



Dobbs Ferry Union Free School District

Physical Education Plan

2024-2025

Andrew Klaich

Director of Physical Education, Health, and Athletics
Dobbs Ferry School District

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This document has been created by the Physical Education staff in the Dobbs Ferry School District. Grades K-2 will be involved with “movement education.” Basic movement competencies are stressed. In grades 3-8, an athletic awareness theme will exist. Emphasis will be placed on sport fundamentals and opportunities to be involved with them in a healthy way. Students in 9-12 will gain knowledge in the 5 components of health-related fitness and wellness (cardiovascular endurance, flexibility, muscular strength, body composition, and muscular endurance). The New York State Education Department’s Learning Standards will be the underlying focus of the Physical Education program as we strive towards our district goals.

New York State Requirements

A. NYS Commissioner's Regulations

1. **Required Credits:** [Section 100.5](#) requires that (a) All pupils shall have earned the equivalent of two units of credit in Physical Education in accordance with the requirements set forth in [Section 135.4\(c\)](#) (2) (ii) of this chapter. Such units of credit shall not count towards the required units of credits set forth in paragraphs (1) or (2) of this subdivision in fewer than eight semesters and who is otherwise eligible to receive a diploma, shall not be required to continue enrollment in high school for the sole purpose of completing the Physical Education requirements as set forth in this paragraph, if the school upon request of the pupil's parent or guardian, wishes to grant such pupil a high school diploma prior to completion of his or her eighth semester.
2. **Required Physical Education Plans and Implementation:** [Section 135.4](#) Physical Education (Additional statutory authority: Education law Section 803) requires the following: a) School district plans. It shall be the duty of trustees and boards of education to develop and implement school district plans to provide Physical Education experiences for all pupils as provided in this section. School district plans shall include the following:
 - a. Curriculum
 - b. Required instruction
 - c. Attendance
 - d. Personnel
 - e. Facilities
 - f. Administrative procedures
 - g. Basic code for extra class athletics

Such current plans shall be kept on file in the school district office and shall be filed with the [NYS Education Department Office of Standards and Instruction](#).

Equal Opportunity Statement

The Dobbs Ferry School District affirms the right for every student to participate in the Physical Education program in the least restrictive environment.

Mission, Vision, and Strategic Points of Focus

Our Vision: Independent Thinkers Prepared to Change the World

Our Mission: The Dobbs Ferry School District strives to develop independent, curious, and open-minded learners who think critically, work collaboratively, act ethically, and are knowledgeable about the world around them.

Our Strategic Points of Focus: In support of our mission, we have developed the following strategic points of focus that guide our work in creating the best possible conditions for effective teaching and learning, which include our athletics and co-curricular club activities.

- ***Curriculum Development and Implementation:*** By creating, adapting, and/or adopting rigorous Tier 1 curriculum that aligns with the International Baccalaureate standards; contains diverse perspectives and experiences; develops/enhances students' on grade-level abilities in reading, writing, listening and speaking, and mathematical understandings; and, as a result, students' thinking abilities as applied to a variety of complex problems, we will continuously work to improve student outcomes.
- ***Instruction:*** By developing/enhancing our instructional staff's teaching abilities through an understanding of how students learn, research-informed instructional techniques and frameworks including the Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) model, and effective feedback models from peers and supervisors, we will continuously work to improve student outcomes.
- ***Assessments:*** By developing and enhancing clear understandings of the design and purpose(s) of effective assessments and how they can be utilized to improve instruction, by carefully selecting those assessments that we will use to measure student learning, and by supporting the data literacy of faculty and administration, we will continuously work to improve student outcomes.
- ***Positive School Climate and Culture:*** By developing a welcoming school environment that is reflective of the diversity present in the larger community where all students feel included in what they encounter at school, including in their classroom resources, in differing historical perspectives that they learn about, in equitable opportunities for engagement, advancement and achievement, and the adults they interact with each day; by providing explicit instruction and structured interventions in social-emotional learning and executive functions that have a sound basis in educational research; by aligning our work with the International Baccalaureate Learner Profile; and by developing/enhancing our staff's abilities to identify, understand, and improve positive student behavior, we will continuously work to improve student outcomes.
- ***Recruitment, Retention, and Development of Personnel:*** By investing in promising, culturally relevant practices for employee recruitment; by intentionally recruiting well-qualified staff that reflect our students' demographics; and by providing ongoing, targeted professional learning opportunities, and proven methods of evaluation and feedback, we will continuously work to improve student outcomes.
- ***Family and Community Communications and Engagement:*** By engaging in consistent and meaningful two-way communication with parents and families, and by inviting parents/guardians, families, and the community to participate in important initiatives, we will continuously work to improve student outcomes.
- ***Long-Range Planning for District Facilities and Finances:*** By developing long-range financial and facilities plans that allow us to continue to provide excellent programs and opportunities for students in safe, secure, and welcoming environments, we will continuously work to improve student outcomes.

