



Job Title: Adapted Physical Education Teacher
Department: Special Education
Reports To: Director of Special Education
FLSA Status: Exempt
Salary Schedule: TT

SUMMARY

Adapted PE is physical education instruction designed for students whose disabilities prevent safe or successful participation in regular physical education. The Adapted PE Teacher is expected to have expertise in methods of teaching physical education, exercise physiology, and motor learning. The APE teacher will adapt or modify physical education to address the individual needs of students who have gross motor developmental delays and work with students with an array of disabilities, as per their Individual Education Plan (IEP) to provide direct instruction and indirect consultation services in the least restrictive environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.

Applies working knowledge of the Individuals with Disabilities Education Act (IDEA) and adheres to IDEA compliance in the provision of Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Provides and gathers diagnostic and curriculum-based assessment data in motor skills, physical fitness, and related skills. Assists in determining eligibility for adapted physical education services.

Collaborates with Occupational Therapists and Physical Therapists to develop, maintain, and evaluate student performance and IEP goals.

Participates in IEP meetings for students who may be in need of adapted PE. Assists in developing data driven goals, objectives, and benchmarks and in establishing the least restrictive environment and required support.

Works with Occupational Therapists, Physical Therapists, and school PE teachers to maintain student equipment.

Develops a system/schedule for serving all students as per their IEP needs based on the least restrictive environment for the student.

Provides consultation to physical education teachers and provides strategies for inclusion of students with disabilities in general PE settings.

Provides training for classroom teachers and paraprofessionals to support students in general education PE and classroom activities if they are able to participate in the general physical education curriculum with support.

Facilitates appropriate participation of students with disabilities with typically developing peers in age-appropriate activities through utilization of differentiated instruction strategies (curriculum, task, equipment and/or environment).

Monitors student progress. Provides progress reports and data to the case manager.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Thorough knowledge of Individual Education Program (IEP), learning theory, differentiated instruction, data collection, best instructional practices, research based reading instruction, multicultural education, assessments, Individuals with Disabilities Act (IDEA 2004), No Child Left Behind Act of 2001 (NCLB 2001), and state and federal policies and procedures related to special education.

Ability to work well with students with disabilities, teachers, and parents of students with disabilities.

Ability to appropriately adapt instructional programs and materials. Ability to collect instructional data for the decision making process.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from management, public groups, and/or the WCSD School Board.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Ability to deal with nonverbal symbolism in its most difficult phases.

EDUCATION and/or EXPERIENCE

Bachelor's Degree from an accredited college or university.

CERTIFICATES, LICENSES, REGISTRATIONS

An Active Utah Special Education (K-12) License with an Adaptive Physical Education Endorsement or Active Utah Secondary Education License with a Physical Education Endorsement.

PHYSICAL DEMANDS *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, use hands to handle or feel, talk or hear, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance, and taste or smell. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee occasionally works outside in weather conditions and is occasionally exposed to extreme heat. The noise level in the work environment is usually loud.

Prepared By: Director of Special Education		Date: 8/22/2011
Approved By: Executive Director, Human Resources		Date: 8/23/2011
<input checked="" type="checkbox"/> Review <input type="checkbox"/> Revised	By: HR Position Management Specialist	Date: 3/19/2015
<input type="checkbox"/> Review <input checked="" type="checkbox"/> Revised	By: Director of Special Education	Date: 4/7/2016
<input type="checkbox"/> Review <input checked="" type="checkbox"/> Revised	By: Director of Special Education	Date: 2/11/2022
<input type="checkbox"/> Review <input type="checkbox"/> Revised	By:	Date:

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	