

# **Fitness and Athletic Equity for Students with Disabilities – MSAR# 7023**

## **2010 Report**

This is the second annual report to the General Assembly providing information on the status of the Fitness and Athletics Equity for Students with Disabilities Act, Chapter 464, ensuring participation of students with disabilities in mainstream physical education (COMAR 13A.04.13.01.) and mainstream athletics (COMAR 13A.06.03)

In an effort to continue promoting awareness of and compliance with the regulation and the law, both within the Maryland State Department of Education (MSDE) and within local school systems, the following activities were conducted as of May 1, 2010 in the areas of physical education and athletics.

### **Statute Revision (Senate Bill 87)**

Senate Bill 87 amends § 7-4B-05 (A) (D) of the Annotated Code which prescribes local boards of education to provide Physical Education and Athletic participation figures to the Maryland State Department of Education (MSDE) by February 1 of each year. This act, as currently written, requires local school systems to provide statistics regarding student participation in athletics and physical education. It also requires that Local Education Agencies (LEA) submit a plan for the full implementation of alternative athletic offerings on February 1 of each year. The Department of Education is required to make a cumulative report to the General Assembly by May 1.

The February 1 reporting date for local school systems precludes the counting of Physical Education students enrolled in the spring semester as well as the number of athletes participating in spring sports. As a result, the participation statistics presented to the General Assembly on May 1 represent the participation from the previous school year. Amending the reporting date for local school systems to May 15 would allow second semester Physical Education students and spring season athletes to be included in the current year count, providing a more accurate representation to the General Assembly by August 1.

Senate Bill 87 was passed by the Maryland Legislature and approved by the governor.

### **Advisory Committee Activity**

The Advisory Committee continued to assist with recommendations for the Implementation Plan that were developed during 2008-2009. The group consists of representatives from Special Olympics, Maryland Association of Boards of Education, MD PTA, Maryland Department of Disabilities, Maryland Disability Law Center and local school systems.

# **Review of Activities for Mainstream Athletics**

## **Timeline for Implementation**

### **Year 2**

#### **September – December 2009**

- Local school systems formulate plans to facilitate athletic opportunities for students with disabilities.

#### **February 2010**

- MPSSAA submits to MSDE accounting of affected student athletes based on 2008/09 school year participation survey.
- Local school systems submit implementation plans to MSDE.

#### **May 2010**

- MSDE reports to General Assembly providing 1<sup>st</sup> year athletic participation statistics and overview of local plans for implementation.
- MSDE provides follow-up assistance as needed with local school systems.

#### **June 2010**

- MPSSAA Participation Survey for school year 2009/10 completed.

### **Year 3**

#### **September – December 2010**

- Local school systems implement plans that will include full participation for students with disabilities in athletic programs.

#### **February 2011**

- Local school systems report to MSDE on the progress of implementation plans that provide mainstream athletic opportunities for students with disabilities.
- MPSSAA submits to MSDE athletic participation results based on 2009/10 participation survey.

#### **May 2011**

- MSDE reports to General Assembly and provides any necessary follow-up with local school systems.

## **Data Collection**

Each year the Maryland Public Secondary School Athletic Association conducts a participation survey among its 192 member schools. The survey breaks down the number of male and female interscholastic athletic participants by sport. In order to comply with the requirements of the Athletic Equity Law, the survey (Appendix A) has been broadened to include an accounting of any student with an IEP or 504 plan who participated in the school athletic program. This data is collected near the end of the school year so as to count the full participation from each of the three seasons of high school athletics. The information from the previous year's participation (Appendix B) is presented in this report because the ongoing school year will not have been completed and information will not be available by the time local school systems report to MSDE on February 1<sup>st</sup>.

## **Regulations**

In March of 2010 the Maryland State Board of Education enacted regulations (COMAR 13A.06.03) (Appendix C) that provides greater athletic opportunities for students with disabilities and (COMAR 13A.06.04) (Appendix D) that provides for Corollary Athletic Programs that established alternative athletic programs for students unable to compete in mainstream athletic programs.

## **Technical Assistance**

In order to promote and provide technical support to local school systems on Corollary Sports programs, the Maryland State Department of Education and Special Olympics of Maryland collaborated on the establishment of a position of Senior Director/Consultant. This person serves as a liaison between MSDE and local school systems and its accredited subprograms and experts on alternative sports offerings. This person began work in late November 2009.

## **Model Policies**

During the second year of implementation, local school systems were asked to submit to MSDE, Division of Instruction, an accounting of progress toward the development of model policies and procedures for students with disabilities. (Appendix E) Each of the local school systems was also asked to respond to a set of questions that addresses providing services for student with disabilities in mainstream athletics. The reporting form with the specific questions asked of the local school systems can be referenced on page 16 of the Appendices. As of February 1, 2010 15 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities. Eight school systems have policies in draft form and are progressing toward final adoption. The remaining school system has indicated that they are adopting opportunities as needed.

## Review of Activities for Mainstream Physical Education

The timeline of the Implementation Plan that was agreed upon is provided below and actions addressing Year 2 of the plan are included in the 2010 report.

### Year 2

#### March 2010

Local school systems submit student enrollment in physical education to MSDE via data collection tool.

Local school systems submit a report in year 2 to MSDE on the development of policies and procedures for including all students in mainstream physical education

#### May 2010

MSDE reports to the General Assembly providing summary student enrollment data in physical education and plans for development of policies and procedures for inclusion of all students in mainstream physical education.

MSDE provides technical assistance to local school systems.

### Year 3

#### May 15, 2011

Local school systems submit student enrollment in physical education to MSDE via data collection tool.

Local school systems submit a final plan for including all students in physical education to MSDE.

#### August 1, 2011

MSDE submits report to the General Assembly and continues to provide technical assistance to local school systems.

### Providing Physical Education Services to all Students

Local school systems must indicate how they are addressing their compliance to the Act by providing physical education services to all students. A local school system compliance form was developed and local school systems completed a data collection tool by responding to the categories of: **Number of students taking physical education** ( indicates the number of students in grades K-8 taking physical education and the number of students in high school taking the required graduation course for physical education and any other electives for physical education); **with an IEP** (number of students taking physical education that have an Individual Education Plan, IEP); and **with a 504** (number of students taking physical education that have a 504 plan for accommodations or modifications). Staff from MSDE Office of Division of Instruction and Physical Education, collected and has provided individual school system data as part of the report for the General Assembly. Local school systems will continue to refine their policies and procedures regarding providing physical education for students with disabilities as well as to provide initial training to new staff and updates for all staff as warranted.

Local school systems submitted to MSDE, Division of Instruction, an accounting of the number of students enrolled in physical education along with the number of students with disabilities (IEP and 504) included in physical education using the data collection tool. Number of students enrolled in physical education is based on 2009-2010 enrollments. The Data Collection Tool for Mainstream Physical Education compliance can be referenced in (Appendix G).

All data collected during 2009-2010 school year can be found by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix H) The current data indicates all local school systems are reporting they are providing physical education for all their students. The data also provides individual school system information on the number of students with IEP's and 504's that are receiving physical education instruction.

### **Development of a Model Policy and Procedures**

A document entitled, *Guide for Serving Students with Disabilities in Physical Education* was developed during 2007-2008 with the assistance of local school system personnel who provided information and resources concerning adapted physical education. The guide was distributed to all local school systems and has served as a resource to assist local school systems with the development of their own model policies and procedures for serving students with disabilities in physical education. Several school systems have referenced the guide in their response to questions concerning the development of policies and procedures for students with disabilities. The guide includes the following content:

- Overview
- Strands of Adapted Physical Education
- Environment
- Legislation
- Service Delivery
- Guidelines for Appropriate Inclusion in Physical Education
- Instructional Strategies for the Peers working Students with Disabilities
- Additional Program Considerations
- Confidentiality
- Referrals
- Medical Documentation
- Assessment
- Pre K Physical Education for Students with Special Needs
- Adapted Physical Education in Private and Non-Public Schools

A copy of the *Guide for Serving Students with Disabilities in Physical Education* has been placed on the MSDE website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

During the second year of implementation, local school systems were asked to submit to MSDE, Division of Instruction, an accounting of progress toward the development of model policies and procedures for students with disabilities. Each of the local school systems was also asked to respond to a set of questions that addresses providing services for student with disabilities in mainstream physical education. (Appendix I)

The responses to these questions has been compiled and summarized. The self reported data indicates thirteen of the twenty four local school systems have developed policies for including students with disabilities in mainstream physical education. The remainder of the school systems report they have policies in draft form ready to be presented to local school boards or are convening study groups to develop by the 2010-2011 school year.

The self reported data further indicates seventeen of the local school systems have developed procedures for including students with disabilities in mainstream physical education. Local school

systems mostly reference special education handbooks or guidelines for special education services which reference procedures for determining adapted physical education services. School systems have also developed adapted physical education handbooks for physical education that includes information on procedures for adapted physical education. Seven of the school systems report they have procedures in draft form ready to be presented to local school boards or are convening study groups to develop these procedures by the 2010-2011 school year.

A summary of the responses collected during 2009-2010 school year can be found by referencing the summary responses on the development of policies and procedures with disabilities into mainstream physical education document. (Appendix J).