Philosophy Statement

One purpose of education is the optimum development of youth as citizens in society and in the world. Each person should be encouraged to become the most he or she can be to fulfill that goal. Physical education is an integral part of the educational curriculum in that it meets each student's needs for personal growth and development physically, mentally, emotionally, and socially. It will empower all students to sustain regular lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

The physical education program at Dobbs Ferry Union Free School will strive to reach the broad goals of education reflected in the state and national learning standards set forth for Physical Education through an activity-rich program delivered in a sequential manner for the development of the following: (a) motor skill, (b) knowledge and strategy, (c) fitness and wellness, (d) safety, (e) participation and (f) attitude/values.

Based upon this philosophy, quality instruction in the Dobbs Ferry Physical Education program will include:

- Creative, well-planned units, lessons, and physical activities
- Positive classroom management
- Differentiated instruction
- Adapted physical education (see Appendix A)
- Integration of skills and concepts with academic instruction, where possible
- A wide range of physical experiences to promote student involvement and enthusiasm
- Identifying school and community resources to maximize student participation
- Facilitation of positive interaction between students and teachers
- An enthusiastic and committed staff dedicated to providing students with experiences that promote a healthy lifestyle and lifelong learning through being physically active

All of the above are limited to a degree by existing staff, facilities, and administrative procedures.

Program Profile

Physical Education in the Dobbs Ferry Schools District will be an Outcomes-based program that addresses the rules, regulations, goals, objectives, and/or needs of students in accordance with the following:

1. *National Level*
 - a. President's Council on Physical Fitness and Sport
 - b. N.A.S.P.E. benchmarks
 - c. National Federation of State High School Associations
 - d. Review of current "best practices" in Physical Education
2. *State Level*
 - a. New York State Commissioner's Regulations
 - i. Sec. 100.5 (a), Sec. 135.1, Sec. 135.4, Sec. 200.1
 - b. New York State School Law

- i. Sec. 101, Sec. 207, Sec. 305, Sec. 803, Sec 804, Sec 911, Sec. 3001, Sec. 3204, Sec. 8351, Sec. 8352
 - c. New York State Learning Standards for Physical Education
 - d. NYSED Physical Education Syllabus/PE Profile
 - e. New York State Public High School Athletic Association
- 3. *Regional Level*
 - a. BOCES- wide initiatives/PE Consortium
 - b. Regional clinics/workshops in Physical Education
 - c. New York State Section 2 Athletic Council
 - d. The Suburban Council Interscholastic Athletic Conference
- 4. *Local Level*
 - a. Dobbs Ferry School District Goals
 - b. Dobbs Ferry School District Student Handbooks
 - c. Dobbs Ferry School District Interscholastic Athletic Program
 - d. Wellness Policy
 - e. Local recreational and sports programs
 - f. Feedback from community members, colleagues and others

Learning Standards, Curriculum, Instruction, and Assessments

A. New York State Learning Standards for Physical Education: [The New York State Physical Education Learning Standards \(2020\)](#)¹ reflect the important and necessary integration of physical and mental health as the basis for the overall wellness of a student. Specifically, the revised 2020 standards build upon lessons learned from the implementation of the 1996 standards, reflect the national standards developed by the Society of Health and Physical Educators America (SHAPE), and integrate both the NYS Social Emotional Benchmarks and the NYS Mental Health Education initiative. This provides physical educators the opportunity to support school districts' efforts to contribute to the goal of overall student wellness. The standards are as follows:

