in a collegial and collaborative model to provide DAPE teachers a forum for professional development and networking; this *Best Practice Guidelines* is one example.

The MN DAPE Leadership Committee encourages users of this *Best Practice Guidelines* to work within your local special education unit as a vital and important part of that team. Current emphasis to complete comprehensive evaluations for a student to receive or continue to receive special education services mandate that all areas of the student be evaluated to determine a student's present level of academic and functional performance to determine needs, which in turn is used to develop goals and specific objectives. It is the DAPE teacher who brings a unique perspective to that special education team. MN DAPE teachers see students from all categorical disability areas who meet MN DAPE criteria (with the exception of Speech or Language Impairments [3525.1343](#) - Under rare circumstances, if the Speech or Language Impairment is caused by a motor impairment, the team could determine, by evaluation, if an override might be considered for DAPE Service).

The most recent updates for this manual can be found on the www.mndape.org website.

Minnesota Developmental Adapted Physical Education (MNDAPE) Leadership Committee

The Minnesota Developmental Adapted Physical Education Leadership Committee was established shortly after the landmark legislation for the Education for All Handicapped Children Act of 1975, otherwise referred to as P.L. 94-142. The committee is a volunteer-based group of teachers who represent the 11 special education regions of Minnesota. The committee includes representatives from higher education, the Statewide DAPE Specialist from the MN Low Incidence Projects (a MDE Grant project from the US Dept. of Education), and at-large members. Total committee membership consists of 10-15 professionals. The MN DAPE Leadership Committee provides professional development activities, networking opportunities and advocacy for the field of Developmental Adapted Physical Education.

Activities and events supported by the MN DAPE Leadership Committee are listed below. These and additional resources can be found on the MN DAPE website (mndape.org).

- A. The Annual Minnesota DAPE Conference is held the last Thursday and Friday of September at Camp True Friends in Annandale, MN.
- B. The DAPE in Your Backyard Workshop is held each spring at one of the 11 special education regions in MN.
- C. Online maintenance of documents to support “Best Practice” in the field of Developmental Adapted Physical Education.
- D. Function as a resource for administrators, parents, and most importantly, DAPE teachers in MN.
- E. Support Regional DAPE activities such as “Activity Days” for DAPE students, regional meetings, and workshops.
- F. Trifold template for school districts to develop their own DAPE brochure for dissemination.
- G. Collaborate with Statewide Organizations that support physical activity for students with disabilities.

Minnesota Universities with Physical Education with DAPE Licensure Programs

Bemidji State University

<http://www.bemidjistate.edu/academics/catalog/20175/programs/dapm>

Minnesota State University, Mankato

<http://ahn.mnsu.edu/hp/undergraduate/dape.html>

<https://grad.mnsu.edu/all-graduate-programs/developmental-adapted-physical-education/>

Minnesota State University at Moorhead

<https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=15&chapterid=218&topicgroupid=1932&loadusercredits=False>

Southwest Minnesota State University

<https://catalog.smsu.edu/academic-programs-degrees/physical-education/adapted-physical-education-dape-minor/>

University of Minnesota-Duluth

<https://cehsp.d.umn.edu/departments-centers/departments/applied-human-sciences/programs/dape-minor>

Winona State University

http://catalog.winona.edu/preview_program.php?catoid=14&poid=3027

Resources and References

Access the sites below to stay abreast of current MN Rule, Advocacy, and Support for DAPE and Physical Education.

MDE Physical Education Standards: <https://education.mn.gov/MDE/dse/stds/phyed/>

MDE Statewide DAPE Specialist (MN Low Incidence Projects grant from the MDE):
<http://www.mnlowincidenceprojects.org/dape.html>

MN Administrative Rules for Children with Disabilities (Special Education Rules):
<https://www.revisor.mn.gov/rules/3525/>

MNDAPE: www.mndape.org

MNDAPE Community of Practice Facebook page:
<https://www.facebook.com/groups/1451799378189222>

MNSHAPE: www.mnshape.org

NCPEID (National Consortium for Physical Education for Individuals with Disabilities):
<https://www.ncpeid.org/>

Wrights Law: <https://www.wrightslaw.com/>

Introduction

The purposes of this document are to provide DAPE teachers and administrators the following:

- A. DAPE best practice information that includes:
 - (1) MN DAPE eligibility criteria 3525.1352
 - (2) MN Due Process Development

- B. DAPE resources for program development that include:
 - (1) Suggested assessment and evaluation tools
 - (2) MN PE Standards-based Assessments and IEP Goals and Objectives

The intent is to allow the reader to follow the due process step from pre-referral to placement options and service delivery. Everything in this document is based on the MN eligibility criteria that determines placement for DAPE service as stated in MN Rule and outlined on the following pages.

Information contained in this document can be supplemented with the *Preschool Active Learning Early Childhood Guide* (<http://www.mndape.org/active-learning-guide.html>) developed for students ages birth to five.

Definitions

Definition of Special Education

In 2004, Public Law 108-446 Individuals with Disabilities Education Improvement Act (IDEIA) defines special education as, “specially designed instruction, at no cost to parents, to meet the unique needs of an individual with a disability, including:

A. Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.

B. Instruction in physical education. (This identifies physical education distinctly as a direct service that is defined as being a service that must be provided to all students with disabilities.)

For additional information regarding Federal legislation updates, please access these resources:

<https://www.wrightslaw.com/law.htm>

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

Definition of Physical Education

IDEIA also defined physical education as the “development of

A. Physical and motor fitness;

B. Fundamental motor skills and patterns; and

C. Skills in aquatics, dance, and individual and group game and sports (including intramural and lifetime sports).

This term includes special physical education, adapted physical education, movement education, and motor development.”

Physical Education is further defined as:

A. General Physical Education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE (free and appropriate public education).

B. Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless: (a) The child is enrolled full time in a separate facility; or (b) The child needs specially designed physical education, as prescribed in the IEP.

To access Minnesota Special Education-specific definitions (3525.0210), please click on this [link](#).

Minnesota Rule 3525.1352 **Developmental Adapted Physical Education: Special Education**

Subpart 1. Definition. “Developmental adapted physical education: special education” means specifically designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three to 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Students with conditions such as obesity, temporary injuries, and short-term or temporary illness of disabilities are termed special needs students. Special needs students are not eligible for developmental adapted physical education: special education. Provisions for these students must be made within regular physical education.

Subpart 2. Criteria. A pupil is eligible for developmental adapted physical education: special education when the team determines the pupil has met the criteria in items A and B.

A. The pupil has one of the following disabilities in each respective criteria in parts [3525.1325](#) to [3525.1341](#), [3525.1345](#), and [3525.1354](#): autism spectrum disorders, deaf/blind, emotional or behavioral disorders, deaf or hard of hearing, specific learning disabilities, developmental cognitive disability, severely multiply impaired, other health disability, physically impaired, visually impaired, traumatic brain injury or part [3525.1351](#).

