

North Carolina State Board Policy requires physical education for all students, as a part of the Healthful Living Curriculum. Under the Individuals with Disabilities Education Act (IDEA), Adapted Physical Education is required for those students with disabilities who require specially designed instructions in order to receive Physical Education.



## Physical Education is for EVERYONE!

### Policy: NC 1500-2.1 Adapted Physical Education

- (a) Children with disabilities shall have equal access to the provision of physical education. Physical education includes the development of:
1. Physical and motor fitness;
  2. Fundamental motor skills and patterns; and
  3. Skills in individual and group games, sports, and activities (including intramural and life-time sports).
- (b) If a child with a disability cannot participate in the regular physical education program, individualized instruction in physical education designed to meet the unique needs of the child shall be provided. Physical education may include:
1. Modified physical education,
  2. Adapted/special physical education,
  3. Movement education, and
  4. Motor development.
- (c) Modified physical education is appropriate for a child who can participate in the general physical education program with accommodations or modifications. These modifications can include changing rules, equipment, time limits, etc. It can also include supports such as a sign language interpreter.
- (d) Adapted physical education (also called specially designed or special physical education) is instruction in physical education that is designed on an individual basis specifically to meet the needs of a child with a disability.  
(Authority: 20 U.S.C. 1401; 34 CFR 300.39(2)(3))

## Physical Education includes:

- Physical and motor fitness
- Fundamental motor skills and patterns
- Skills in individual and group games, sports, and activities (including intramural and life-time sports)

Physical Education is a curricular area available to all students, including those with disabilities. If the student cannot participate in the general physical education program, specially designed individualized instruction in PE (Adapted PE) shall be provided.

# Adapted Physical Education

for Students with Disabilities  
in North Carolina

A Guide for Administrators,  
Teachers, Students & Parents



<https://ec.ncpublicschools.gov/instructional-resources/adapted-physical-education>



<http://www.nc-ape.com/>

Laurie Ray, NC DPI Liaison for APE  
laurie\_ray@med.unc.edu (919) 636-1827



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction



# What is Adapted PE?

Adapted PE (also called *specially designed instruction*) is instruction in physical education that is designed on an individual basis to meet the needs of a child with a disability.



➤➤ Adapted PE is Special Education, NOT a related service.

➤➤ Adapted PE is a program, not a placement.

# How is the need for APE determined?

- The IEP team determines a student's need for APE from an APE evaluation (in accordance with NC policy- NC 1500-2.11A), any available health information and student performance data.
- The IEP team should include an APE specialist (if at all possible) and the general education PE teacher.
- If eligibility for Adapted PE is determined, someone knowledgeable about the PE curriculum must assist the IEP team to develop IEP goals for the student.

# Where is APE Provided?



Students with disabilities must be included to the **maximum extent** possible with peers without disabilities in the general physical education program.

All students should participate in physical education. Each IEP team determines what the least restrictive environment is for each student. APE services, modified PE, and accommodations can all be delivered across a continuum of placements in general or special education. APE services should be individualized for each student to provide them the most time possible with peers without disabilities.

The inclusion of students with disabilities into the general PE curriculum should not compromise the learning of other students in the class setting or the participation and learning of the student with the IEP. However, supplementary aids, services and supports must be tried before placing a student in a more restrictive PE setting.



# What Can You Do?

## Administrators

- Ensure the PE teacher is included in the IEP team process.
- Discuss time, scheduling and facility requirements to implement APE with PE and classroom staff.

## Physical Education Teachers

- Update your knowledge of disabilities and teaching strategies through in-service, conferences and current literature.
- Participate in the development of Individualized Education Programs (IEPs) for your students with disabilities.
- Ask for help from APE specialists, OTs PTs, Special Ed. Teachers, Parents and Administrators to provide appropriate PE services for all your students.

## Parents

- Participate as IEP team member to appropriately address your child's Physical Education needs.
- Provide input to the PE teacher and IEP team regarding your child's interests, physical fitness and recreational sports skills.
- Share family activities and events with APE specialists, PE teachers and other educational personnel.

## Medical Professionals

- Be aware that specially designed PE (APE) is available for every child with a disability who attends public school.
- Inform the PE teacher and IEP team of any limitations or restricted activities that would affect the student's participation in their PE program.