### **Technical Assistance**

Staff from the Division of Instruction (DOI) at MSDE continues to work with other local school system Departments of Education to ensure that all students with disabilities are receiving physical education services. Additionally, MSDE has provided professional development to school systems addressing the law and strategies for inclusion of students with disabilities in mainstream physical education. MSDE has provided professional development to the following school systems during 2009-2010 school year: Baltimore City, Caroline, Dorchester, Garrett, Howard, Montgomery, Queen Anne's, Somerset, and Talbot.

### **Other Efforts**

- The Maryland State Department of Education (MSDE) and Special Olympics Maryland (SOMD) recognized local school systems would need support and technical assistance as they worked toward full implementation of the new law. Responding to this perceived need, MSDE and SOMD collaborated by creating and funding a joint consultant's position with the responsibility of working directly with local school systems and offering them technical assistance and guidance.
- The Maryland Association of Health, Physical Education, Recreation and Dance (MAHPERD) the professional organization in Maryland, holds an annual convention every year in October. Presentations and resources are made available to local school system personnel regarding adapted physical education to help school systems in providing services for students with disabilities in physical education.
- Adapted physical education training was held on Tuesday, January 26, 2010 from 9:00-3:00 p.m. in Easton, Maryland sponsored by the Mid-Shore Special Education Consortium. The training was entitled "Including Students with Disabilities in General Education" by Dr. Martin Block C.A.P.E. from the University of Virginia. The objectives were the following:
  - Determine what to teach
  - Analyze the regular physical education curriculum
  - Determine modifications needed in regular physical education
  - Determine how much support a student with disabilities needs in RPE
  - Prepare regular physical educator
  - Prepare regular education students
  - Prepare support personnel

- The Maryland Adapted Physical Education Teacher Consortium was established during the 2009-2010 school year with the objective of this organization to be an advocate for and to support the following mission statement.
  - Provide opportunities and resources for education, guidance, and encouragement to empower other professionals to meet the unique challenges of individuals with disabilities in the areas of health, physical education, athletics, recreation, and dance.
  - Promote well developed and 'Best Practices' in physical education for individuals with disabilities throughout the state of Maryland.
  - Encourage the promotion and development of quality physical education programs for individuals with disabilities in schools throughout the state of Maryland.
  - Encourage the promotion and development of quality professional preparation programs of adapted physical education in higher education.
  
- Each year a letter from the Maryland State Department of Education is distributed to all local school systems reinforcing the requirements of the Federal and State regulations that require all students to have physical education K-8 and to meet the high school graduation requirement as stated in COMAR 13A.04.13.01. (Appendix K) It also states, there is no waiver of the physical education requirement.
  
- Baltimore County Public Schools has developed three general adapted physical education graduate level courses to provide information and resources to help guide school systems in their implementation of the Act. These courses can also be used by other school systems in the State. Several local school systems are using these courses to provided professional development for teachers in adapted physical education.
  - **MSDE# 08-03-10 1 credit**  
Assessing Student Performance in Physical Education and Understanding the IEP Process
  - **MSDE# 08-03-11 1 credit**  
Strategies for Teaching the Separate Adapted Physical Education Class
  - **MSDE# 08-03-12 1 credit**  
Providing Adapted Physical Education: Successful Inclusion Strategies

# Appendices

## A. The Data Collection Tool

### 2008-2009 ATHLETIC PARTICIPATION SURVEY STATE ASSOCIATION SUMMARY WORKSHEET

Submit to MPSSAA Office

School System \_\_\_\_\_

Number of Member High Schools: \_\_\_\_\_

**TOTAL STUDENT ENROLLMENT: Boy's Total:** \_\_\_\_\_

**Girl's Total:** \_\_\_\_\_

#### INSTRUCTIONS:

1. "BOY Participants" and "GIRL Participants" are representative of interscholastic athletics (NOT intramural or club).
2. Please provide figures for any of the listed sports offered by your high schools, regardless whether your state association sponsors a state championship or sanctions the sport. If a sport(s) other than those listed is offered by your high schools, please so indicate the sport(s), number of schools and participants under the category of Sport-Other at the end of the form.
3. If your high schools include only 10<sup>th</sup> through 12<sup>th</sup> grades, but 9<sup>th</sup> grade students participate on any of your high schools' teams, please include their number in the participation figures.

SPORT	BOYS			GIRLS		
	Schools	Participants	Participants with IEP/504	Schools	Participants	Participants with IEP/504
Badminton						
Baseball						
Basketball						
Bowling						
Cross Country						
Field Hockey						
Football – 11- player						
Golf						
Gymnastics						
Lacrosse						
Soccer						
Softball – Fast Pitch						
Swimming & Diving						
Tennis						
Track & Field-Indoor						
Track & Field-Outdoor						
Volleyball						
Wrestling						

## B. Participation Survey

	Boys'			Girls'		
	Schools	Participants	IEP/504	Schools	Participants	IEP/504
Badminton	17	70	0	33	491	30
Baseball	186	5633	304		0	0
Basketball	186	5455	389	206	4624	165
Bowling	28	146	119	28	92	238
Cross Country	181	3531	213	180	2537	70
Field Hockey	0	6	6	124	4070	112
Football	181	15418	1361		6	6
Golf	160	1413	74	122	333	70
Gymnastics	5	23	3	122	189	9
Indoor Track	167	4786	308	167	3991	112
Lacrosse	145	6303	399	133	4905	137
Soccer	179	5813	786	169	5638	153
Softball	0	0	0	188	5112	177
Swimming	106	2048	130	106	2126	64
Tennis	179	2327	82	178	2505	46
Track & Field	184	6317	414	185	4950	143
Volleyball	33	623	8	181	4676	133
Wrestling	176	4792	453	176	153	23
<b>TOTALS</b>		<b>64704</b>	<b>5049</b>		<b>46398</b>	<b>1688</b>
<b>2008-09</b>						
<b>GRAND TOTAL</b>		<b>111102</b>	<b>6737</b>			

## C. COMAR 13A.06.03.04 Equal Opportunity for Participation

### 13A.06.03.04

#### Authority Educ. Art. §§7-4B-01 -7-4B-06

##### A. Equal Opportunity for Participation.

Students may not be excluded on the basis of sex from overall equal opportunity to participate in athletic programs. If a school sponsors a team in a particular sport for members of one sex but sponsors no such team for members of the opposite sex, and before July 1, 1975, overall opportunities for members of the excluded sex have been limited, the excluded sex shall be allowed to try out for the team.

##### B. Athletics Equity for Students with Disabilities.

1 Students who meet the eligibility requirements of Regulation .02 of this chapter may not be excluded on the basis of disability from the opportunity to try out for and if selected, participate in mainstream interscholastic athletic programs.

2. Member Maryland Public Secondary Schools Athletic Association (MPSSAA) schools shall provide reasonable accommodations necessary to provide students with disabilities with equal opportunities to participate to the fullest extent possible in mainstream athletic programs.

3. Students with disabilities who meet the eligibility requirements of Regulation .02 of this chapter may be excluded from mainstream athletic programs if inclusion:  
(a) presents an objective safety risk to the student or others based on an individualized assessment of the student; or  
(b) fundamentally alters the nature of the school's mainstream athletic program.

## **D. COMAR 13A.06.04 Corollary Athletic Program**

### **MARYLAND STATE BOARD OF EDUCATION Subtitle 06 SUPPORTING PROGRAMS 13A.06.04 Corollary Athletic Programs**

#### **.01 Purpose**

The purpose of this chapter is to define the requirements for a Corollary Athletic Program in the local school systems to provide athletic opportunities so that every student in public schools may have an equal opportunity to access the benefits of education-based athletic programs.

#### **.02 Definitions**

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.
  - (1) “Corollary Athletic Program” means a program that is not governed by the requirements of COMAR 13A.06.03 and COMAR 13A.04.13 and that is specifically designed to combine groups of students with and without disabilities together in physical activity.
  - (2) “Department” means the Maryland State Department of Education.
  - (3) Interscholastic Athletic Programs means programs governed by the requirements of COMAR 13A.06.03.
  - (4) “Student with a disability” means:
    - (a) A student who meets the definition of a "handicapped person" as 45 C.F.R. § 84.3(j);
    - (b) A student who meets the definition of student with a disability as defined in COMAR 13A.05.01.03B(78); or
    - (c) A student who meets the definition of a “handicapped person” as defined in 34 C.F.R. § 104.3(j).

#### **.03 Access to School Athletic Programs**

- A. Each local school system shall:
  - (1) Develop a plan, policies and procedures to promote and protect the inclusion of students with disabilities in school athletic programs;

- (2) Provide students with disabilities equivalent opportunities for participation in either the Interscholastic Athletic Program or the Corollary Athletic Program;
- (3) Maintain evidence indicating that the interests and abilities of students with disabilities have been fully and effectively accommodated by the local school systems Interscholastic Athletic or Corollary Athletic Program.

#### **.04 Corollary Athletic Programs**

- A. Corollary Athletic Programs shall provide for the diversity of abilities and interests of students with disabilities.
- B. The local school system shall offer a Corollary Athletic Program in each of the fall, winter and spring seasons. The dates of the fall, winter and spring seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall be limited to a maximum of 12 consecutive weeks.