B. The pupil is determined by the team to need specifically designed physical education instruction because:

- (1) The pupil’s performance on an appropriately selected, technically adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean. The instrument must be individually administered by appropriately licensed teachers; **OR**
- (2) The pupil’s development or achievement and independence in school, home, and community settings is inadequate to allow the pupil to succeed in the regular physical education program as supported by written documentation from two or more of the following: motor and skill checklists; informal tests: criterion-referenced measures: deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

Statutory Authority: *MS s [121.11](#); L 1994 c 647 art 3 s 23; L 1999 c 123 s 19,20*

History: *19 SR 2432; L 1998 c 397 art 11 s 3; 26 SR 657; 32 SR 653*

Published Electronically: *October 12, 2007*

Reminder: 1.5 standard deviation is equivalent to the 7th percentile

Due Process

Due process refers to the procedures of planning, evaluation and implementation that ensure quality DAPE services for students with disabilities. Federal law, state statutes, and local education district policy guide due process. Based on best teaching practices that use a team approach, due process meets the needs of the students for which service is provided. Team members can include, but are not limited to, parent/guardian, student, advocacy representative, special education teachers (including DAPE teacher), general education teachers, district authority or representative, therapist, psychologist, school nurse, and social worker. Due process is a system of checks and balances that must be followed for quality assurance. Ultimately, it is the responsibility of the school district to ensure that due process meets the needs of a student toward the least restrictive environment. Refer to MN Rule [3525.0800](#) for additional information.

The main theme of this section is to impress upon the DAPE teacher that due process refers to a systematic approach from referral to service delivery. This approach is required by law and guarantees appropriate service delivery for the student with a disability. Refer to MN Rule [3525.0300](#) for additional information.

DAPE is a special education service that includes physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual, group and team games and sports. Additionally, content included in the [MN Physical Education Standards and Grade-Level Benchmarks](#) must also be included in a DAPE curriculum. Best practice in DAPE and physical education supports standards-based assessment, standards-based IEP goals and objectives, and standards-based curriculum design and implementation.

Minnesota requires licensure in Developmental Adapted Physical Education to provide service. Minnesota Developmental Adapted Physical Education licensure is granted by PELSB (Professional Educators Licensing and Standards Board).

Due Process Procedure

Requirements for evaluations and reevaluations (3525.2710) can be found [here](#), which includes specific information for the following:

1. Initial evaluations
2. Reevaluations
3. Evaluation procedures
4. Additional requirements for initial evaluations and reevaluations
5. Procedures for determining eligibility and placement
6. Evaluation report

School districts are responsible for finding students with disabilities. Additionally, students cannot be discriminated against when looking across all disability categories and across all academic content areas, which includes physical education as an academic content area! Reference the MN Rule (3525.0750) [here](#).

Initial Evaluations

Initial evaluations may include information from a pre-referral intervention (RtI [Response to Intervention] or PDI [Planned Documented intervention]). Pre-referral intervention is the first step used when there is concern regarding the student's academic performance (includes physical education progress and/or behavior). In order to properly determine appropriate interventions, a multidisciplinary team (i.e., Child Study Team, Learner Study Team) is convened. This team must include the physical education and DAPE teachers. It is critical for a comprehensive review to include consideration of the student's health; physical and motor development; academic performance; emotional, social, and behavioral development; functional skills; and progress toward grade-level benchmarks. This review can only be complete when qualified physical education and DAPE teachers participate. Pre-referral interventions, assessment determinations, and assessments require teams, which understand the needs and education implications of sensory, health, physical, and intellectual impairments.

Pre-referral intervention process MAY include the following:

- A. General PE teacher or other education team member plans informal intervention(s) to address concern regarding student progress (in physical education).
- B. General PE teacher or other education team member contacts the student and parent/guardian to make them aware of concerns.
- C. General PE teacher or other education team member/s meet with Child/Learner Study Team to develop written, formal intervention plans.

Referral Process

The general education teacher brings the results of the documented interventions to the Child/Learner Study Team. This team reviews the results of the interventions and determines if a special education evaluation is necessary. If so, a case manager is assigned. If there is a motor, physical/health, or behavioral concern, which may impact the student's performance in general education physical education, the DAPE teacher must be part of the team.

Evaluation Process

The special education team, consisting of a case manager, parents/guardians, general education teachers, and any other school personnel who are involved in the education of that student, meets to determine the areas of learning to be evaluated, to identify assessment tools, and determine those responsible to administer the evaluations. These evaluations must provide relevant information that identifies the educational needs of the student. It is the DAPE teacher's responsibility to document the assessment findings in the evaluation summary report. Prior to the case manager sending out the Notice of Evaluation meeting (report out meeting), the DAPE teacher should confirm with the case manager that the student does meet criteria for a categorical disability, which is Part A in the DAPE eligibility criteria. Upon completion of the evaluation summary report, the Case Manager notifies all members of the evaluation team, including parents/guardians, of the Evaluation Team Meeting. The DAPE teacher is responsible for reporting the assessment findings to the team, and this information is used to determine DAPE eligibility.

A Notice of Educational Evaluation must contain the parent/guardian written consent for an initial evaluation before that evaluation begins. If the referral process indicated possible needs in DAPE, a DAPE teacher and their plan for evaluation **MUST** be included in the Notice of Educational Evaluation. From the time the signed Evaluation Plan is returned to the school, the team has 30 school days to complete the process and develop the Evaluation Summary Report. Refer to MN Rule [3525.2550](#).

Reevaluation

A reevaluation will occur if conditions warrant the reevaluation (i.e., if the student's performance changes [positively or negatively]). Additionally, the parents or teachers can request a reevaluation. At a minimum, a reevaluation **MUST** occur once every three years.

The Evaluation/Reevaluation Summary Report must include:

- A. Information reported by parents.
- B. Evaluation results (specific data must be used).
- C. Interpretation of evaluation results, addressing all criteria components (Part B-1 and B-2 in the DAPE eligibility criteria), and determination of eligibility verifying the student has a disability and is in need of special education services.
- D. Educational needs of the student.
- E. Student's present level of performance.
- F. Documentation of a continued need for special education.

Individual Educational Plan

Once special education eligibility is determined, members of the special education team meet to develop the Individual Education Plan (IEP, IFSP, ITP). Refer to MN Rule [3525.2810](#) for the required components.