- **Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- **Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Exhibits responsible personal and social behavior that respects self and others.
- **Standard 5:** Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.
- **Standard 6:** Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

¹ For a summary of the standards and expected student outcomes, please see <https://www.nysed.gov/sites/default/files/new-york-state-physical-education-learning-standards-at-a-glance-2020.pdf>

These standards are used for each grade level are the basis of our planning, instruction, assessment, and program improvement. With this in mind, the standards frame the work for each grade level as follows:

- **Kindergarten**: Kindergarten students possess varying physical abilities; therefore, the grade level outcomes reflect developmentally appropriate skill acquisition. Physical education will provide kindergartners with a foundation of concepts in body and space awareness, which will be developed through locomotor and non-locomotor physical activities. Through exploration, students will begin to identify how movement affects the body and mind. These experiences will introduce students to personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their lives.
- **First Grade**: First-grade physical education will reinforce and build upon the foundation of concepts in body and space awareness, which will be developed through locomotor and non-locomotor physical activities. Through exploration, students will continue to identify how movement affects the body and mind. These experiences will reinforce personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their lives.
- **Second Grade**: Second-grade physical education will reinforce and expand foundational concepts of body and space awareness through locomotor and non-locomotor physical activities. Students will identify strategies that reinforce personal responsibility and positive decision-making skills during small and large group activities. Participation in challenging activities will develop skills and confidence, and identifying community resources will encourage involvement in physical activities.
- **Third Grade**: Third-grade students are becoming better at communicating emotions and ideas and are increasingly aware of their peers. They continue to possess varying physical abilities; therefore, the grade level outcomes reflect the sensitivity of these diversified skills. Third-grade physical education will emphasize effort, awareness, and quality of movement. Through a variety of physical activities, students will identify the components of health-related fitness and will explain how health-enhancing behaviors influence overall wellness. Opportunities are provided for students to persevere through challenging activities.
- **Fourth Grade**: Fourth-grade students are more aware of their interests in physical education and the different levels of competitiveness. Friendship becomes important, as well as a sense of fairness. Fourth grade is a time when students demonstrate locomotor, non-locomotor, and manipulative skills across varying physical activities. They identify emerging forms of simple strategies and communication skills in small-sided games. Students link the components of health-related fitness with the understanding of how health-enhancing behaviors influence overall wellness. This understanding is evident when they locate and use

personal resources as a means of participation in physical activities for enjoyment in their leisure time.

- **Fifth Grade**: Fifth-grade is a time when students are maturing in their locomotor, non-locomotor, and manipulative skills across varying physical activities. Emerging forms of simple strategies and communication skills in small-sided games are developed at this grade. They can explain relationships between skill- and health-related fitness and identify health-enhancing behaviors. Students learn to locate and use personal and community resources as a means of participation in physical activities for enjoyment in their leisure time.
- **Sixth Grade**: Sixth-grade physical education will provide opportunities to promote positive relationships. The standards reflect the need for students to develop the following: communication skills and strategies, responding appropriately to successes and failures, developing perseverance, and describing career options related to physical activity and fitness. Identifying the FITT (Frequency, Intensity, Time, and Type) principle in relation to the components of fitness and to the strategies that improve health-enhancing behaviors will provide students with the basic foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life.
- **Seventh Grade**: Seventh-grade outcomes emphasize citizenship, evaluative problem-solving skills, and conflict-resolution tactics in physical settings. Understanding the connection between exercise and its emotional benefits will provide students with the foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life. They will also apply learned strategies and concepts to movement, small-sided game play, and other physical activities while using their locomotor skills.
- **Eighth Grade**: Eighth-grade students experience incongruent growth, physically, emotionally, and intellectually. The grade-level outcomes reflect the sensitivity of the diversified skills and growth, and therefore provide additional opportunities to promote citizenship and cooperation among peers in a physical activity setting. Strategies will be evaluated for their effectiveness in group activity challenges. Students at this age demonstrate a maturation of specialized skills such as balance and object control.
- **Ninth and Tenth Grade**: Ninth & Tenth-Grade (Level I) physical education focuses on the benefits of leading a healthy lifestyle. The grade level outcomes include components of personal wellness and the social-emotional factors that contribute to leading an enjoyable life, extending beyond graduation. An exploration into the different domains of resources and career options is conducted. Competency of various motor skills and movement patterns is demonstrated.
- **Eleventh and Twelfth Grade**: Eleventh & Twelfth-Grade (Level II) physical education prepares students as they transition to post-secondary life. Students design and implement personal wellness plans that promote lifelong physical activity and fitness. Health-enhancing behaviors, such as nutrition and social-emotional