#### **.05 Eligibility for Corollary Athletic Programs**

- A. Students in grades K-8 who participate in the Corollary Athletic Program shall:
  - (1) Be officially registered and attending a Maryland Public School;
  - (2) Present to their school principal, or the principal's designee, a form from a parent or guardian giving permission for participation;
- B. Secondary school students in grades 9-12 who participate in the Corollary Athletic Program shall:
  - (1) Be officially registered and attending a Maryland Public School;
  - (2) Present to their high school principal, or the principal's designee, a form from a parent or guardian giving permission for participation;
  - (3) Be making satisfactory progress toward:
    - (i) Graduation with a Maryland High School Diploma specified in COMAR 13A.03.02.09B; or
    - (ii) School completion with a Maryland High School Certificate of Program Completion specified in COMAR 13A.03.02.09D.
  - (4) Have not participated on an interscholastic athletic team in the same sport.
- C. If a student acquires a disability during their years of participation in interscholastic sports, the local school system may permit an exception to 05.B (4).

## **.06 Complaints and Appeal Process**

- A. Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding an alleged violation of this chapter.
- B. The written complaint shall:
  - (1) State the alleged violation;
  - (2) Contain a brief statement of facts necessary to understand the complaint;
  - (3) Contain a brief statement of relief sought;
  - (4) Be filed within 30 days of the discovery date of the alleged violation.
- C. The appeals process set forth in the §4-205(c) of the Education Article, Annotated Code of Maryland, including an appeal to the State Board from a local board's decision on the complaint shall govern the processing of the complaint.

## **.07 Corrective Actions**

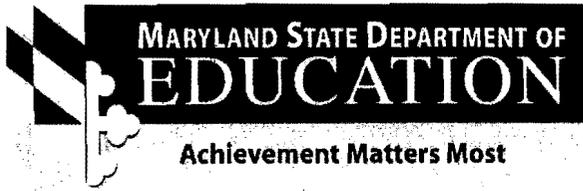
In response to systemic complaints filed alleging on-going violations of this chapter or at its discretion, the Department may initiate a fact-finding process and may impose corrective action on a school system.

## **.08 Annual Reports**

- A. First annual report. Local school systems shall submit the first Annual Report on May 15, 2010. It shall include:
  - (1) State the total number of students who participated in the Interscholastic Athletic Program and the Corollary Athletic Program along with the total number of students with disabilities as defined in § .02B(8) of this chapter who participated in the Interscholastic Athletic Program and the Corollary Athletic Program and
  - (2) Provide a copy of the plans, policies and procedures developed by the local school systems under Section .03A of this regulation.
- A. Subsequent reports: Local school systems shall submit Annual Reports on May 15 and shall:
  - (1) Describe modifications of policies and procedures by the local school system to engage students with disabilities in the Interscholastic Athletic Program and the Corollary Athletic Program.

- (2) State the total number of students who participated in the Interscholastic Athletic Program and the Corollary Athletic Program along with the total number of students with disabilities as defined in § .02B(8) of this chapter who participated in the Interscholastic Athletic Program and the Corollary Athletic Program.

## E. Model Policies Report Form



Nancy S. Grasmick  
State Superintendent of Schools

200 West Baltimore Street Baltimore, MD 21201 410-767-0100 – 410-333-6442 TTY/TDD

### Report on the Development of Policies and Procedures for Inclusion of Students with Disabilities into Mainstream Athletic Programs

Reporting Period: September 1, 2009 through February 1, 2010

**Instructions for reporting on the development of policies and procedures for inclusion of students with disabilities into mainstream athletic programs.**

The Fitness and Athletic Equity Act requires local school systems to develop **policies** and **procedures** to promote and protect the inclusion of students with disabilities into mainstream athletic programs. The Maryland State Department of Education (MSDE) must submit in the second annual report a description of the plans by the local school systems on these policies and procedures to the General Assembly by May 1.

**Please find below the questions for reporting to MSDE on the progress toward meeting the development of policies and procedures for inclusion of students with disabilities into mainstream athletic programs.**

**All data must be entered on this form. Submit form to: [nsparks@msde.state.md.us](mailto:nsparks@msde.state.md.us)**

Local School System/Public Agency: \_\_\_\_\_

#### **Section I - Mainstream Interscholastic Athletic Programs**

1. Please provide any Local School System (LSS) policies that relate to athletic opportunities for students with disabilities. Please attach a digitized copy of the local board policy.  
  
\_\_\_\_\_
2. What is the assessment criteria established to determine whether a student with a disability will be granted the opportunity to compete for a roster spot based upon the requirements that participation by this student will not (a) present a safety risk to himself/herself or others or (b) fundamentally alter the nature of the mainstream interscholastic athletic program?

Who will be charged with applying this set of criteria, as well as determining how accommodations will be provided to facilitate a student's participation on a team?

**Section II – Alternative Sports Programs**

The law mandates local school systems provide equivalent participation opportunities for students with disabilities in interscholastic or extracurricular athletic programs, and that the interests and abilities of these students have been fully and effectively accommodated by these programs.

Local school systems may choose to sponsor an alternative athletic program that subscribes to either the current Interscholastic Model or a Corollary Athletic Program. These Adapted, Unified and Allied programs offered under either format are inclusive sports programs that combine students with and without disabilities on sports teams.

There needs to be at least one alternative sport option offered in the fall, winter, and spring seasons.

1. Describe the type(s) of alternative (Interscholastic or Corollary) programs your school system is interested in exploring.

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2. How will you determine the level of interest among the targeted audience and ensure the sport is appropriate for the greatest number of students with various types of disabilities?

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## F. Synopsis of Local School Systems Reports

### Section I – Mainstream Interscholastic Athletic Programs

LSS	Policies Related to Athletic Opportunities for Students w/Disabilities (Copies of Policies Available through MSDE)	(1)Assessment Criteria and (2) Appeals Process
Allegany	Physical Education and Athletic Programs for Students with Disabilities - DRAFT	1. Pathway to Play committee makes an assessment of students to determine if inclusion presents a safety risk or alters the sport. 2. Parents, guardians, or legal representatives of an impacted student may file a written complaint with the superintendent of schools citing the alleged violation.
Anne Arundel	Board Extra-Curricular Programs Policy Code 909 states: All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.	1. The following criteria will be added to the Student Guide for Athletes and the Athletics Handbook: (1) Situations that arise will be handled on a case-by-case basis. (2) The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students. (3) If the disability or accommodations fall into one of the four designated areas which preclude a student's participation (the sport is fundamentally altered; the student gains a competitive advantage; the other participants are competitively disadvantaged; there is an increase risk of injury for the student or other participants), then the student or parent may request a meeting with the Pathway to Play Committee. The Committee will consider all possibilities for inclusion into the mainstream interscholastic program or offer an alternative extra-curricular program. The Pathway to Play Committee will consist of several athletic and special education experts. 2. Students wishing to challenge the initial assessment of the coach and administration may appeal to the Pathway to Play Committee. This committee will evaluate the student's disability and make a recommendation about the appropriate level of competition. A student may appeal the committee's decision following the school system's standardized appeals process up to the county Board of Education.
Baltimore City	Rules on Athletics Handbook, Section I B. Academic Eligibility (5). Individual special education students may be exempted by the local school Individualized Education Child Study Team when it is determined that a failure to meet the eligibility requirements is a direct result of the handicapping condition. All students with disabilities shall have equivalent opportunities for participation in interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided.	All students must be given an opportunity to compete for a roster spot provided their participation does not present a health or safety risk and does not fundamentally alter the sport. A committee of disability sports experts will be convened to develop a set of safety standards to be applied to all participants. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification

		needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment.
Baltimore County	Policy 6702, Rule 6702, Office of Athletic Statement.	1. Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team. (1) Extent of try-out period; (2) Criteria used to select team; (3) Number to be selected; (4) Practice commitment, if selected; (5) Game commitment. 2. The Pathway to Play Committee will consult with the Maryland Public Secondary Schools Athletic Association and determine accommodations and/or modifications necessary to enable the individual students' participation.
Calvert	Policy 3440	1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall (1) State the alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation. The appeals process set forth in Policy 1600 Regarding Appeals shall govern the processing of the complaint.
Caroline	All LSS policies and regulations are currently under review for adoption in May after a spring pilot Unified Sports program with Special Olympics Maryland, is evaluated. Draft regulations are attached to this document.	1. Currently, the Head Coach of the specific interscholastic sport decides on the assessment criteria and determines whether the student athlete's disability is either a safety risk or it fundamentally alters the nature of the mainstream interscholastic athletic program. 2. Athletics are under the supervision of the school's principal. An appeal, based on specific written allegations of discriminatory actions by the head coach in selecting student team's members, is submitted to the principal. The principal may, at his/her discretion, either convene a hearing panel or conduct an investigation and render a decision concerning those allegations within five