The IEP must include:

- A. Present Level of Academic and Functional Performance (PLAFP) documenting the student's current abilities.
- B. Measurable annual goals including benchmarks or short-term objectives (minimum of two per goal) related to meeting the student's needs that result from the student's disability. Areas that DAPE goals can be written: health; physical and motor development; academic performance; emotional, social, and behavioral development; functional skills; and progress toward grade-level benchmarks.
- C. Statement of special education and related services; and supplemental aids and services to be provided to the student.
- D. Progress Reporting Information that is determined in the IEP meeting. It must be reported at the same intervals as established by general education; no less than one time per year.
- E. Special Education service (DAPE) that identifies who will provide the service, designate the learning environment (general education or special education), anticipated frequency, total minutes of service per week (direct [[Subpart 14](#)]; indirect [[Subpart 27](#)]), the service start date, and the anticipated duration.

- (1) In determining the number of minutes of DAPE service, the minutes should

minimally be equivalent to the amount of time students without disabilities receive general physical education. Although, if this number of minutes for general physical education does not meet the needs of the DAPE student; additional minutes of service need to be provided.

(2) But, remember, if a school does not offer general physical education for the age-group for a qualified DAPE student, services still must be provided if the student shows continuing need. See these two links for clarification (OSERS, 2013 [letter](#)/MN DAPE website; [Federal Register/MN DAPE Website](#)).

F. A statement of Special Education Services and Supplementary Aids and Services to be provided to the student, or on behalf of the student, and a statement of program modification and supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; and to participate in extracurricular and other non-academic activities with other students.

G. Least Restrictive Environment (LRE) justification statement that explains why the student is not educated completely in the same environment as students without disabilities.

H. Extended School Year statement that determines if extended school year services are required for the student.

As you complete steps A-H from above, make sure you are following the guidelines from MN Rule ([3525.2810](#)) outlined below.

Development of IEP

A. In developing each pupil's IEP, the IEP team must consider the strengths of the pupil; the concerns of the parents for enhancing the education of the pupil; the results of the initial evaluation or most recent evaluation of the pupil; and the academic, developmental, and functional needs of the pupil. The IEP team may report the pupil's performance on general state or district-wide assessments in the pupil's individualized education program.

B. The IEP team shall:

(1) in the case of a pupil whose behavior impedes the pupil's learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior;

(2) in the case of an English learner, consider the language needs of the pupil as such needs relate to the pupil's IEP;

(3) in the case of a pupil who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the pupil's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the pupil's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the pupil;

(4) consider the communication needs of the pupil, and in the case of a pupil who is deaf or hard of hearing, consider the pupil's language and communication needs, opportunities for direct communications with peers and professional personnel in the pupil's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the pupil's language and communication mode; and

(5) consider whether the pupil requires assistive technology devices and services.

C. If, in considering the special factors described in items A and B, the IEP team determines the pupil needs a particular device or service, including an intervention, accommodation, or other program modification, in order for the pupil to receive FAPE, the IEP team must include a statement to that effect in the pupil's IEP.

D. The regular education teacher of the pupil, as a member of the IEP team, shall, to the extent appropriate, participate in the development of the IEP of the pupil, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications, and support for school personnel consistent with subpart 1, item A, subitem (3).

Notice of Proposed Special Education Services

On the initial IEP, a parent/guardian must give written permission for special education services to proceed. Signature is also required if significant changes to the IEP are proposed or if special education services are discontinued. When DAPE service is discontinued, a one-year follow up must be done and results reported by the IEP team to determine student need. Revisiting the placement option within this time frame allows students to be moved without further evaluation.

Finally, when determining Educational Placements, refer to MN Rule [3525.3010](#):

Educational Placement

Subpart 1. Continuum of alternative placements. Each district must ensure that a continuum of alternative placements is available to meet the needs of pupils for special education and related services. The continuum must:

A. include instruction in regular classes, special classes, special schools, home instruction, and instruction in schools and hospitals; and

B. make provision for supplementary services, including resource room or itinerant instruction, to be provided in conjunction with regular class placement.

Subp. 2. General least restrictive environment requirements. Each district must ensure that pupils are placed in the least restrictive environment according to Code of Federal Regulations, title 34, section 300.114.

Subp. 3. Nonacademic settings. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in Code of Federal Regulations, title 34, section 300.306, each district must ensure that each pupil participates with nondisabled students in those services and activities to the maximum extent appropriate to the needs of that pupil.

Subp. 4. Educational placement. Each district shall ensure that the parents of each pupil are members of any group that makes decisions on the educational placement of the pupil.

Assessment/Evaluation and DAPE

The provision of appropriate DAPE services is dependent upon information that is derived from the special education assessment/evaluation process. Through the assessment process, assessment information gathered is designed to show how the development or learning of an individual is compared to a set of clearly understood and accepted expectations and standards.

The assessment section will address the special education assessment process used in Minnesota. Specifically, the assessment guidelines will include information on legal and due process considerations, the identification of student needs, and the selection and application of appropriate test instruments.

What is Assessment?

Assessment is the process of gathering information about a student in order to make an informed decision. Assessment, as part of special education, is the basis of determining a pupil's strengths, needs and eligibility for special education support services. Assessment utilizes formal and informal procedures to gather information to determine a pupil's strengths, needs and eligibility for special education support services. Through the interpretation of assessment information, a decision can be made about eligibility, student-based educational needs, possible goals and objectives, program services, and placement options.

Legal requirements of assessment can be found here: [Minnesota Rule 3525.2750](#)

Evaluations and Reevaluations

Subpart 1. Initial evaluations. A school district shall conduct a full and individual initial evaluation according to this part before the initial provision of special education and related services to a pupil under this chapter. The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain an informed consent from the parent of the child before the evaluation is conducted. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services.

Subp. 2. Reevaluations. A district shall ensure that a reevaluation of each pupil is conducted if conditions warrant a reevaluation or if the pupil's parent or teacher requests a reevaluation, but at least once every three years and in accordance with subparts 3 and 4.

Subp. 3. Evaluation procedures. Evaluations and reevaluations shall be conducted according to the following procedures:

A. The district shall provide notice to the parents of a pupil, according to Code of Federal

Regulations, title 34, sections 300.500 to 300.505, that describes any evaluation procedures the district proposes to conduct.

B. In conducting the evaluation, the district shall:

(1) use a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum or, for preschool pupils, to participate in appropriate activities;

(2) not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and

(3) use technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

C. Each district shall ensure that:

(1) tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not to be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;

(2) materials and procedures used to evaluate an English learner are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;

(3) any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;

(4) the child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;

(6) if an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;

(7) tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;

(8) tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and

(9) in evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related services needs, whether or not commonly linked to the disability category in which the pupil has been classified.

D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes,

section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.

E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Subp. 4. Additional requirements for evaluations and reevaluations.

A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:

(1) review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and

(2) on the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.

B. The district shall administer such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).

C. Each district shall obtain informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.

D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.

