

Fitness and Athletic Equity for Students with Disabilities MSAR# 8351

2011 Report

This is the third 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 15, 2011 in the areas of physical education and athletics.

Compliance to Senate Bill 87

Senate Bill 87 amended § 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.

Amending the reporting date for local school systems to May 15 allowed 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 the reporting date of August 1. All local school systems were in compliance with the reporting deadline and have provided the information for this report.

Partnership with Maryland State Department of Education and Special Olympics of Maryland

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 have continued their collaboration through funding the joint consultant's positions with the responsibility of working directly with local school systems and offering them technical assistance and guidance. Details of the joint activities will be presented in this report and outlined in the technical assistance section.

Review of Activities for Mainstream Athletics

Timeline for Implementation

September – December 2010

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

May 2011

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

August 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 193 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. (Appendix B) In addition, participation data was collected for Corollary Athletic Programs established by each school system to provide opportunities for all students. (Appendix C) The results are reflected in Appendix D.

Regulations

In March of 2010 the Maryland State Board of Education enacted regulations (COMAR 13A.06.03) (Appendix E) that provides greater athletic opportunities for students with disabilities and (COMAR 13A.06.04) (Appendix F) 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. That person serves as a liaison between MSDE and local school systems and its accredited subprograms and experts on alternative sports offerings. That person began work in late November 2009.

Model Policies

During the third 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 G) 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. As of May 15, 2011 22 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities. One school system has policies in draft form and is progressing toward final adoption. The remaining school system has indicated that they are adopting opportunities as needed.

Review of Activities for Mainstream Physical Education

Timeline for Implementation

September – December 2010

- Local school systems continue implementation of plans that will include full participation for students with disabilities in mainstream physical education.

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 2010-2011 enrollments. The Data Collection Tool for Mainstream Physical Education compliance can be referenced in (Appendix H).

All data collected during 2010-2011 school year can be found by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix I) 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.

Progress toward Inclusion of Students with Disabilities into Mainstream Physical Education

The Fitness and Athletic Equity Act asks local school systems to promote and protect the inclusion of students with disabilities into mainstream physical education. During the third year of implementation, local school systems were asked to submit to MSDE, Division of Instruction, any information on the initiatives undertaken by the local school systems toward inclusion of students with disabilities into mainstream physical education. Each of the local school systems was also asked to respond to a set of questions that addresses progress toward inclusion of students with disabilities into mainstream physical education (Appendix J)

The responses to these questions has been compiled and summarized. The self-reported data indicates all local school systems have developed policies and 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. Several school systems have reported they have developed teacher resource guides along with adapted physical education handbooks for physical education that includes information on procedures for adapted physical education. School systems have reported they have provided professional development for their

teachers and several have created in-service courses on adapted physical education. The challenges that were reported are scheduling issues as more students are included in mainstream physical education, and funding for resources and appropriate staffing.

A summary of the responses collected during 2010-2011 school year can be found by referencing the summary responses on the progress toward inclusion of students with disabilities into mainstream physical education. (Appendix K).

No Waiver of Physical 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. It also states, there is no waiver of the physical education requirement. (Appendix L)

Technical Assistance

In the first and second year of the Fitness and Athletics Equity for Students with Disabilities act, MSDE and Special Olympics Maryland provided technical assistance with a focus on the legislation itself. During the second and current year, local school systems have requested, and received, a variety of professional development opportunities specific to teachers of general physical education. In particular, physical education units for bocce at the elementary and middle school levels have been developed as a way to equip students with skills that will transition to high school corollary programs. Currently, 17 LSS offer Bocce as part of their corollary programming. A complete listing of trainings that have been provided by district are listed in the appendix. (Appendix M) A list of available Professional Development Opportunities for adapted physical education that can be provided to local school systems is provided in the appendix. (Appendix N)

Other Initiatives

On-line Courses

Funding for three 2-credit general Adapted Physical Education on-line courses was provided by Maryland Public Television and Special Olympics Maryland. A Project Manager was hired to produce the courses with a target date of completion as spring 2011. The first 2 courses are complete and will be available beginning in June 2011. With a gap in professional development relevant to Physical Education and especially Adapted Physical Education, these courses will provide a cost-effective and time-efficient opportunity for teachers to augment their classroom skills while ensuring high-quality physical education experiences to all students with and without disabilities. Course 3 is expected to be available by spring 2012.