		(5) school days. The student would have recourse to appeal this decision to the supervisor of athletics, who would investigate and render a decision. The student could appeal this decision to the Superintendent of Schools and his/her decision could be appealed to the local Board of Education for a hearing. The decision of the Board of Education is final.
Carroll	Board Policy IHBA.A.	1. The assessment criterion established by CCPS is: (1) Does the student meet the eligibility requirements? (2) Does the student's present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall (1) State the alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation.
Cecil	The policy is in the process of being developed at this time.	1. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out period. Coaches determine the final roster based on skill testing, competitive demeanor and the student's ability to function in a team environment. 2. No formalized appeals process currently exists.
Charles	Policy 6411.11 (DRAFT) <b>Physical Education and Athletic Programs for Students with Disabilities:</b> All students enrolled in Charles County Public Schools shall have the equivalent opportunity to participate in regular physical education and interscholastic athletic programs, regardless of ability or disability, subject to rules adopted by the Superintendent. The rules shall require that students with disabilities be provided with appropriate and reasonable accommodations for participation. The rules shall also ensure that, if a student who uses an accommodation or modification to play a sport that fundamentally alters the sport, provides a competitive advantage to the student, competitively disadvantages other participants, or significantly increases the risk of injury for the student or other participants, then that student shall be offered the opportunity to participate in alternative athletic programs with other disabled and non-disabled students.	1. Upon the request of a student, teacher, parent or coach, any student with an IEP or 504 plan who wishes to participate in the mainstream athletic program is referred to a system-based committee who will consider the eligibility of each student on a case by case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student's participation. 2. To be determined.
Dorchester	Policies are in process of being drafted and approved.	1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students

		with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.
Frederick	(1) BOE Policy 309 – Discrimination Unlawful; (2) BOE Policy 404 – Students’ Responsibilities and Rights; (3) FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973; (4) BOE Policy 509 – Extracurricular Activities; (5) Drafts 1-25-10 for BOE Policy 402 and FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students With Disabilities.	1. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: (a) present a safety risk; or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school’s special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations. 2. All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school based administrator, and, when appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
Garrett	Policy 347.7 and Procedure 347.71.	Did not respond.
Harford	Physical Education and Athletic Programs for Students with Disabilities Policy.	1. All students who try out for athletic teams are subject to the same criteria that that coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach. 2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.
Howard	(1) Existing Policy/Procedures 9080 Interscholastic Athletic Activities; (2) Revised DRAFT Policy/Procedures 9080, Effective July 1, 2010.	1. The coaching staff, Athletics and Activities Manager, adapted physical education teacher, and special education teacher at each school will determine whether participation by a student with a disability will (a) present a safety risk or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school’s special education and physical education staff. The type and severity of the disability and necessary accommodations and any assistive device will be the primary considerations. 2. All appeals will be reviewed by a committee comprised of the Coordinator of Athletics, the Coordinator of Special Education, the Facilitator of Adapted Physical Education, a school based administrator, and when appropriate, the legal counsel for the HCPSS. All appeals must be processed within 5 school days.
Kent	Eligibility for Participation in Extra-Curricular Activities; Procedure Number 600-85.	1. Kent has all students get a physical exam that is current in order to be considered safe for participation in a sport. In addition, the athletic director and school

		administration will consult if there is any concern regarding a student's participation altering the mainstream interscholastic athletic program. There has not been any need to implement this consideration, but have processes in place in case such an occasion arises.
Montgomery	(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i> <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf</a> , establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) MCPS Policy IOB, <i>Education of Students with Disabilities</i> <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf</a> , establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. (3) IQA-RA makes reference to athletic rules, regulations, and standards included in the <i>MCPS High School Athletics Handbook</i> . Athletic opportunities regarding students with disabilities will be included in this handbook.	1. The coach and the athletic director at the school will initially determine if the student is able to participate without presenting a risk to himself/herself or others or without fundamentally altering the game. Some approved accommodations are included in National Federation of State High School Associations (NFHS) sports rules books. If the coach and athletic director determine that the student's participation will result in a safety risk or will cause a fundamental alteration of the sport, the student will be referred to the Pathways to Play Committee. The Pathways to Play Committee will review the decision of the coach/athletic director and will issue a recommendation. 2. The student would appeal the decision to the Pathways to Play Committee. The committee will apply a three-pronged set of criteria that will result in one of three potential decisions/recommendations. The three-pronged criteria will include whether the accommodation presents a significant safety risk (to the student or other students), whether the accommodation results in a fundamental alteration of the sport, or whether the accommodation provides the student with a significant competitive advantage. Based on these three criteria, the decision of the committee would include whether the student may participate 1) in a mainstream interscholastic team sport, 2) a mainstream interscholastic individual sport, or 3) a sport in the Corollary Athletics Program.
Prince George's	Administrative Procedure 5159 and Administrative Procedure 5122.	1. Each school will establish a committee to review cases that may arise. The exact make-up of that committee is still to be determined. 2. A parent may appeal to the superintendent of schools or his/her designee.
Queen Anne's	(1) All students follow the regulations and policies contained in the Guide for Student Athletes and Parents. (2) Policy being developed is how athletes with disabilities will be affected by eligibility requirements.	1. Currently, Queen Anne's County leaves it up to the individual coaches to make a determination regarding a student's participation on a team. However, a specific assessment criterion is being developed with the assistance of a consortium of experts in the field of disability sports called the SPARK Committee. 2. Will use the Pathway to Play Committee with an appeals option to the superintendent of schools.
St. Mary's	IBHAA Physical Education and Athletic Programs for Students with Disabilities Policy in DRAFT Form.	1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport,

		provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. A "COMPASS" Committee comprised of the Supervisor of Athletics, a high activities director, an adapted physical education teacher, a special education representative, and a school-based administrator will consider the eligibility of each student on a case-by-case basis. 2. A chain of command is outlined for parents or guardians to follow if they choose to file an appeal.
Somerset	Physical Education and Athletic Programs for Students with Disabilities Policy.	1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.
Talbot	Corollary Athletic Program For Students With Disability POLICY CODE IGDK.	1. Each coach will submit/post sport specific skills assessment criteria utilized for team selection to the school athletic director, special education teachers, students and parents prior to tryouts. These would include such things as speed, agility, endurance, passing/kicking/shooting/throwing accuracy, offensive/defensive strategies among others. (2) The school athletic director is notified in writing that a student with disabilities expresses an interest in trying out for a mainstream interscholastic team. The written notification should include the specific sport of interest, the disability and any necessary accommodations. (3) The Athletic Director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success. (4) The Pathway To Play Committee will be comprised of the Athletic Director, Special Education Teacher, Coach(es) of relevant sport, County Athletic Director, Principal/Asst. Principal, Inclusion Specialist, and Student Advocate. 2. TCPS will follow the appeals process as set forth by COMAR13A.06.04.06. "Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding alleged violation of this chapter. The written complaint shall: 1) state the alleged violation 2) contain a brief statement of facts necessary to understand the complaint 3) contain a brief statement of relief sought; 4) be filed within 30 days of the discovery date of the alleged violation." The Superintendent/designee will review the appeal, examine the data and conduct fact-finding information and make a decision relative to the student's eligibility within 10 calendar days.
Washington	Staff is in the process of reviewing current policies that relate to athletic opportunities for students with disabilities and already have developed a draft policy that will be scheduled for review by the local Board of Education. Since there is no final approved policy, it is not possible to include a digitized copy of the	1. The assessment criteria has not yet been established but presently is being developed. Regardless, it is the expectation that when the assessment criteria is established it will be in compliance with (1) the health and safety consideration and (2) ensuring participation does not fundamentally alter the nature of the sport.

	<p>policy with this response. However, it is important to note that students with disabilities, including those not only with a 504 Plan and/or IEP, but also those who have physical disabilities, have been able to participate in the regular interscholastic athletic program to their best ability. The majority of these students have participated in Cross Country and Indoor / Outdoor Track and Field.</p>	<p>Local school administrative staff, athletic directors, and other appropriate staff will be charged with the responsibility for applying the criteria and determining how accommodations will be provided for students. 2. The appeals process has not yet been established and presently is under development. However, it is the expectation the appeals process will be established to provide due process and be consistent with other local school system appeals processes.</p>
Wicomico	<p>While there are no policies specific to students with disabilities, there are policies applicable to all students. These policies are: (1) Co-curricular and extracurricular activity eligibility and (2) Wicomico County Athletic Handbook (Practice Regulations and Coaches' Responsibilities in Reference to injuries)</p>	<p>1. (1) The Departments of Athletics and Special Education will work together to appoint a task force consisting of specialists in the field of disability sports. The purpose of the taskforce will be to develop specific guidelines for determining the appropriateness of sports participation to ensure students are not at health or safety risk or that the sport is being fundamentally altered. (2) The Departments of Athletics and Special Education will be responsible for the oversight of the application of these criteria. (3) Determinations of the appropriate accommodations that need to be provided to students with disabilities are made by the IEP teams. 2. A Pathway to Play Committee is used to review appeals submitted by students and parents.</p>
Worcester	<p>Physical Education and Athletic Programs for Students with Disabilities Policy.</p>	<p>1. The criteria and how accommodations will be provided continues to be determined by the principal in consultation with the head coach, parents, and special needs staff as appropriate. Considerations include sports skills testing, competitive demeanor, and the student's ability to function within a team environment. Students with disabilities are granted the opportunity to compete for a roster spot based on the requirements of whether or not he or she (a) presents a safety risk to himself/herself or others or (b) his/her participation fundamentally alters the nature of the mainstream interscholastic athletic program. 2. Refer to Worcester County's "Complaints and Appeal Process."</p>