E. A district shall evaluate a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

F. Prior to using any restrictive procedures, the IEP team must conduct a functional behavioral assessment (FBA) as defined in part 3525.0210, subpart 22. The team must also document that it has ruled out any other treatable cause for the behavior, for example, a medical or health condition, for the interfering behavior.

Subp. 5. Procedures for determining eligibility and placement.

A. In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability under parts 3525.1325 to 3525.1351 and the educational needs of the child, the school district shall:

(1) draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and

(2) ensure that the information obtained from all of the sources is documented and carefully considered.

B. If a determination is made that a child is a pupil with a disability who needs special education and related services, an IEP must be developed for the pupil according to part 3525.2810.

Subp. 6. Evaluation report. An evaluation report must be completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report must include:

A. a summary of all evaluation results;

B. documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability;

C. the pupil's present levels of performance and educational needs that derive from the disability;

D. whether the child needs special education and related services or, in the case of a reevaluation, whether the pupil continues to need special education and related services; and

E. whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

As a MN DAPE teacher it is your responsibility to determine what tools you are going to use as your part of the comprehensive evaluation. Your tools should reflect the MN State Physical Education

Standards/Grade-Level Benchmarks. Using tools that will create an accurate snapshot of the current levels of performance and anticipated needs of the student should be used. Refer to the MN Rule 3525.1352 for the eligibility criteria regarding assessment. For some students, using a standardized assessment instrument to measure gross motor performance might be an appropriate tool (Part B-1). While determining eligibility for other students might require you to use Part B-2 tools in order to accurately determine students' performance levels. The Part B-2 tools you might use include motor and skill checklists; informal tests; criterion-referenced measures; deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

The advantage of using the Part B-2 tools is that the results can highlight a student's ability and present level of performance better than the results of a standardized test. A possible disadvantage of using a Part B-2 assessment is that the results can be difficult to compare to peers, and the validity and reliability information are generally not available. You should always

make comparisons of the Part B-2 results with the student's grade-level performance on the MN Physical Education Standards/Grade-Level Benchmarks.

As a MN DAPE teacher you should be well familiarized with the MN DAPE Criteria below. The intent of the Criteria is to allow the DAPE teacher to use tools that create the best snapshot of a **student's abilities and needs as well as determine the student's present level of performance**. Whatever tools a DAPE teacher includes in a student's Evaluation Plan must be used and results reported in the Evaluation Report.

3525.1352 DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION: SPECIAL EDUCATION

Subpart 1. Definition. "Developmental adapted physical education: special education" means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Students with conditions such as obesity, temporary injuries, and short-term or temporary illness or disabilities are termed special needs students. Special needs students are not eligible for developmental adapted physical education: special education. Provisions and modifications for these students must be made within regular physical education.

Subp. 2. Criteria. A pupil is eligible for developmental adapted physical education: special education if the team determines the pupil meets the criteria in items A and B.

A. The pupil has one of the following disabilities in each respective criteria in parts [3525.1325](#) to [3525.1341](#), [3525.1345](#), and [3525.1354](#): autism spectrum disorders, deaf-blind, emotional or behavioral disorders, deaf or hard of hearing, specific learning disability, developmental cognitive disability, severely multiply impaired, other health disability, physically impaired, visually impaired, traumatic brain injury or part [3525.1351](#) (**Intervention Services: Ages three through six years**).

B. The pupil is determined by the team to need specially designed physical education instruction because:

(1) the pupil's performance on an appropriately selected, technically adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean. The instrument must be individually administered by appropriately licensed teachers; or

(2) the pupil's development or achievement and independence in school, home, and community settings is inadequate to allow the pupil to succeed in the regular physical education program as supported by written documentation from two or more of the following: motor and skill checklists; informal tests; criterion-referenced measures; deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

To assist with the determination of direct versus indirect service, a DAPE teacher needs to consider whether or not the student will be able to make progress required by the IEP within the setting outlined in the IEP. Whenever a DAPE teacher directly interacts with the DAPE student it is an example of direct service. Any instance of the DAPE teacher collaborating with other teachers or paraprofessionals to support the student is an example of indirect service. Keep in mind that a student may require and receive both direct and indirect service during the same IEP to make adequate progress on IEP goals and objectives. Think of service levels on a broad continuum that may change during an IEP.

DAPE Due Process Examples

Elementary School Student #1

Student description.

Eric is a 3rd grader with a categorical disability of DCD (Developmental Cognitive Delay).

Present Level of Academic and Functional Educational Performance (PLAAFP).

Eric is an active young boy who enjoys a variety of individual and team activities. He has difficulty with rules and strategies related to 3rd grade benchmarks, 30% accuracy.

Locomotor Skills: Eric's patterns of skipping & hopping on one foot, met 3/5 criteria. His patterns of walking, running, and galloping met 5/5 criteria.

Object Control Skills: He can kick a stationary ball (5/5), but has difficulty tracking and kicking a moving ball (2/5)

Physical Fitness: Recent results of physical fitness testing indicate that Eric has appropriate health and fitness levels.

Functional: Eric enjoys playing simple games alongside of his classmates. He correctly follows the rules during games at a 25% success rate.

Educational needs.

Eric needs to improve his basic locomotor skills of skipping and hopping on one foot for increased participation with his peers. Eric needs to improve his object control skills (kicking) for increased participation during games. Eric needs an understanding of rules for basic games and activities.

Annual goal #1.

Physical Activity

During this IEP, Eric will demonstrate an increase in his performance of motor skills and movement patterns needed to perform a variety of physical activities from his current level of 60% to the 80% level.

Objectives.

1. Eric will demonstrate a functional skipping pattern for 50 feet, 6 out of 10 trials on 5 separate occasions as observed by PE teacher and/or DAPE teacher.
2. Eric will demonstrate functional hopping on preferred foot for 10 seconds on 5 separate occasions as observed by PE teacher and/or DAPE teacher.
3. During low organized games, Eric will kick a moving ball to a stationary target 5 out of 10 trials on 5 separate occasions as observed by PE teacher and/or DAPE teacher.

Annual goal #2

Functional Skills

By the end of this Annual IEP, Eric will improve his use of rules in games within his physical education class from a 25% rate to a 60% rate.

Objectives.

1. Eric will improve his use the rules from a 25% to 40% rate in various low organized games on 5 separate occasions as observed by the PE teacher and/or DAPE teacher.
2. During a tag game, Eric will increase his understanding of the rules of the game by moving from correctly tagging 40% of the time to 60% on three different days as observed by DAPE teacher.

Elementary School Student #2

Student description.

Samantha (Sammy) is a 3rd grader with a categorical disability of DCD (Developmental Cognitive Delay).

Present Level of Academic and Functional Educational Performance (PLAAFP).