MSDE Course information is listed below:

MSDE # 11-00-08 – Adapted PE Inclusion – 2 credits

MSDE # 11-00-09 - Strategies for Teaching the Separate Adapted PE Class – 2 credits

MSDE # 11-00-10 – Successful Inclusion Strategies – 2 credits

Adapted Physical Education Briefings

The Maryland Association of Health, Physical Education, Recreation and Dance (MAHPERD) the professional organization in Maryland, holds an annual convention every year in October. As part of the convention, MSDE holds their annual fall briefing for adapted physical education resource teachers. 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. The agenda for the fall 2010 briefing can be found in the appendix. The spring adapted physical education briefing was held in Anne Arundel County in April 2011. The agenda for both briefings can be found in the appendix. (Appendix O)

Adapted Physical Education Training

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

Dr. Block has been invited to the 2011 MAHPERD convention to be held in October of 2011 and will do a presentation to all physical education teachers on the inclusion of students with disabilities into mainstream physical education.

Maryland Adapted Physical Education Teacher Consortium (MAPEC)

MAPEC 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. It continued to be a workgroup during 2010-2011 providing resources for teachers who service students with disabilities. The mission of the consortium is:

- 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 and develop 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.

Next Steps of the Consortium will be the following:

- Development of a Physical Education Inventory linked to the State Curriculum to be used as an informal assessment.
- Development of a goal bank of adapted physical education objectives that are linked to the State Curriculum to be used for the development of IEP's.

Appendices

Appendix A
The Data Collection Tool

2010-2011 ATHLETIC PARTICIPATION SURVEY
STATE ASSOCIATION SUMMARY WORKSHEET
 Submit to MPSSAA Office

School System _____ Number of Member High Schools: _____

INSTRUCTIONS:

1. "BOY Participants" and "GIRL Participants" are representative of athletic programs.
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 10th through 12th grades, but 9th grade students participate on any of your high schools' teams, please include their number in the participation figures.

BOYS

GIRLS

SPORT	BOYS			GIRLS		
	Schools	Total Participants	Participants with IEP/504	Schools	Total 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						

**Appendix B
Participation Survey**

		Boys'			Girls'		
	Schools	Participants	IEP/504		Schools	Participants	IEP/504
Badminton	32	209	48		32	470	0
Baseball	189	5517	360			6	0
Basketball	195	5568	461		193	4674	189
Bowling	4	33	8		4	16	
Cross Country	182	3777	259		180	2667	121
Field Hockey	0	6	6		127	4072	149
Football	184	15464	1507			13	0
Golf	161	1388	78		51	259	13
Gymnastics	4	11	1		11	182	11
Indoor Track	173	5050	398		174	4396	167
Lacrosse	148	6828	484		140	5264	179
Soccer	177	6273	275		176	5863	209
Softball	0	0	0		190	4865	184
Swimming	106	1770	131		107	2040	100
Tennis	179	2362	109		180	2363	49
Track & Field	187	6593	553		190	5772	237
Volleyball	34	631	34		186	4948	162
Wrestling	176	4788	85		64	85	
TOTALS		66268	4797			47955	1770
2010-11 GRAND TOTAL		114223	6567				

Appendix C
Corollary/Allied/Unified Programs

SPORT	BOYS			GIRLS		
	Schools	Total Participants	Participants with IEP/504	Schools	Total Participants	Participants with IEP/504
Basketball						
Indoor Bocce						
Outdoor Bocce						
Bowling						
Cycling						
Golf						
Soccer						
Softball						
Tennis						
Track and Field						

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.

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

REVISED 10-27-09

.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.

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	<p>Physical Education and Athletic Programs for Students with Disabilities</p> <p>III. PROCEDURES</p> <p>A. Interscholastic Athletics</p> <p>1. Student Eligibility Determination</p> <p>a. All students who meet state and local eligibility criteria are permitted the opportunity to try out for the Mainstream Interscholastic Athletic Program. Among those criteria are: enrolled student status, age, academic eligibility, medical approval, and parent permission.</p> <p>b. Students with disabilities who meet the eligibility requirements shall not be excluded from the tryout unless inclusion presents an objective safety risk to the student or others based on an individualized assessment of the student or fundamentally alters the nature of the mainstream athletic program.</p> <p>c. During the try out, students with disabilities shall be allowed to use whatever modification or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, special equipment, etc. A student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student’s ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>a. Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee in order to maximize student</p>	<p>1. Pathway to Play Committee makes an assessment of students to determine if inclusion presents a safety risk or alters the sport.</p> <p>2. Parents, guardians, or legal representatives of an impacted student may file a written complaint with the superintendent of schools citing the alleged violation.</p>