factors, are included in the plan. Students apply effective habits of personal and social behaviors, as well as an exploration into the different domains of resources, other than school, to continue the practices of physical activities. Proficiency of various motor skills and movement patterns is demonstrated.

These standards also reflect more explicit instruction in building character traits such as perseverance, healthy decision-making, and self-expression as demonstrated through goal setting. Broadening the understanding of community/occupational resources, through using various mediums (technologies), a reimagined vision has emerged, helping students search for career opportunities or ways to promote lifelong habits of physical activity. The advances seen in the twenty-first century have opened the physical education learning environment to extend beyond the school, such that students are instructed in such a way that they will develop lifelong practice,s including:

- Demonstrating perseverance and resilience
- Advocacy for self, others, and community
- Respecting and embracing individual and cultural differences
- Adapting to multiple environments
- Acquiring the skills necessary to live a healthy life
- Demonstrating a commitment to safety
- Using motivational strategies to encourage self and others' participation in a physical activity
- Exhibiting civility when confronted with adversity
- Connecting physical well-being to social-emotional wellness

B. Physical Education Program Goals and Objectives, Curriculum, Instruction, and Assessment

1. *Goals and Objectives:* In alignment with NYS Standards and our district's expectations, students will be provided the opportunity to learn the following within our K-12 Physical Education program:

- Promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life.
- Attain competency in the management of the body and useful physical skills.
- Emphasize safety practices.
- Motivate expression and communication.
- Promote individual and group understanding.
- Provide knowledge and appreciation of Physical Education activities.
- Make each individual aware of the effect of physical activity on the body.
- Provide opportunities for the exercise of pupil initiative, leadership, and responsibility.
- Each student will experience a variety of the following: basic and creative movement, rhythm and dance, games, perceptual motor skills, individual and team sports, gymnastics, lifetime sports activities, outdoor living skills, and other appropriate activities that promote the development of our students.

We will adapt activities to meet the needs of students who are temporarily or permanently unable to participate in the regular Physical Education program.

Adapted Physical Education programs will be taught by a certified Physical Education teacher.

Please note that instructors may expand the goals and objectives within the unit of instruction.

2. *Curriculum*: The physical education curriculum (program) is reviewed every year by the individual staff members in the physical education department. The core curriculum is constant and our main thrust is to teach children the knowledge and skills required to meet the NYS standards and our district's expectations. Therefore, our primary function is to find meaningful ways to reach every child within the Dobbs Ferry School District
3. *Required Instruction*: In accordance with Commissioner's Regulation 135.4, students will be provided with a minimum of physical education instruction as follows:
 - Springhurst Elementary, Grades K-5: All pupils will participate in physical education class two (2) days per 6-day cycle for a period of 40 minutes/class.
 - Dobbs Ferry Middle School, Grades 6-8: All pupils will participate in physical education class every other day for 44 minutes per class.
 - Dobbs Ferry High School, Grades 9-12: All pupils will participate in physical education class every other day for a period of 44 minutes a class. Students will have the opportunity to participate in intramurals and interscholastic athletics throughout the school year.
 - Students with Special Needs: Students will receive the same amount of physical education time as other students. Adapted physical education students receive specialized instruction based on CSE or medical recommendation.
4. *Assessments*: Students will be evaluated against the expected outcomes of each standard as follows:
 - Elementary Level (Grades K-5): Students will be evaluated each marking period in three (3) areas:
 - Performs basic motor and manipulative skills at grade appropriate level
 - Develops fitness skills through regular practice and effort
 - Demonstrates cooperation, sportsmanship, and respect of othersGrades will reflect Individual student progress as *Below*, *Meets*, or *Exceeds* the standard in all criteria areas.
 - Middle School (Grades 6-8): Students will be evaluated every marking period (10 weeks) in two (2) areas:
 - Class preparation (20%), Effort and Participation (60%), and Assessment of cognitive knowledge and skill proficiency (20%). Students will receive numerical grades that reflect each individual student's level of progress.
 - High School (Grades 9-12)