The *Test of Gross Motor Development-3rd Edition* (TGMD-3) was administered by the DAPE teacher. Samantha's scores are:

Locomotor Skills: Standard Score: 6; Percentile: 9

Ball Skills: Standard Score: 6; Percentile: 18

Gross Motor Quotient - Standard Score: 76; Percentile 5

Samantha's locomotor standard score is 6 with age equivalency of 3 yrs and 9 months.

Samantha's object control standard score is 6 with age equivalency of 3 yrs 9 months. Her Gross Motor Quotient is 76 being below Average (Average range is 90-110). Her overall percentile is the 5th percentile.

Locomotor skills: Samantha is able run with a mature pattern with arms in opposition but does have a wide gait. She was able to gallop with right leg leading, but not left leg consistently. She was not able to leap or hop on either foot. Her strength is her ability to step slide sideways and jump horizontal with both feet together.

Ball skills: Samantha's strength included running up and kicking a stationary ball. Some of her weaknesses include catching with her hands, throwing with proper mechanics, dribbling with her hands, and striking a ball off a tee. All of these skills are difficult for her and are below grade level. With catching, she reaches her hands in front of her body and elbows are flexed when catching; however, she is not able to catch a 4-inch ball from 15 feet away. When demonstrating the throwing technique, she does step with the opposite foot with a few reminders. But, her hand does not come back by her ear or follow through across her body on the throw. She attempts to dribble, but it rolls away from her right away. She is also not able to bounce and catch a ball at this time. She needs help holding the bat properly, but demonstrates bringing the bat back and making contact with the ball. When rolling a ball, she reaches behind her trunk while her chest faces the cones and steps forward to bend her knees, but does not release the ball close to the floor.

Samantha's gross motor skills are overall below grade level. Her Gross Motor Quotient is 76, which is below average (Average range is 90-110). Her overall percentile is the 5%. However, she demonstrates many gross motor skills very well such as running, galloping with her right leg

leading, step sliding sideways, catching a large ball when close together, kicking a stationary ball, and jumping with two feet.

Educational needs.

Samantha's needs consist of being more successful at physical education standards and grade-level benchmarks including, throwing over and underhand, hopping on one foot, dribbling a ball (and bouncing and catching), and jump a long rope twirled by a peer or staff. Samantha is participating very well in physical education class, following directions, and sharing equipment with classmates. She does have a hard time understanding more complicated games and needs extra instruction or demonstration.

Annual goal.

During this annual IEP, Sammy will improve her performance on MN PE Standard 1- Improve competency in a variety of gross motor skills and movement patterns from completing 0/5 to 5/5 skills.

Objectives.

1. Sammy will improve her ability to catch a ball with her hands only from 0/5 tries from 8 feet to 4/5 tries on 3 separate occasions as measured by the GPE/DAPE teacher.
2. Sammy will throw underhand with the opposite foot forward independently from 1/5 times to 4/5 times on 3 separate occasions as measured by the GPE/DAPE teacher.
3. Sammy will improve her ability to bounce and catch a ball from 1 time in row to 8 times in row on 3 separate occasions as measured by the GPE/DAPE teacher.
4. Sammy will improve her ability to dribble a ball with her hands, while remaining in personal space, from 1 time in a row to 6 times in a row on 3 separate occasions as measured by the GPE/DAPE teacher.
5. Sammy will improve her ability to hop on one foot from not being able to do it to hopping 3 times on each foot on 3 separate occasions as measured by the GPE/DAPE teacher.

Elementary School Student #3

Student description.

Miley is a kindergartner with a categorical disability of ASD (Autism Spectrum Disorder).

Present Level of Academic and Functional Educational Performance (PLAAFP).

MN PE Standards and Grade-Level Benchmarks were used to determine deficits in achievement with regards to the curriculum, and an observation was completed to look at Miley's overall gross motor skills. The informal checklist is based on the state physical education standards/grade-level benchmarks. The observation was done during physical education class in the gymnasium, and during a one-on-one session in the gym as well.

Miley's strengths included standard 1 (motor skills and movement patterns). She is able to walk, run, and jump with two feet while maintaining balance. She also demonstrated galloping with right leg leading, sliding sideways, but was unable to skip. She can maintain momentary stillness on different bases of support, roll sideways in a narrow body shape, and throw underhand while stepping with the opposite foot, and she was able to catch a ball tossed by a skilled thrower from 8 feet away. She is able to throw overhand stepping with opposite foot but not always with good direction. Miley did demonstrate kicking a ball placed in front her and can also kick a rolled ball such as in a game of kickball. She demonstrated volleying a ball with forehand passing motion and a set. She demonstrated the ability drop a ball and catch it before it bounces twice. She can dribble a basketball with her right hand. She can walk and dribble but she dribbles in front of her feet so it makes it harder for her to walk. She also can twirl the rope appropriately with staff on one side. She cannot jump a self-turned rope, but can twirl it and walk over it as she is moving forward 5 times in a row. She can jump a long rope 1 time in a row twirled by staff. Miley enjoys riding bikes and scooters. When striking an object with a short-handled racket, she has a difficult time coordinating that movement and needs help with tossing the object up for her to hit it.

When looking at standard 2 (applies knowledge) She does not really differentiate between personal space and general space, but usually does stay in her own space. She will travel in 3 different pathways and will travel at different speeds.

Standards 3 (participation) and 4 (personal and social behavior). She actively participates during physical education. She is on task a majority of the time. She does not interact with her peers other than saying hi or asking a simple question. She prefers to play with her paraprofessional or physical education teacher. She is able to be somewhat independent during low organized games, but needs support from a paraprofessional with multi-step directions and reminders on how to play the game and use the equipment. Sometimes she will refuse to run during an activity if she has been absent and has a harder time getting back to it. Overall, Miley does what is asked of her

in physical education. She is good at following directions, but needs constant reminders of what to do. She will not just stand up and go start the activity.

Standard 5 (recognizing the value of physical activity). Miley does seem to like to be physically active overall. It could not be determined if she understands basic concepts such as food gives you energy and your heart beats faster when you exercise because she typically repeats what you ask her.

Educational needs.

Miley's gross motor strengths include basic locomotor skills such as walking, running, galloping, jumping, and maintaining balance. Her strengths with ball skills are throwing over and underhand short distances, kicking, and dropping a ball and catching it before it bounces twice. She has a difficult time jumping a short rope, gymnastics activities, and striking objects in the air. She can ride a 3-wheel bike with someone walking with her for her safety and for reminders to stay focused on where she is going. She also needs to continue to work on her core strength and social interaction with peers. She continues to show a need for a paraprofessional to help with multi-step directions, helping her stay on task, and game modifications. It is recommended that she continues to receive indirect and direct developmental adapted physical education services to work on social skills, peer interaction, strength, and coordination.