	<p>opportunities and provide guidance for coaches.</p> <p>The Committee shall include:</p> <ul style="list-style-type: none"> (i) The supervisor of athletics (ii) A school athletic director (iii) An adapted physical education teacher (iv) A special education representative (v) A school-based administrator <p>b. Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the Mainstream Interscholastic Athletic Program is referred to the Pathway to Play Committee who will consider the eligibility of each student on a case-by-case basis. The Committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student’s participation.</p> <p>c. To make its determination, the Committee shall apply the following four point criteria: Do the accommodations or modifications:</p> <ul style="list-style-type: none"> (i) Fundamentally alter the sport? (ii) Provide a competitive advantage to the student? (iii) Competitively disadvantage other participants? (iv) Significantly increase the risk of injury for the student or other athletes? <p>d. The Pathway to Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> (i) The student is able to participate in the interscholastic athletic program with accommodations. (ii) The student is able to participate against or alongside other athletes in individual events with allowable accommodations or modifications. (iii) The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program. 	
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	<p>B. Corollary Athletic Program</p> <p>1. Allegany County Public Schools shall offer a Corollary Athletic Program in each of the fall, winter, and spring seasons. The dates of these 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 8 consecutive weeks.</p> <p>2. The Corollary Athletic Program shall include co-ed teams comprised of disabled and non-disabled students who meet eligibility requirements.</p> <p>3. Allegany County Public Schools shall provide:</p> <ul style="list-style-type: none"> a. Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program. b. Corollary Athletic Program coaches. c. Team uniforms and game equipment. d. Transportation for teams to travel in order to compete if appropriate. <p>4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:</p> <ul style="list-style-type: none"> a. Are secondary school students in grades 9-12. b. Are officially registered and attend an Allegany County Public School. c. Submit a parent/guardian permission form for participation. d. Submit a medical approval form. e. Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion. 	
<p>Anne Arundel</p>	<p>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.</p>	<p>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;</p>

		<p>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.</p>
<p>Baltimore City</p>	<p>Rules in Athletics Handbook, Section 1 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.</p>	<p>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 aid 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. Pathway To Play Committee • Prior to the start of each athletic season, the school system shall convene a Pathway To Play Committee to provide to the fullest extent possible opportunities for disabled students and provide guidance for coaches. The Committee shall include: An Educational Specialist for Interscholastic Athletics, a school athletic director, an adapted physical education teacher , a special education</p>

		<p>representative with inclusion background and a school-based administrator (Principals or Assistant Principal)• Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the Mainstream Interscholastic Athletic Program and is denied that opportunity is referred to the Pathway to Play Committee. This committee will consider the eligibility and appropriateness of a student’s appeal on a case-by-case basis. The Committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student’s participation. • To make its determination, the Committee shall apply the following four point criteria: Do the accommodations or modifications: Fundamentally alter the sport? Provide a competitive advantage to the student? Competitively disadvantage other participants? Significantly increase the risk of injury for the student or other athletes? • The Pathway To Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> * The student is able to participate in the interscholastic athletic program with accommodations. * The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations or modifications. * The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
<p>Baltimore County</p>	<p>Policy 6702, Rule 6702, Office of Athletic Statement.</p>	<p>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.</p>

<p>Calvert</p>	<p>Policy 3440</p>	<p>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 aid 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.</p>
<p>Caroline</p>	<p>All LSS policies and regulations have been adopted in December, 2010. Policy and Regulations are on file at MPSSAA.</p>	<p>1. 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 members is submitted to the principal. The principal may, at his/her discretion, convene a hearing panel as defined in the Fitness and Equity Regulations as the "Pathway to Play Committee" with specific membership, who will convene, conduct an investigation and render a decision concerning the allegations within five (5) school days. The student would have recourse to appeal the "Pathway to Play Committee" 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 may be</p>