## Section II – Alternative Sports Programs

LSS	Description of Types of Alternative Sports Programs and Structure	Needs Assessment
Allegany	1. Intramural format offering Bowling; Tee Ball; Soccer. 2. Each sports season consists of eight competitions and eight practices.	Will use surveys, school announcements, and local media.
Anne Arundel	1. High school interscholastic programs to be offered in: Allied Track and Field in the fall, Allied Bowling in the winter, and Allied Floor Hockey in the spring. Four corollary sports offerings at the middle school level will be funded. 2. All three alternative sports programs will model mainstream practices and competitions. Track and field: practice each day, 4-5 meets, and a culminating competition. Bowling: 2 off-campus practices a week, 5-6 competitions, and a culminating event. Floor Hockey: practice each day, a 12 game regular season schedule, and a culminating event.	Discussions had with Adapted Physical Education Resource Teacher, Special Education Coordinator, Athletic Coordinator, Special Projects person, and other LEA's. As a result of these discussions, sports were selected based upon active student involvement, greatest opportunity for inclusion and success, available accommodations, required participation numbers, safety, and facilities. Additionally, insights were sought from community groups and parents, and Anne Arundel staff researched Special Olympics offerings.
Baltimore City	1. At least one Unified Sports option will be offered for the fall, winter, and spring sports seasons. Unified Sports teams have rosters composed of students with and without disabilities. Specific sports being considered include track and field, bocce, tennis, swimming, power lifting, and bowling. 2. The Interscholastic Athletics Office will work with the Special Education Office to identify and recruit students with disabilities. These programs will be promoted to students with and without disabilities. Unified Sports programs are under the supervision of each school's athletic director. Unified Sports coaches will be trained in each sport offered. Teams will practice at least two days a week after school, as well as participate in at least three competitions.	The Unified Sports options being considered offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic director and special education team at each school.
Baltimore County	1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in interscholastic sports. There are three sports offered, one per season. Soccer is offered in the fall, Bowling in the winter, and Softball is offered in the spring. All team activities are co-ed with appropriate rule modifications to ensure a safe and successful experience for all students, regardless of ability. 2. The structure of the existing Allied Sports Program has the sameness as all other interscholastic sport offerings. Team practices are held each day after school for both soccer and softball and three times a week for bowling. Bowling practices are held off campus at the nearest bowling alley to each school. Team games and matches are scheduled approximately one to two times per week throughout the season.	An interest survey has been given to all students with disabilities to determine the interest in the present offerings.
Calvert	1. An advisory committee has been established and will be meeting to review options and develop a plan. 2. The advisory committee will meet and make specific recommendations.	The advisory committee will meet and make specific recommendations.

Caroline	<p>1. Caroline County Public Schools is partnering with Special Olympics Maryland to pilot a Unified Bocce program this spring. Additional sports being considered include: Unified Power Lifting, Unified Tennis, and Unified Track &amp; Field in 2010-2011.</p> <p>2. Caroline County Public Schools will have corollary sports programs in place at both of the county's high schools, North Caroline High School and Colonel Richardson High School in the spring of 2010. The sport being offered is Unified Bocce with practices to be held at a minimum of twice weekly and two scheduled competitions to be held between the two high schools on a "home and home" basis. A Unified Bocce State competition, sponsored by Special Olympics Maryland, will be held in May to culminate the sports season. Caroline County Public Schools would determine an appropriate recognition system for deserving athletes and the individual high school would be responsible for any school-sponsored recognition programs.</p>	Caroline County Public Schools has partnered with Special Olympics Maryland and will use their expertise and best practices to both determine and evaluate the corollary athletic program provided to our students as to its appropriateness and effectiveness in serving the targeted populations.
Carroll	<p>1. CCPS plans to offer a Corollary Sports Program in the following sports: Floor Hockey (Fall), Bowling (Winter), and Indoor Softball (Spring). 2. Each sport will convene 2-3 practices per week for 8-10 weeks which includes at least 1 competition within a school each week and a culminating tournament at the end of each season.</p>	To determine level of interest & ensure the sport is appropriate for the greatest number of students with various types of disabilities, student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers and special education professional and resource teachers were taken into account when making the decisions.
Cecil	<p>1. Cecil County is already providing allied basketball and bowling programs during the winter and spring seasons. The plans are to offer Unified Bocce beginning this fall (2010). 2. The allied basketball and bowling programs are shortened seasons consisting of 5-10 practice sessions with a culminating tournament between schools and counties (Harford and Cecil).</p>	Special education building coordinators and adapted physical education teachers were consulted. Parents and students also were contacted to determine the level of interest in participating in different activities.
Charles	<p>1. Spring 2009: Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to establish a Track and Field Unified Sports Corollary Model designed to combine groups of students with and without disabilities to participate together in athletic competition. In a continued effort, CCPS and SOMD are offering the Unified Track and Field program this spring, taking steps to meet student needs and program objectives. CCPS will offer a Unified Sports Corollary athletic program in each of the fall, winter and spring seasons beginning in the 2011-12 school year. Sport activities for the fall and winter seasons are yet to be determined. The Unified/Corollary committee will determine these sports after informational meetings are held at each school to identify student interest. The Unified/Corollary athletic program shall include co-ed teams comprised of students with and without disabilities who meet eligibility requirements. CCPS shall provide: (1) rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms</p>	The Unified/ Corollary committee will determine sport activities for the fall and winter seasons after informational meetings are held at each school to identify student interest.

	and game equipment; and (4) currently, the transportation for teams to travel in order to compete if appropriate. 2. In the 2009 and 2010 Unified Track and Field Model, students practice a minimum of two to three times per week and participate in at least two dual or triangular meets held throughout the spring. A culminating championship meet was held in June 2009, at Towson University as part of the Special Olympics Maryland State Summer Games. Projected fall and winter programs will follow approximately the same structure and will include a local and post season championship.	
Dorchester	1. Dorchester County Public Schools will offer interscholastic programs in three of the following five sports based upon facilities and equipment available at each school: Bocce, Table Tennis, Power Lifting, Shuffle Board, and Track and Field. 2. One to two practices per week with two competitions between the county high schools.	During the IEP process the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.
Frederick	1. FCPS will implement a Corollary Athletic Program using the Special Olympics Unified Sports model, as well as incorporating parts of the Allied Sports Program of a long-established and successful program in Baltimore County Public Schools (BCPS). The program will be interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There will be no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team will be ineligible for the Corollary Athletic Program. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports may include Unified Tennis (Fall), Bocce (Winter) and Track and Field (Spring). Officials and coaches will be paid stipends. Appropriate funding for transportation, equipment, supplies, and uniforms will be provided. 2. The Corollary Athletic Program will follow the same practice guidelines and use the same facilities as the mainstream interscholastic athletic program. Seasons will be shorter to accommodate those students that may have been cut from a mainstream team or sport.	(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School-based interest surveys; (3) Collaboration and articulation with middle schools; (4) Sign-up numbers at pre-season student meetings; (5) Post-season evaluation of student participation numbers
Garrett	1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). The Extra-Curricular Committee determined that the following programs are available for all students regardless of their disability: Bowling - fall season, Indoor Track - winter season, and Track and Field - spring season. Modifications/accommodations are provided to ensure a safe program for all athletes. 2. The extra-curricular programs conduct practices after school both on and off school property. Competitive events occur as scheduled by Athletic Directors and meet MPSSAA Guidelines.	All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of options.
Harford	1. We have offered basketball and bowling. In the future we will look at offering Bocce Ball and Ripken Baseball. 2. Practices are set up by the coach/sponsor of the activity just like a regular sport	By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.

	team. They are given equal access to the gym and are rotated in the practice schedule of the athletic program. In most cases they are given priority in scheduling time in the gym. A county wide tournament is held at the end of each activity.	
Howard	1. The HCPSS will model an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program will be interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There will be no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Program. All MPSSAA & HCPSS athletic eligibility criteria must be met. In addition to our existing wheelchair track program, there will be 4 sports: Soccer in the fall, bowling in the winter, and softball and golf in the spring. Officials and coaches will be paid a stipend. Transportation will be provided. Appropriate funding for equipment, supplies, and uniforms will be provided. 2. The Allied Program will follow the same practice guidelines and use the same facilities as the mainstream interscholastic athletic program. Seasons will be shorter to accommodate those students that may have been cut from a mainstream team or sport. Post-season championship play is anticipated with the BCPS.	(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School based interest surveys; (3) Collaboration with and expansion of "Best Buddies" Program; (4) Collaboration and articulation with middle schools; (5) Sign-up numbers at pre-season student meetings; (6) Post-season evaluation of student participation numbers.
Kent	Kent County is working in partnership with Special Olympics Maryland this spring in the development of a pilot Unified Bocce program in its high school.	No response provided.
Montgomery	1. As part of the interscholastic athletics program, MCPS will offer a Corollary athletics program for students with disabilities and students without disabilities. The program offers one sport per season; track and field in the fall; bocce in the winter; and softball in the spring. The program includes a partnership with Special Olympics Maryland. 2. Current plans include that the sports season will be approximately 8 weeks in length, including two weeks of practice before the first game, followed by 6 weeks of contests and practices. Generally, there will be approximately four days of practices/contests per week. If participation warrants, a division, county, or regional championship will be included.	A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Among many tasks, this group recommended potential sports to be included in the Corollary athletics program. Schools were asked for input regarding potential sports and program parameters. The sports that were ultimately chosen were appropriate using a number of criteria, including level of interest, facilities, number of students who could participate, and the standing of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics).
Prince George's	1. PGPS will have a Corollary Athletic Program. Soccer, bowling, bocce, track and field, and softball are the sports that are being considered. 2. Students are expected to practice daily when school is in session. The sports season will begin approximately 2 weeks later than the traditional interscholastic program. The teams will participate in approximately 50 - 70% of the games the varsity sports teams would have.	Students, parents and adapted physical education staff will be surveyed.
Queen Anne's	1. Pilot Unified Bocce program being conducted this spring with Special Olympics Maryland. Considering Unified Bowling, Power lifting, and Aquatics. 2. Practices twice a week with three competitions including a state competition.	Consultation with special educators, screening the parents and students, and utilizing a variety of communication methods.