Annual goal. Miley will increase her competency in a variety of motor skills and movement patterns (manipulative and locomotor areas), from pre-standard level to Kindergarten level to 50% success rate as observed by DAPE teacher on three different class periods

Objectives.

1. Miley will jump a single jump rope, laid on the floor, with feet together, increasing from 1 to 10 consecutive times on three different days as observed by DAPE teacher.
2. Miley will twirl a split jump rope maintaining right and left hand evenness from 0 to 5 twirls on three different days as observed by DAPE teacher.

Middle School Student #1

Student description.

Linda is a seventh grade girl who has a categorical disability of ASD; she is on the Autism Spectrum with a medical diagnosis of Asperger's Syndrome

Present Level of Academic and Functional Performance (PLAAFP).

Physical Fitness: She demonstrates low endurance (18-minute mile, with 5 minutes in target heart rate zone); low strength (2 push-ups); and good flexibility (16 sit bend and reach) during fitness testing.

Motor Skills: Her object control skills are functional; overhand throwing pattern (8/10); two-handed catch (7/10 softball sized whiffle ball); and striking (7/10 tennis volleys).

Linda prefers self-directed, independent work involving light activity. Environmental noise (i.e., vacuum cleaner, sounds from adjoining spaces) interferes with her ability to participate and attend. Linda chooses to play separately from the group. She loves repetition and a variety of equipment. Linda participates best in small groups and when rules and strategies are simple. Linda communicates using gestures and by answering yes/no questions. Parents indicate a desire to have Linda participate in family-based activities (i.e., swimming, cross country skiing).

Educational needs.

Linda needs to increase the number of activities and the duration of her participation. Linda needs exposure and experiences to acquire skills for a variety of lifetime fitness activities.

Annual goal.

Physical Activity

During this Annual IEP, Linda will increase her participation in physical activity in her target heart rate zone for 15 minutes per day, increasing activities from 3 days per week to 5 days per week (combined school and home) as observed by PE teacher, Parent or DAPE teacher (MN PE Standard 6.3.2.2).

Objectives.

1. While swimming a stroke of her choice, Linda will increase her time spent in her target heart rate zone from 5 minutes to 10 minutes on 3 separate days as observed by PE teacher, Parent or DAPE teacher.
2. Linda will roller or in-line skate during her class for 20 minutes while increasing time in her target heart rate zone from 10 minutes to 15 minutes on 3 separate days as observed by the PE or DAPE teacher.

Middle School Student #2

Student description.

Katalena is a 6th grade student with 2 primary categorical disabilities of ASD and EBD.

Present Level of Academic and Functional Performance (PLAAFP).

Katalena currently participates in smaller group DAPE with 6th, 7th and 8th grade peers period 1 following her Middle School schedule. As also documented in Elementary school, Katalena's participation in DAPE remains quite variable and inconsistent. She has really great days where very few prompts (less than 3) are required for active participation. There are also days where almost constant redirection and support are required. During this school year it has been documented, that was previously never observed in DAPE, Katalena was removing articles of clothing; this has been quite embarrassing and concerning for other students. It was expected that a transition to a new school and new schedule could be a bit difficult and the team worked to eliminate transition difficulties, there have been a number of new challenging behaviors that weren't foreseen.

Motor Skills: Katalena continues to improve in her locomotor skills like walking forwards and backwards, running forwards, galloping to either side, she can perform a gallop and continues to work on being able to perform the skip. There are days when she can perform the skip up from 2-4 cycles. In the area for object control - Katalena has made gains: her two-handed mature pattern catch has extended to 20 feet with 50% accuracy, her overhand throw remain at a similar level for the same distance. Her kicking remains her strongest skills with accuracy up to 90% when rolled a ball directly to her and she is asked to run up and kick the ball. Katalena's striking skills in games like softball and balloon badminton remain in the 40 - 50% accuracy range.

Physical Fitness: Katalena most recent fitness scores: PACER run 8 lengths (regular distance); elbow plank 30+ seconds; straight arm plank 20 seconds; PACER sit ups - 2; standing long jump 2'9"; PACER push ups - 0.

As was described in last year's IEP, Katalena's needs were in the area of PE Standard 4 - Exhibits responsible personal and social behavior that respects self and others is her area of greatest need. This area of need continues; Katalena currently exhibits performance in Standard 4 outcomes in a range of grades 2-3 benchmark levels.

Most recent observations completed during several sessions of Period 1 DAPE class document that Katalena's active participation was measured at 5-minute intervals in comparison to two different classmates each observation. Katalena scored quite differently on all 3 observations where this data was recorded. Her high water mark was participating on 7/10 intervals, and the participation for the other two trials was measured at 2 and 3 out of 10 or 20-30% participation rate. Her peers on all three trials were above the 75% rate. The number of prompts required for Katalena's active participation has increased within the DAPE setting to 15 prompts or more per class.

Educational Needs:

Katalena needs to increase her positive active participation in physical activities within DAPE.

Annual Goal:

During this IEP, Katalena will exhibit responsible personal and social behavior that respects self and others (MN PE Standard 4) increasing her active participation by decreasing the number of teacher prompts from 15 to 5 per class as monitored by the DAPE teacher.

Objectives:

1. Katalena will increase her moving safely in general space with minimal reminders by decreasing required prompts from 15 to 10 per class as observed on three different class days as documented by the DAPE teacher (MN grade-level benchmark: 1.4.5.1).
2. Katalena will increase her moving safely in general space with minimal reminders by decreasing required prompts from 10 to 5 per class as observed on three different class days as documented by the DAPE teacher (MN grade-level benchmark: 1.4.5.1).

High School Student #1

Student description.

Caleb is a HS junior with a categorical disability of ASD

Test: Local DAPE Inventory

Evaluator: DAPE Teacher

Present Level of Academic and Functional Performance (PLAAFP).

The DAPE inventory was filled out on Caleb by his DAPE teacher. This checklist is made up of 8 different areas (physical fitness, gross motor, transition to and from physical education, responding to the teacher, relating to peers and equipment, effort and self acceptance, cognitive abilities, and emotional). Each specific task had four different choices, 3-always/adequate, 2-sometimes/needs improvement, 1-rarely/never, and not observed. The whole checklist has 144 total points and Caleb obtained 115.

In the first area (physical fitness) Caleb received 10 of 15 points. Caleb was able to get all the points in the area of performs activities that require upper body strength. He missed one point in performing activities that require flexibility, body composition and performs activities that require lower body strength. He missed two points in the area of performs activities that require endurance (e.g., run a mile, endurance-type games).

In the area of gross motor Caleb received 24 of 27 points. He missed one point in the areas of plays low organized games, sport skills and plays organized sports.

In the area of transition to and from physical education Caleb received all 12 points.

