

Candler County Board of Education Program for Exceptional Children

Physical Education For Students with Disabilities

Physical Education – The development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). This term includes adaptive physical education, movement education, and motor development.

Requirements:

1. According to state law, schools shall implement a comprehensive program of health and physical education, which includes a minimum of sixty (60) clock hours physical education instruction annually for each student in grades kindergarten through eight. Physical education services, specifically designed if necessary, shall be made available to every student with a disability receiving FAPE. Each student with a disability shall be afforded an opportunity to participate in the regular physical education program with or without adaptations unless enrollment is full-time in a special facility or the IEP specifies an adapted physical education service and not a related service. However, a student shall meet eligibility criteria in an area of disability in order to be eligible for adaptive physical education.
2. The following types of physical education program arrangements shall be provide to students with disabilities, as specified in the student's IEP.
 - (a) Regular physical education with or without modifications
 - (b) Adaptive physical education
3. For students requiring physical education, the physical education program shall be addressed in all parts of the IEP, e.g. present levels of performance, goals and objectives, and specific services to be provided.
4. The following guidelines shall be used by the special education IEP/Placement Committee in determining whether a student with a disability requires an adaptive physical education program.
 - (a) Performance below the 30th percentile on standardized tests of motor development, motor proficiency, fundamental motor skills and patterns, physical fitness, game/sport skills and/or perceptual-motor functioning.
 - (b) Developmental delay of two or more years in any of the above areas based on appropriate assessment instruments.
 - (c) Social/emotional or physical levels such that goals set for the regular physical education program are not appropriate for the special education student or these goals must be individually modified to meet the unique needs of the student.