St. Mary's	1. Plan to offer soccer in the fall, bowling in the winter, and spring games. 2. Length of the season is 4-6 weeks with the first two or three sessions devoted to practices and assessments and the remainder of the season devoted to competition among balanced teams based upon the assessment of the participants.	Following a period when the Corollary Sports programs are advertised, a pre-season meeting will be held and students will be asked to express their interest by completing a survey form.
Somerset	1. Somerset County Public Schools will offer intramural programs in three of the following four activities based upon the equipment available at each school: Table Tennis, Power Lifting, Shuffleboard, and Track and Field. 2. One to two practices per week with competitions held during these time periods.	During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.
Talbot	1. TCPS will be partnering with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School. In the spring of 2010, a Unified Bocce program will be offered at each school. During the 2010-11SY, the program will be expanded to include a three season Unified Sports program consisting of bocce, aquatics and tennis. 2. The Unified Sports season will encompass an 8-week period. Athletes will practice two times per week and the length of practice will be ninety minutes per session. It is anticipated that there will be three in county-school competitions as well as participation in the regional/state meet.	The TCPS Coordinator of Special Education and the TCPS County Athletic Director will collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection will include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program will be discussed at the Special Education Citizen Advisory Committee (SECAC) and an interest survey will be included in the quarterly SPED parent newsletters.
Washington	1. The composition of the alternative (Interscholastic or Corollary) program that will be offered to students has not been finalized at this time. However, it is most likely the final program will be a corollary program. 2. The specifics of the structure for the local program are not available at this time because they presently are being developed.	Specifics regarding how the level of interest among the targeted audience will be determined presently are being developed. However, it is the expectation the final program not only will be appropriate for but also able to accommodate the greatest number of students with various types of disabilities.
Wicomico	1. The Corollary Sports programs that will be offered in Wicomico County will be Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education will offer three different interscholastic Unified Sports opportunities (one per season). Sports being considered include track and field, bocce, and power lifting. 2. Unified Sports teams will practice a minimum of two times a week and participate in three interscholastic competitions, including the State Unified Sports Invitational. Unified Sports will be administered by the Unified Sports Coordinator under the supervision of the Departments of Athletics and Special Education. Special Olympics Maryland will provide resources and training for all Unified Sports coaches. Wicomico County will work with Special Olympics Maryland to conduct the interscholastic competitions.	The school system Unified Sports Coordinator will work collaboratively with each school's athletic department and high school administrative teams to determine the level of interest for each sport within each school. Based on this input, meaningful sports activities will be provided to accommodate the identified need. The sports of track and field, bocce, and power lifting have been identified by Wicomico County because each of these provides meaningful participatory experiences for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.
Worcester	1. Club Sports, supervised by the Extended Day Coordinator, will be offered during the after school academies with decisions made on a school by school basis to meet individual student needs and interests. 2. Programs to be offered at after school academies with decisions made on a school by school basis to meet individual student needs and interests.	IEP/504 students and/or parents will be surveyed during their annual review meeting, along with responding to the interest generated through the communication methods being implemented.

# G. Data Collection Tool Mainstream Physical Education

Students with Disabilities in Mainstream Physical Education 2009-2010 Data Collection

Reporting Period September 1, 2009 through March 1, 2010

Due by March 1, 2010

Local School System/Public Agency:	
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Data for IEP's to be taken from LSS/PA submission to the State data system and data for students with 504 plans from 504 coordinators for each LSS/PA.

Data for physical education to be obtained from LSS/PA class enrollment figures.

Number of K-8 Students					Number of 9-12 Students				
A	B	C	D		E	F	G	H	
Participating in Physical Education (PE)	With an IEP	With a 504 Plan	With <u>NO</u> IEP or <u>NO</u> 504 Plan	Check A - (B + C + D) = 0	Participating in Physical Education (PE) or any PE electives	With an IEP	With a 504 Plan	With <u>NO</u> IEP or <u>NO</u> 504 Plan	Check E - (F + G + H) = 0

All data must be entered on Excel spreadsheet. Submit file to: [mmason@msde.state.md.us](mailto:mmason@msde.state.md.us)

**Note:** The LSS/PA is expected to maintain supporting documentation of reported data.

Verification of data is part of the state's general supervision and monitoring procedures through selected on-site reviews.

Students participating in more than one physical education class per year, record only 1 entry per student.

Contact Person: Mike Mason, (410) 767-0524 Specialist for Physical Education MSDE

## H. Summary Data on Participation in Mainstream Physical Education

### Local School System Data 2009-2010

Local School System	K-8 in PE	With an IEP	With a 504	No IEP or 504	HS in PE	With an IEP	With a 504	No IEP or 504
<b>Allegany</b>	5,926	940	20	4966	1,295	189	9	1097
<b>Anne Arundel</b>	50,274	4,522	1,551	44,201	13,857	1,176	667	12,014
<b>Baltimore City</b>	40,232	6,365	622	33,245	8,375	1,533	107	6,735
<b>Baltimore</b>	68,196	8,038	1889	58269	13,266	1557	480	11229
<b>Calvert</b>	10,815	979	560	9276	3,129	255	186	2688
<b>Caroline</b>	3,595	347	51	3,197	533	45	11	477
<b>Carroll</b>	18,290	2,005	311	15,974	5,785	572	185	5028
<b>Cecil</b>	10572	1,297	225	9050	3,398	331	106	2961
<b>Charles</b>	17948	1,596	144	16208	4,688	330	53	4305
<b>Dorchester</b>	3040	274	14	2,752	554	52	13	489
<b>Frederick</b>	26,447	2,806	416	23,225	6,644	668	156	5,820
<b>Garrett</b>	2,895	381	52	2,462	502	42	11	449
<b>Harford</b>	25,672	346	19	25,307	11,247	114	10	11,123
<b>Howard</b>	32,683	2689	358	29,636	6,894	556	90	6,248
<b>Kent</b>	522	226	26	270	342	49	17	276
<b>Montgomery</b>	95,845	11,197	843	83,805	16,649	2,354	708	13,587
<b>Prince George's</b>	76,718	8,123	902	67,693	16,079	2155	351	13573
<b>Queen Anne's</b>	1,740	234	32	1474	1,021	107	26	888
<b>St. Mary's</b>	10,628	1,384	169	9075	2,462	205	79	2178
<b>Somerset</b>	1,781	242	28	1511	460	70	10	380
<b>Talbot</b>	2,816	211	46	2,559	690	58	16	616
<b>Washington</b>	14,907	1,530	249	13,128	2,711	664	198	1,849
<b>Wicomico</b>	10,258	1,146	149	8963	2,426	258	50	2118
<b>Worcester</b>	4,484	538	124	3,822	975	117	51	807
<b>Totals</b>	<b>536,284</b>	<b>57,416</b>	<b>8800</b>	<b>470068</b>	<b>123982</b>	<b>13457</b>	<b>3590</b>	<b>106935</b>

# I. Reporting Form on the Development of Policies and Procedures for Inclusion of Students with Disabilities into Mainstream Physical Education.

Reporting Period: September 1, 2009 through March 1, 2010

Instructions for reporting on the development of policies and procedures for inclusion of students with disabilities into mainstream physical education.

The Fitness and Athletic Equity Act asks local school systems to develop **policies** and **procedures** to promote and protect the inclusion of students with disabilities into mainstream physical education. The Maryland State Department of Education must submit in the second annual report a description of the plans by the local school systems on these policies and procedures to the General Assembly by May 1.

Please find below the questions for reporting to MSDE on the progress toward meeting the development of policies and procedures for inclusion of students with disabilities into mainstream physical education.