In the area of responding to the teacher, Caleb received 14 of 18 points. He missed a point in follows directions in a timely manner during warm-ups, skill work and game play, accepts feedback from teacher. Caleb is slow to start participating, he tends to watch the others in class first and needs extra verbal prompting to get going.

In the area of relating to peers and equipment, Caleb scored 15 of 18 points. He missed one point in the areas of working cooperatively with a partner when asked, works cooperatively as a member of a group when asked and displays sportsmanship by avoiding conflict with peers.

In the area of effort and self-acceptance, Caleb scored 11 of 15 points. He missed a point on the areas of quickly begins the activity once instructed, continues to participate independently throughout activity, strives to succeed and is motivated to learn and adapting to new tasks and changes. Caleb tends to stand and watch the activity in more active games (e.g., soccer, floor hockey) and wait for the ball or puck to come near him. He rarely chases it down on his own.

In the area cognitive abilities, Caleb scored 8 of 12 points. He missed one point in the area of non-verbal directions, understands verbal directions, attends to instruction and processes multi-step cues.

In the final area of emotional, Caleb received 21 of 27 points. He missed one point in the areas of becomes easily frustrated, difficulty getting along with other children, marked mood variations, tends to withdraw from groups, and has trouble making needs known in appropriate manner.

Parent Interview:

Interviewer: DAPE teacher

Caleb's mother was interviewed as part of the gross motor evaluation. The first question that was asked was what recreation and leisure activities Caleb has started to enjoy since his last evaluation. Mother stated that Caleb has started walking a lot more and continues to want to ride his bike around the house. He does do a little hiking and seems to like lifting. He is also starting 1:1 swimming lessons at the YMCA.

I next asked if there are any specific recreation/leisure activities that she would like to see him do in the future. Mother stated that she would like to see him have a lifting routine that he could do at the YMCA. Or at least have a better idea of what to do including learning to ask for someone to spot him when needed. She would also like to see him learn to play more team games to understand why it is important. He doesn't do any team activities at home such as shooting hoops or playing yard games. Finally, when I asked her what things she would like me to work on in class she responded with a weightlifting routine he can do at the YMCA, improving abdominal strength and some balance. He can not do multiple hops on one foot when asked.

Summary: Caleb needs to improve his physical fitness levels, especially in the cardiovascular area. He is able to perform many different lifts but struggles to put together a workout routine for himself. During team games he also tends to stand and watch the games instead of being an active participant. He does interact with his classmates and is a respectful listener and can follow class directions with few extra prompts. Caleb also needs to develop more recreation/leisure activities; his mom stated he will do a few things but often doesn't engage with family members in activities.

Present Levels:

Caleb attends DAPE every other day with a small group setting. He enjoys coming to class and is willing to try all the different activities that the class does. He brings appropriate gym clothes and changes for class each day. He manages his own PE locker in the locker room.

Caleb's locomotor skills are all mature and he can perform them in small-sided games. Caleb's object control skills are getting closer to all being at a mature level. The skills that still are not at a mature level are dribbling and overhand throwing, he displays four out of 5 critical elements in both. Caleb's manipulative skills are also at a functional level, he is able to perform a forehand and backhand movement with a hockey stick and short handle implement during individual practice time. He does struggle to carry this skills over into a small-sided game.

Overall, during games and activities Caleb has a tendency to stand and watch. It is more noticeable during faster pace invasion games (e.g., floor hockey, soccer). Caleb will play the ball/puck if it comes near him but most of the time he will not chase after it. When verbally prompted to get moving he will walk/light jog toward the action. Even though Caleb is just standing and watching he is watching the reaction and is appropriate with his responses. Caleb also is more eager to play on a team with his friends instead of a team that might win.

Caleb currently works out in the school weight room every other day with his class. He is able to

independently use the cardio machines (e.g., stationary bike, treadmill and elliptical). He is able to set the time, speed, and level all on his own. Caleb is also able to perform the following free weight lifts independently: bench press, incline bench press, dumbbell bench press, bicep curls, dumbbell shoulder press, push ups on a ball, walking lunges with medicine ball, squat presses with medicine ball, triceps pushdowns, box jumps, and sit-ups. Caleb also can use the following resistance machines without assistance: leg press, leg curl, leg extension, lat pulldown, seated row, and shoulder press. Caleb knows the following muscles and the lifts that use them: biceps, triceps, pectorals, deltoids, quadriceps, and hamstrings. Caleb still struggles with making a workout on his own. He consistently asks for his teacher to write him a workout so he can do it at the YMCA.

Caleb participates in our local environmental learning center (ELC) with his dad. Caleb goes to the YMCA to get 1:1 swimming lessons and enjoys walking and riding a bike around his house. Caleb has had issues in the past with his feet hurting while walking long periods; this has not been an issue in the past year.

Student Needs.

Caleb needs to develop more knowledge of fitness exercises so that he can develop his own routine.

Caleb needs to continue to develop new/more recreation/leisure activities that he will remain and active participant in.

Annual Goal.

During this annual IEP, Caleb will improve knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness (MN Physical Education Standard 3) from a level of not being able to independently make a workout routine to creating and implementing a workout plan that includes a minimum of four machines.

Objectives.

1. Caleb will demonstrate the ability to create and implement his own workout plan with two machines by January (Semester 1).
2. Caleb will demonstrate the ability to create and implement his own workout plan with different two machines by June (Semester 2).

High School Student #2

Student description.

Johnny is a 9th grade student with a categorical disability of DCD.

Present Level of Academic and Functional Performance (PLAAFP).

This past year, Johnny worked on MN PE Standard 1 increasing his ability to demonstrate competency and refine activity-specific movement for an individual activity specifically in the weight room completing exercises for core, legs, and arms. Johnny completes a 25 second plank, 10 body weight squats using a chair to guide his body, arm curls, and bench press. Johnny has demonstrated competency in executing the exercises and describing the impact that weight lifting with these exercises increases his muscular strength. According to his weight room log as well as 3 observations, Johnny has met this benchmark and his goal for this past year's IEP.

According to his most recent evaluation, Johnny continued to show a need for DAPE services in the areas of demonstrating competency in gross motor recreation, leisure and community activities due to below average bilateral coordination, muscular strength (low muscular tone), muscular endurance, and low level of cardiovascular endurance. Johnny's cognitive ability impacts his ability to understand large group strategy, games and multi-step directions, which impacts his ability to demonstrate competency in MN Standards 1 and 3. Because Johnny has met his goal/benchmark the previous IEP, the team has decided that Johnny (as a 9th grader) needs to increase his ability to show performance in the area of Standard 3, Benchmark 8.3.4.1 - Use SMART Goals, based on the results of health-related fitness assessment, to design, implement and modify a maintenance or remediation program for 3 health-related fitness areas. Johnny will continue to receive DAPE services for 20-minutes per week direct service and 10-minutes per week indirect service in the general physical education setting.

