

**THE MISSION:
ADAPTED
PHYSICAL EDUCATION**

To enable ALL students to sustain lifelong physical activity for a healthy, productive and fulfilling life. There is a continuum in providing adapted physical education services which is dependant on the individual needs. This includes:

- Inclusion with consultation with the mainstream Physical Education (PE) teacher.
- Adapted PE teacher working with an individual in the mainstream setting.
 - small group instruction
 - individual instruction
 - have students function as independently as possible in the least restrictive environment



Each of us has a fire in our hearts for something. It's our goal in life to find it and keep it lit.

*-Mary Lou Retton
Olympic Medalist*

If your child needs adapted physical education, contact one of the following people at your school:

- Director of Physical Education or Athletic Director
- Physical Education Teacher
- Adapted Physical Education Teacher
- Building Principal
- Committee on Special Education Chairperson

If you need further information, contact:

The New York State Education Department at

(518) 474-5820 or your local BOCES

or

New York State United Teachers
Research and Educational Services

1-800-342-9810 ext. 6642

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Parent's Guide:

**ADAPTED
PHYSICAL EDUCATION**

Adapted physical education is an individualized physical education program of developmental activities designed for the unique needs of students who may not safely or successfully participate in the mainstream physical education program independently.



“All children can learn and succeed, but not on the same day in the same way.”

-William G. Spady

WHO RECEIVES ADAPTED PHYSICAL EDUCATION

Under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), schools must provide a formal assessment program to determine if any student has a unique need in physical education.

Schools must follow the New York State standards for the curriculum for physical education:

Students can receive an evaluation in adapted physical education if:

- Identified as a student with a disability by the Committee on Special Education
- They score below 20th percentile or more on the standardized fitness test, which are given every year.
- They consistently fall below their school's criteria-referenced standards in physical education.
- Based upon professional judgment, the physical education teacher may determine that an individual has a unique need which includes, but is not limited to: poor functional posture, obesity, medical conditions, long term injury, behavioral disabilities, medically fragile, or recommendations from the school health team.

A healthy child is a happy child.

THE LAW

In New York State, all elementary and secondary students must receive physical education (PE) as part of their educational program.

The federal Individuals with Disabilities Act, 2004 (IDEA) entitles all students with disabilities (SWD) to receive a free and appropriate public education (FAPE), which includes Physical Education. APE qualifies as a vital part to the quality of life for students with disabilities and helps those students to achieve the New York State Learning Standards.

Parents, physicians, and teachers can not exempt a student from taking PE or APE. Individual medical certificates of limitation must indicate the area of program in which the student with disabilities may participate.

The Individualized Education Program (IEP) must indicate the extent to which the student will participate in PE including adapted physical education (APE).

Instruction in APE for students ages 5-21, must be provided by a certified and highly qualified PE teacher.

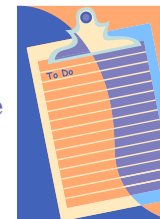
Students receiving APE must be given equitable access to all PE facilities and programs.



THE ADAPTED PHYSICAL EDUCATION PROGRAM

Each student with a disability has a formal CSE meeting to discuss the student needs based upon proper assessments, observations, and recommendations from professionals who have worked with the child within the school as well as those who have worked with the child outside of the school.

The IEP will list the year's goals for APE by listing the present levels of performance for the student and the measurable goals and objectives, which are to be achieved by the individual student and then reevaluated each year at the CSE meeting.



Parents can call meetings to review more than one time a year.

The APE program, must be developed for the individual student; the evaluation must be complete; there must be a plan for inclusion; the program must include developmental sequenced activities; the student needs to have adaptations in the environment; proper equipment needs for the student must be used to help achieve the goals; the student will need to learn the different rules for each PE activity; and the curriculum must be based upon the New York State Learning Standards for Physical Education.