- o Students will be evaluated every marking period (10 weeks) in three (3) areas: Class preparation (20%), Effort and Participation (60%), and Assessment of cognitive knowledge and skill proficiency (20%). Students will receive numerical grades that reflect each individual student's level of progress.
- o A student who obtains a failing final average in physical education in grades 9-12 must take additional classes to graduate.
- o School credit for the required Physical Education program will be granted as a 1/2 credit per year.
- o In order to graduate, students must complete four years of courses and testing requirements and must receive 2 credits for a local and Regents diploma.
- o All pupils should participate in Physical Education irrespective of what programs they are enrolled in. This includes BOCES and other specialized programs.

Assessments for grading will be in the areas of motor skill, cognitive applications, attitude toward fitness and wellness, safety, participation, and character. The following tests may be used (but not limited to) at each level to assess the identified areas:

1. Elementary
 - a. Performance-based tests
 - b. Motor perception tests
2. Middle School
 - a. President's Council Physical Fitness / Cooper Fitness Test
 - b. State assessments of activities
 - c. Performance-based testing
 - d. Pacer test
3. High School
 - a. President's Council Physical Fitness
 - b. State assessments of activities
 - c. Performance-based testing
 - d. Pacer test

Attendance Policy

1. All elementary and secondary students attending Dobbs Ferry Union Free Schools are required to participate in physical education. Those students unable to participate in the regular program may receive alternate forms of physical education.
2. All pupils are required to attend and participate in physical education unless excused by a doctor. An injury or condition that takes a student out of class for more than two days requires a note from a medical professional. The school

nurse may excuse a student from participation on a day-to-day basis, not to exceed one week of classes.

3. Students must dress accordingly to actively participate in gym class.
4. Any student participating in a varsity-level sport sophomore, junior, or senior year is allowed to be excused from physical education class during their athletic season. A form will be sent out every sports season (fall, winter, spring) that is required for any student to do so.
5. A student who obtains a failing final average in physical education in grades 9-12 must take additional classes to graduate.

Administrative Procedures

1. Students:

- a. Students are required by the NYS Education Law to participate in a Physical Education program. They may not be excused for any extended period of time unless a doctor or school nurse makes a written request. Please note – alternative activities will be required.
- b. An injury or condition that takes a student out of class for more than three days requires a note from a medical professional.
- c. Students under a long-term medical excuse will have an alternative requirement set up by their Physical Education Teacher/Director of Athletics until they can return to full participation in class.
- d. All accidents and injuries are to be reported to the teacher in charge immediately.
- e. Secondary students are encouraged to utilize personal hygiene products such as deodorant.
- f. Students are expected to take proper care of equipment and supplies. An abuse of these items may result in denying the privilege of their use.
- g. Secondary students have the option to use the locker room. They must lock their lockers and take care of their valuables. The district is not responsible for lost or stolen items.

2. Personnel:

- a. The Director of Health, Physical Education, and Interscholastic Athletics oversees the physical education program.
- b. The district employs six certified physical education teachers and one certified health teacher to meet the needs of approximately 1,500 students.
 - i. Physical education/health staff:
 1. Erik Bartell (PE) - Dobbs Ferry middle and high schools
 2. Deena Mehran (PE) - Dobbs Ferry middle and high schools
 3. Joe Cox (PE) - Dobbs Ferry middle and high schools
 4. Vinny Garofalo (PE) - Springhurst, middle, and high schools
 5. Denise Briscoe (PE) - Springhurst elementary school
 6. Stephanie Pecora (PE) - Springhurst elementary school
 7. Rebecca Wing (H) - high school/middle school
- c. Non-Physical Education teachers and qualified members of the community are considered for employment as coaches.