Student needs.

Johnny's disability impacts his ability to participate at the level of his peers in the general physical education curriculum and community setting due to below average bilateral coordination, muscular strength (low muscular tone), muscular endurance and low level of cardiovascular endurance. Johnny's cognitive ability impacts his ability to understand large group strategy, games and multi-step directions independently needing Education Support Professional support. Without DAPE services, Johnny's ability to access the community and physical education setting is impacted. Johnny needs to increase his independence, bilateral coordination, muscular strength, muscular endurance, cardiovascular endurance as well as knowledge of game strategy and the ability to independently follow game instructions in the general physical education curriculum.

Annual goal.

In general physical education, Johnny will increase his performance in MN Standard 3 by increasing his independence in a fitness program from a level of staff directed workout to Johnny creating a SMART goal.

Objectives.

1. In a general education physical education class, Johnny will create a SMART goal and design a fitness workout program 1 time per quarter as measured by data sheets recorded by staff.
2. In a general education physical education class, Johnny will implement his workout to meet his SMART goal 2 times per quarter as measured by data sheets recorded by staff.

High School Student #3

Student description.

STUDENT is a 10th grade student. Her primary categorical disability is DCD (Developmental Cognitive Disability).

Present Level of Academic and Functional Performance (PLAAFP).

STUDENT currently participates in DAPE class 55-minutes each day, five days a week. She comes to class prepared and eager to move. In the locker room, STUDENT changes in an individual bathroom stall. STUDENT's personal and social responsibility impacts her participation during class. She demonstrates proper etiquette and gets along with her peers, but gets distracted by ideas in her head or questions she wants to ask, which impacts her ability to fully participate in a variety of recreation and leisure activities.

Physical Fitness: STUDENT most recently recorded the following fitness test scores: 24 cm on the sit and reach, 1 minute on the wall sit, 8 push ups, 35 sit ups in one minute, 14 in. on the trunk lift, 1 minute on the straight arm plank hold, 1 minute balancing on her right foot and 1 minute balancing on her left foot, 4'4" on the standing long jump, 50 laps on the 15m P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Run) Test, and 11.0 seconds on the shuttle run.

Motor Skills: Locomotor skills - In the area of locomotor movements STUDENT demonstrates a mature pattern of galloping, skipping, jumping, sliding, backward running, and hopping. Object Control Skills - In the area of object control skills STUDENT demonstrates skills at or above her same aged peers.

During team games, STUDENT is knowledgeable about a variety of game rules, concepts, and strategies. She currently demonstrates personal self-management skills 50% of the time during large group and team games.

STUDENT has strengths in overall gross motor skills, knowledge of game rules, concepts and strategies, and enjoyment of movement. She continues to demonstrate needs in her personal and social responsibility, PE standard 4, in a recreation and leisure setting.

Educational need.

STUDENT has needs related to MN PE Standard 4 (Exhibits responsible personal and social behavior that respects self and others) from a pre-middle school level toward a high school level.

Annual Goal.

By the end of this IEP, STUDENT will employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately (9.4.1.1) as needed from her previous level of demonstrating this 50% of the time to at least 75% of the time.

Objectives.

1. STUDENT will demonstrate self-management skills 60% of the time, on 3 separate occasions as observed and recorded by the DAPE teacher, by the end of the school year.
2. STUDENT will demonstrate self management skills 75% of the time, on 3 separate occasions as observed and recorded by the DAPE teacher, by the end of this IEP.
3. During this IEP, STUDENT will increase her personal and social responsibility that respects self and others (PE standard 4) from her present level on demonstrating such behaviors 10% of the time to an increased level as measured by specific objectives.
4. STUDENT will use communication skills and strategies that promote team or group dynamics from her present level to an increase of at least 10% on 3 separate occasions as observed and recorded by the DAPE teacher. (S4.H3).
5. STUDENT will cooperate with a small group of classmates during a variety of activities from her present level to an increase of at least 10% on 3 separate occasions as observed and recorded by the DAPE teacher. (S4.M5.6).

Transition IEP

Student description.

Brad is a 10th grade student. His primary categorical disability is PI (Physically Impaired).

Present Level of Academic and Functional Performance (PLAAFP).

I have spina bifida and move around the environment using a self-propelled wheelchair or by walking on my hands as my legs stay in contact with the floor behind me. I use a hand cranked ergometer for recreational purposes for up to 15 minutes. I am able to get my heart rate to 130 bpm for 15 minutes. In the weight room, I perform 3 sets of 10 repetitions with a 5 lb. dumbbell doing shoulder presses and bicep curls. I also perform a behind the head triceps extension with the 5 lb. dumbbell. I will also use orange and purple colored resistance bands to perform a variety of upper body exercises. I do a seated row with both arms at the same time and a seated chest press with one arm at a time. I also perform lateral rotation of the shoulder and medial rotation of the shoulder exercises with the resistance tube with one arm at a time. I can also perform lateral extension of the shoulder with a tube above my head with both arms. I can also perform side and front raises for my shoulder muscles with a 5 lb. dumbbell. On the pulley machine I can perform 3 sets of 10 on the lat pulldown (30 lbs.), triceps extension (30 lbs.), and incline row (30 lbs.). When not in the weight room I have been working on fine motor skills and coordination with a suction cup crossbow to aim at objects on the whiteboard. I am able to pass and catch a Nerf football, with a partner, successfully 50% of the time at a distance of 15 feet. I also enjoy using the Nintendo Wii to play tennis or bowling. I am outgoing and enjoy the challenge of trying new things. I prefer to make decisions regarding my personal fitness and recreation. I participate in adapted athletics (floor hockey and softball). Outside of school I enjoy bowling and softball, and walking my dog. I have strong social and verbal skills.

Educational needs.

I need to explore community activities, facilities and equipment, which will allow me to keep active after I graduate from high school. I need to improve my form/technique while performing fitness activities to get the maximum benefit from my exercises. I need to develop skills necessary for participation in activities that interest me that are offered in the various community facilities.

Transitional activities. (Students age 14 and older. Identify person(s) accountable for each activity.)

I will participate in Adapted Athletics (floor hockey and softball). My parents and I will be responsible for signing me up and participating in the practices and games.

I will continue to explore community recreational facilities (bowling alley, YMCA). I will use school transportation and my parents to access these facilities.

Annual goal.

During this IEP, I will demonstrate an increased knowledge and skills to achieve a health-enhancing level of physical activity and fitness by independently participating in 2 or

more fitness or recreational activities in my community as documented by the DAPE teacher (MN PE Standard 9.3.2.2).

Objectives.

1. I will participate in one lifetime activity that is available in my community two times per week as documented by a self-reported Google Form.
2. I will participate in two or more fitness activities in my community two times per week as documented by a self-reported Google Form.