All data must be entered on this form. Submit form to: [mmason@msde.state.md.us](mailto:mmason@msde.state.md.us)

Local School System/Public Agency: \_\_\_\_\_

1. Please provide any Local School System (LSS) **policies** that relate to physical education for students with disabilities. Please attach a digitized copy of the local board policy.
2. Please submit your LSS Individualized Education Plan (IEP) team **procedures** for determining special education services for physical education as they apply to students with disabilities. If you are developing these **procedures**, you might want to consider the following:
  - does your LSS have a curriculum guide for physical education that includes information on adapted physical education
  - what is the process to refer students for adapted physical education services
  - what assessments are used to determine present level of performance, provide a list of the assessments used
  - who administers these assessments
  - do physical education teachers attend the IEP team meeting to report results of assessments and to share specific goals for the IEP? If not, please share the procedures for reporting on the results of assessments and development of goals for physical education
  - are goals and objectives for physical education included in the IEP
  - are grades and/or progress reports provided to parents/guardians in alignment with the LSS reporting format.
  - are certified physical education teachers providing the direct service for students with disabilities that have IEP goals and objectives for physical education
  - how are supports such as teacher resources, modified equipment or para-professionals provided to students and teachers
  - how does your LSS determine proportionate representation for students with disabilities that are being included in physical education classes.

**Note:** The LSS is expected to maintain supporting documentation of reported information.  
Contact Person: Mike Mason, (410) 767-0524; [mmason@msde.state.md.us](mailto:mmason@msde.state.md.us)

## J. Summary of Responses on the Development of Policies and Procedures for Students with Disabilities into Mainstream Physical Education.

1. Please provide any Local School System (LSS) policies that relate to physical education for students with disabilities. Please attach a digitized copy of the local board policy.

LSS	Response to Question
Allegany	No Policy, in development
Anne Arundel	Attached in digital format: Policy 611 Policy 605.06
Baltimore City	Baltimore City Public Schools must provide all students, including those students with disabilities, an appropriate physical education program. Schools must ensure that students with disabilities have access to a program that enables them to achieve the same goals in physical education as their non-disabled peers. If special services are required to assist students with disabilities to master these goals, services should be provided. Instructional methods, settings, materials, and time should be modified to create an appropriate educational environment comparable to that provided for students without disabilities. A Guide for Serving Students with Disabilities in Physical Education can be found at the following website. <a href="http://www.marylandpublicschools.org/NR/rdoonlyres/84C4C717-B8FF-486B-8659-79F297DF5B38/19715/Servingstudents2.pdf">http://www.marylandpublicschools.org/NR/rdoonlyres/84C4C717-B8FF-486B-8659-79F297DF5B38/19715/Servingstudents2.pdf</a>
Baltimore	Attached Policy 6402, Rule 6402
Calvert	Attached is the draft Board Policy #3440 of the Board of Education regarding Fitness and Athletic Equity for Students with Disabilities
Caroline	Caroline County Public Schools has no specific policies regarding physical education for students with disabilities. CCPS follows all COMAR regulations concerning the availability of physical education for all students in grades K-8 and requires one (1) full credit of physical education to meet the state and the County's graduation requirement. A student with an Individual Education Program (I.E.P.) is designed by the IEP team and specific physical education goals are included in the IEP process.
Carroll	The Carroll County Public Schools follow policies IHBA - Physical Education and Athletic Programs for Students with Disabilities and IGBA - Program for Students with Disabilities, I.D.E.A., and COMAR. There are several references or guides used by county teachers and employees to comply with these policies including; The CCPS Special Education Handbook, The CCPS Adapted Physical Education Handbook, and the MSDE Guide for Serving Students with Disabilities in Physical Education. Copies of each of the CCPS materials are attached.
Cecil	At the present time we do not a policy that addresses students with special needs in regards to physical education. Our policy states that "All students with identified disabilities and in need of special education shall be provided education and related services pursuant to public laws and accompanying regulations referenced below." A copy of the current policy and regulation are attached. We will be working on revisions in the near future.
Charles	6000 Instruction: General Curricula: Curriculum Development: Specific Curricular Programs: Physical Education Policy # 6411.2
Dorchester	DCPS will follow COMAR 13A.04.13.0. Requirements for Physical Education Instructional Programs for Grades K—12. A. The following physical education instructional programs shall be required in public schools for grades K—12: (1) Grades K—8. Each local school system shall provide an instructional program in physical education each year for all students in grades K—8. (2) Grades 9—12. Each local school system shall offer a physical education program in grades 9—12 which shall enable students to meet graduation requirements and to select physical education electives. The comprehensive

	instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years.
Frederick	Wellness Policy 409, Wellness Regulation 400-82 Special Education Policy 508, School Individualized Education Program (IEP) Team Regulation 400-22 Health Promotion Policy 316
Garrett	Board Policy 345.2
Harford	Board Policy "Physical Education and Athletic Programs for Students With Disabilities" 06-0030-000
Howard	Wellness Policy (Howard County Policy 9090) Interscholastic Athletic Activities (Howard County 9080)
Kent	Our board policy does not include any language specific to special education. We include all special needs students with individual response to each student's needs. We also include physical therapist input to support and provide consultation on an individual case by case basis.
Montgomery	MCPS is revising local regulations and procedures to align with the Code of Maryland Administrative Regulations (COMAR).
Prince George's	Prince George's County has developed an Adapted Physical Education Process Guide that has been approved by the Prince George's County Board of Education. It is up for revision in 2011. In addition, the Physical Education department is in the process of developing a board policy. A draft policy has been created for approval before August 2010.
Queen Anne's	QACPS at this time does not have a set of procedure or a policy regarding Adaptive Physical Education. A committee of PE teachers and Special Educators will be established this year to make these procedures.
St. Mary's	The following policy and regulations are enclosed: Physical Education and Athletic Programs for Physical Education for Students with Disabilities (IHBAA) Physical Education and Athletic Programs for Physical Education for Students with Disabilities (IHBAA-R)
Somerset	Received Board Policy as of January 28, 2010 and is attached.
Talbot	Policy IGDK Corollary Athletic Program for Students with Disabilities ( See attached) No policy for physical education.
Washington	Washington County Public Schools (WCPS) follows both Maryland State Board of Education policy and COMAR requirements for physical education, including students with disabilities. While there is no formal local board of education policy that relates to physical education for students with disabilities, staff is in the process of reviewing current policies of other Maryland jurisdictions that relate to physical education for students with disabilities and will be forwarding recommendations to the local board of education for consideration later this spring. It is important to note there is a local procedure that has been in place since July 1, 2003, that school-based physical education teachers follow to provide accommodations for students with disabilities in physical education. A hard copy of the procedures and the required medical review / information form that is provided to the school system by the student's attending physician / certifying medical agency are included with this report as Attachments 1 and 2.
Wicomico	We are currently developing a policy for mainstream physical education.
Worcester	See attached policy and procedures approved by Worcester County Board of Education on October 20, 2009.

**2. Please submit your LSS Individualized Education Plan (IEP) team procedures for determining special education services for physical education as they apply to students with disabilities.**

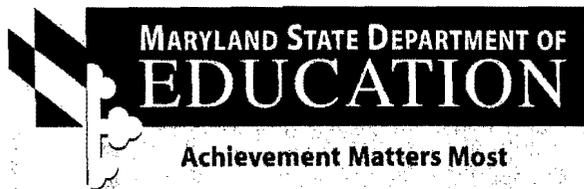
LSS	Response to Question
Allegany	No procedures, in development
Anne Arundel	<p>Attached in digital format: Regulation 605.06</p> <p>AACPS currently has identified a workgroup for the purpose of developing both guidelines and IEP goals and objectives for the implementation of Adaptive PE as it is recognized as a specialized service. Completion of all workgroup activities has been earmarked for summer 2010, with training and implementation to be initiated with the onset of the 2010/2011 school year. The Adaptive PE workgroup consists of the county's PE, PT, Special Education Compliance selected staff, adaptive PE certified teachers and low incidence specialists.</p>
Baltimore City	<p>The Baltimore Individualized Education Plan (IEP) team procedures for determining special education services for physical education as they apply to students with disabilities are outlined in the Baltimore City Public Schools Special Education Compliance Manual. Additional information on adapted physical education is provided.</p>
Baltimore	<p>See Adapted Physical Education Instructional Model. Also have several curricular documents: The Adapted Physical Education Program Guide (2004) Modifications and Adaptations for Utilizing the Rotating Equipment in Physical Education Teacher Resource (2008) Two additional guides specifically for students on the Autism Spectrum, one elementary and one for secondary are currently being developed.</p>
Calvert	<p>We are currently working on development of procedures with the special education department.</p>
Caroline	<p>Caroline County Public Schools adheres to the State Curriculum as a curriculum guide for all students and modifies instructional strategies to bring all students into compliance.</p> <p>The IEP team develops specific goals and objectives after a Physical Therapist assesses the student's performance through their specific assessments and criteria.</p> <p>Assessments used to determine performance are protocols of the Mid-Shore Special Education Consortium and are administered by the Physical Therapists and results reported to the IEP team for discussion and development of the physical education goals for inclusion in the student's IEP</p> <p>Physical Therapists from the Mid-Shore Special Education Consortium administer these assessments</p> <p>The IEP team determines the goals for the students and the best means to achieve those goals. Students are scheduled into the least restrictive environment for instructions and the goals of the school systems is for students with disabilities to be with their non-disabled peers as much as possible and instruction is modified to meet the educational goals for students with an IEP</p>
Carroll	<p>In Carroll County Public Schools, any student suspected of needing Special Education Services, including adapted physical education, follows the prescribed IDEA process. Request for an adapted physical education assessment is made at an Individual Education Plan team meeting, distributed through the Office of Special Education and performed by an adapted physical educator, physical educator, or qualified designee. The assessments are used to determine the student's present level of performance and make recommendations to the IEP team. Assessments might include, but not limited to: CCPS Physical Education Inventory, TGMD2, CCPS Gross Motor Screening, Prep Motor assessment, LAP-D, and the Brockport Physical Fitness Test. The physical education teacher is invited to the IEP meeting to share results of assessments and to recommend specific goals and objectives for the IEP, if appropriate, as well as the least restrictive instructional environment for physical education. Sometimes the team may use a tool such as the chart</p>