3. Class Sizes and Grouping*:

- a. Class sizes in grades K-2 are normally in the 20-25 students/class range.
- b. Class sizes in grades 3-5 are normally in the 20-25 students/class range.
- c. Class sizes in grades 6-8 are normally in the 25-30 students/class range.
- d. Class sizes in grades 9-12 are normally in the 20-30 students/class range.

* Under certain circumstances, classes may be grouped and taught together as facilities allow.

4. Use of Student Teachers:

Student teachers are utilized periodically depending on staff willingness and availability to mentor and supervise.

5. Facilities

The District's Physical Education facilities, such as the athletic fields, gymnasiums, aerobics room, and tennis courts, are available for community use.

a. *DFSD-owned facilities:*

- i. High School/Middle School
 - Two gymnasiums
 - One-station auxiliary gymnasium
 - One fitness center (High School)
 - Five locker rooms
 - Six offices
 - Five storage areas
 - One multi-purpose field
 - One softball field
 - One playground
- ii. Elementary Schools (Springhurst Elementary)
 - One station gymnasium
 - Two offices
 - One storage area
 - One multi-purpose field
 - Three playgrounds
 - Four tennis courts
 - One softball field

b. The following non-school facilities may be used for our district physical education program:

- Mercy College (interscholastic events and practices)
- Ardsley Country Club (interscholastic golf team)
- Lanes (boys/girls interscholastic bowling teams),
- Gould Park fields (interscholastic events and practices)

Additional Administrative Procedures: All other Administrative Procedures, such as Teachers' Contracts, Board of Education Policies, and Administrative Policies, are on file in the District Office and on the district website.

Interscholastic Athletics Offerings and Affiliations

1. *Fall*

- a. Cheerleading (Football): Varsity
- b. Cross Country: Boys/Girls - Varsity, JV, and Co-ed Modified
- c. Football: Boys - Varsity
- d. Golf: Varsity
- e. Soccer: Boys/Girls - Varsity, JV, and Modified
- f. Swimming and Diving: Girls - Varsity
- g. Tennis: Girls – Varsity
- h. Volleyball: Girls - Varsity, JV, and Modified

2. *Winter*

- a. Alpine Ski: Boys/Girls – Varsity,
- b. Basketball: Boys/Girls - Varsity, JV, and Modified
- c. Bowling: Boys/Girls – Varsity
- d. Cheerleading: Varsity
- e. Indoor Track: Boys/Girls - Varsity
- f. Swimming and Diving: Boys – Varsity

3. *Spring*

- a. Baseball: Boys - Varsity, JV, and Modified
- b. Lacrosse: Boys/Girls – Varsity, and Modified
- c. Softball: Girls - Varsity, JV, and Modified
- d. Tennis: Boys – Varsity
- e. Track and Field: Boys/Girls: Varsity, JV, Co-ed Modified
- f. Golf: Varsity Boys and Girls
- g. Girls Flag Football: Varsity

4. *Interscholastic Athletics Affiliations:* The Dobbs Ferry Union Free School District is a member of the New York State Public High School Athletic Association, Section One.

Policy and Procedures

The following policy guides are on file in the Director of Athletics' Office:

- 1. New York State Public High School Handbook
- 2. Board of Education Policies
- 3. Section 1 Constitution
- 4. Dobbs Ferry Union Free School District Interscholastic Handbook

APPENDIX A: ADAPTED PHYSICAL EDUCATION

Adapted Physical Education is defined in Section 200.1(b) of the Regulations of the Commissioner of Education to be “a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular Physical Education program.”

Adapted Physical Education is a direct service, not a related service, provided to students with IEPs and is a required component of special education under the federal Individuals with Disabilities Education Act (IDEA). The extent to which students with IEPs will participate in physical education, including Adapted Physical Education if needed, must be indicated on each student's IEP, and instruction must be provided by a certified physical education teacher.

There are no waivers or exemptions for students from New York State physical education requirements due to chronic or temporary medical conditions or disabilities. All students in grades K-12 must attend and participate in PE. Students with chronic or temporary medical conditions or disabilities must receive instruction in PE in accordance with their [medical certificate of limitations](#), Individual Education Plan (IEP), or 504 Plan.

For additional information on Adapted Physical Education, please see https://www.nysed.gov/sites/default/files/programs/standards-instruction/qa_0.pdf.