	<p>"Guidelines to Help Determine Service Levels for Adapted Physical Education" which can be found in the CCPS APE Handbook.</p> <p>The CCPS have certified physical education teachers providing the direct service for students with disabilities in physical education. These service providers work with individual student case managers to input information into the IEP including grades they do on their own and/or progress reports which are provided to parents/guardians as for all CCPS students.</p> <p>Supports such as teacher resources, modified equipment, and/or para-professionals are provided to students and teachers, as appropriate, based on individual needs and "best practices." When appropriate, students are provided services in small group or individual instruction settings, as determined by the IEP Team.</p>
Cecil	<p>We have developed an adapted physical education guide that includes information on adapted physical education services. It has been mailed to MSDE and is on file.</p>
Charles	<p>The follow is referenced from: Adapted Physical Education Handbook, Charles County Public Schools Department of Curriculum and Instruction</p> <p>"Students with disabilities who are eligible for special education services may be eligible for Adapted PE services. Students with other physical concerns, who may not be in need of special education services, may also qualify for Adapted PE. The Individualized Education Program (IEP) Committee determines the absence or presence of a disability and the specific services needed. If a disability is present and there is a documented need for Adapted PE (see Referral/Screening/Placement), an IEP will be developed. Disabilities include: autism, deaf-blindness, hearing impairment, language impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disturbance, specific learning disability, speech impairment, traumatic brain injury, and visual impairment (blindness or partially-sighted).</p> <p>The Adapted Physical Education Program provides modifications and adaptations that meet the individual student's physical education needs. Outcomes should be chosen to reflect the students' developmental stage rather than their grade level. Adaptations to the outcomes will depend on the individual student's disabilities. Special equipment may be needed to help the student function in the least restrictive environment. An example might be using a specific adapted trike or gait trainer so the student can perform the expected benchmark of walking continuously for a predetermined amount of time."</p>
Dorchester	<p>Students that are unable to participate in the general physical education curriculum (even with modifications) are eligible for adapted physical education. The Alt-MSA Lead Teacher works with special education case managers to determine possible eligible students. An Adapted P.E. Team consisting of the Alt-MSA Lead Teacher, Special Education Teacher, Physical Education Teacher, and Physical Therapist meet to discuss potentially eligible students and modifications that have been attempted. The P.E. Teacher, Physical Therapist and Special Education case manager discuss present levels and develop draft IEP goals. The P.E. Teacher attends the IEP meeting to present the present levels, goals, and progress. Progress is monitored and reported to parents on a quarterly basis in alignment with general education progress reports. Certified P.E. teachers are providing direct service to students with disabilities. Special education teachers, instructional assistants, and hourly physical management support specialists may also be used in a supportive role. Materials of instruction and modified equipment are provided through Special Education funding when necessary.</p>
Frederick	<p>The School IEP Team follows COMAR in the evaluation, identification, and programming for students with disabilities. Students who are suspected of having an educational disability in the area of physical education are recommended for an appropriate assessment. This assessment information as well as performance in the general education classroom is considered by the</p>

	<p>IEP team to determine if goals and objectives are required in the area of physical education. Once goals and objectives have been identified, the team determines the appropriate level of service and delivery model to address the student's physical education needs. The FCPS Special Education Handbook provides guidance to the schools and is available online.</p> <p>In the spirit of continuous improvement, Frederick County Public Schools has procedures under development, including but not limited to:</p> <p>Response to Intervention Framework and Guide that includes adapted physical education with a flowchart process for referring students for adapted PE services, universal screening tools for physical education, common assessments in physical education, a tiered intervention system, and progress monitoring tools</p> <p>Curriculum guidelines for Adapted PE, which include a "Request for Physical Education Support" form and a "Physical Education Consultative Feedback Form."</p>
Garrett	Board Procedures 345.21 Procedures are the same for determining all IEP/special education services. Assessments are conducted and all data reviewed and if the IEP team determines that services are needed for the student to receive FAPE then they are provided.
Harford	HCPS has a curriculum guide for physical education that includes information on procedures for adapted physical education
Howard	Howard County has Adapted Physical Education Procedures (from the Special Education Procedures and Guidelines Handbook).
Kent	We are developing these procedures.
Montgomery	<p>MCPS is currently developing guidelines for implementing adapted physical education. The guidelines will include information on disability groups, assessments, suggestions for development of the IEP goals and objectives, accommodations, supplementary aids and services, and other information pertinent to a successful physical education program.</p> <p>Elementary school (ES) lesson plans are available to teachers on the curriculum archives site. Secondary schools have a curriculum framework approved by the MCPS Board of Education as well as the <i>Secondary Physical Education Instructional Guide</i>, currently under revision.</p>
Prince George's	<p>The Adapted Physical Education program has developed the following curriculum guides:</p> <ul style="list-style-type: none"> <li>The Adapted Physical Education Curriculum Process Guide</li> <li>The Adapted Physical Education Early Childhood Curriculum Progress Guide</li> <li>The Adapted Physical Education Curriculum Progress Guide, Grades K-6</li> <li>The Adapted Physical Education Curriculum Progress Guide Grades 7-12</li> <li>The Adapted Aquatics Curriculum Progress Guide</li> </ul> <p>School teams complete and submit a pre-referral form to the Adapted Physical Education Program. An Adapted Physical Education teacher will then complete an observation and provide needed instructional interventions. If the student responds to the interventions then the process is complete. If not, an IEP team meeting is scheduled and a request for an Adapted Physical Education assessment is made. Most of the time an Adapted Physical Education teacher will complete the assessment and report to parents on the student's strengths and weaknesses and determine if Adapted Physical Education services are needed. If adapted Physical education services are needed, IEP goals and Objectives are written and progress reports are completed quarterly in conjunction with report card grading. The direct service provider can be either an Adapted Physical Education Teacher or General Physical Education teacher. It is the responsibility of the direct service provider to attend all IEP team meetings unless a Parent Waiver letter has been signed prior to the IEP meeting excusing the Adapted Physical Education</p>

	Teacher and/or the General Physical Education Teacher from attendance.
Queen Anne's	At this time, QACPS does not have official policies or procedures in place that relate to PE for students with disabilities. The system follows COMAR which states that all students must have the opportunity to participate in physical education. However, it is our goal this year to have such procedures/policy in place. A committee will be formed made of PE teachers as well as Special Educators.
St. Mary's	The St. Mary's County Public Schools Adapted Physical Education Handbook and Assessment Addendum are attached that list our procedures.
Somerset	Refer to Attached Special Education Handbook Chapters III and IV
Talbot	We are currently working on these procedures with the special education department.
Washington	The WCPS Individualized Educational Plan (IEP) team procedures for determining special education services for physical education as they apply to students with disabilities follow those of the general procedures set forth by the Maryland State Department of Education 90-page document entitled, <i>Maryland Statewide Individualized Education Program (IEP) Process Guide</i> . In order to save paper, only the cover of that document is included with this report as Attachment 3. WCPS also follows IEP team procedures set forth in the 27-page document entitled, <i>The Art of IEP Meetings, Revised 5-09</i> , which is included as Attachment 4.
Wicomico	We are currently developing draft procedures for main stream physical education. Initially, the assumption is that all Wicomico County public school students will receive physical education through the general physical education course. The decision for students to receive an IEP in physical education is made at the school level. It is initiated by the IEP team through the IEP process.
Worcester	See attached policy and procedures approved by Worcester County Board of Education on October 20, 2009.

## K. Exemption Letter



Nancy S. Grasmick  
State Superintendent of Schools

200 West Baltimore Street, Baltimore, MD 21201 410-767-0100 410-333-6442 TTY/TDD

**To:** Physical Education Supervisors  
**From:** Mike Mason, Content Specialist in Physical Education  
**Re:** Exemption from Physical Education

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I have received requests for information regarding exemption from the Physical Education requirement in grades K-8. This is to advise you that under the Maryland State Board of Education regulations, Physical Education must be provided to all students each year. However there are modifications one may make based on physical limitations or handicapping conditions.

Students may participate in a modified program of physical education based upon individual needs. This would require an individual program be adapted to assist students with any necessary modifications. This program would have to be approved by the parent, physical education teacher, supervisor, and local school system for these modifications to be developed.

If I can be of further assistance, contact me at 410-767-0524. Thank you for continued cooperation.