		<p>appealed to the State Board of Education whose decision would be final.</p>
Carroll	<p>Board Policy IHBAA.</p>	<p>1. The assessment criterion established by CCPS are: (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.</p>
Cecil	<p>The athletics policy has been revised to include opportunities for students with disabilities as required.</p>	<p>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.</p>
Charles	<p>Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities: 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,</p>	<p>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 Schools Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student’s participation. 2. To Deputy Superintendent/designee.</p>

	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.	
Dorchester	Policy has been sent to BOE. Second reading of policy scheduled for 4/21/11 with policy being fully adopted in May 2011.	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	1. 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 the various options. 2. Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extra-Curricular Review Committee.
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 the 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) Policy 9080 Interscholastic Athletic Program; (2) Policy 7120 Coaches and Advisors of High School Extracurricular Activities'; (3) Policy 9070 Academic Eligibility for High School Extracurricular Activities; (4) Allied Sports Procedures Bulletins.	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 coach, special education and physical education staff, parents, and the student. 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, but not limited to, the Coordinator of Athletics, the Coordinator of Special Education, the Facilitator of Adapted Physical Education, a school based administrator, team coach, and when appropriate, a student advocate, and 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	Kent County Public Schools 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> http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf , 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)	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

	<p>MCPS Policy IOB, <i>Education of Students with Disabilities</i> http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf, 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.</p>	<p>will result in a safety risk or will cause a fundamental alteration of the sport, the student will be referred to the Pathway to Play Committee. The Pathway 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 Pathway 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.</p>
Prince George's	<p>Administrative Procedure 5159 and Administrative Procedure 5122</p>	<p>1. We have established a Pathway to Play 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.</p>
Queen Anne's	<p>(1) All students follow the regulations and policies contained in the Guide for Student Athletes and Parents. (2) Draft policy is on file with MPSSAA. It is currently due for a third reading before the Board of Education on June 1. Effective date of the policy will be July 1, 2011.</p>	<p>1. Student Eligibility Determination a. All students who meet state and local eligibility criteria have an equal opportunity to try out for the Mainstream Interscholastic Athletic Program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission. b. Students with disabilities who meet the eligibility requirements shall not be excluded from the try out unless inclusion presents an objective safety risk to the student or others based on an individual assessment of the student or fundamentally alters the nature of the mainstream athletic program. c. During the try out, a student with disabilities shall be allowed to use whatever modifications or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, or special equipment. A</p>

		<p>student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student's ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>a. If needed, Queen Anne's County Public Schools shall convene a Pathway To Play Committee to provide to the fullest extent possible opportunities for students with disabilities and provide guidance for coaches.</p> <p>The committee shall include:</p> <ul style="list-style-type: none"> i. The Supervisor of Athletics for Queen Anne's County Public Schools ii. The school athletic director from the high school that student with disabilities does not attend iii. A physical education teacher from the student with disabilities' high school iv. A representative from the Office of Special Education Services v. The Assistant Superintendent of Instruction <p>b. Upon request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the Mainstream Interscholastic Athletic Program is referred to the Pathway to Play Committee who will consider the eligibility of each student on a case-by-case basis.</p> <p>The Committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</p> <p>c. To make the determination, the committee shall apply the following four point criteria: do the accommodations, modifications or aids:</p> <ul style="list-style-type: none"> i. Fundamentally alter the sport? ii. Provide a competitive advantage to the student? iii. Competitively disadvantage other participants? iv. Significantly increase the risk of injury for the student or other athletes? <p>d. The Pathway to Play Committee shall render one of the following determinations for each student</p>
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		<p>referred:</p> <ul style="list-style-type: none"> i. The student is able to participate in the interscholastic athletic program with accommodations. ii. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids iii. The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
Somerset	Physical Education and Athletic Programs for Students with Disabilities Policy	<ol style="list-style-type: none"> 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.
St. Mary's	IBHAA Physical Education and Athletic Programs for Students with Disabilities Policy. Adopted September 8, 2010	<ol style="list-style-type: none"> 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 aid 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 school activities director, an adapted physical education teacher, a special education representative, and a school-based administrator will consider the feasibility of including students with disabilities 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. Students with disabilities who are unable to access the mainstream program will be encouraged to participate in the Physical Activity

		and Lifetime Sports Program (PALS).
Talbot	Corollary Athletic Program For Students With Disability POLICY CODE 9.16.	<p>1. Each coach submits/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 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.</p>
Washington	On May 3, 2011 Washington County Public Schools (WCPS) adopted policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities. The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for, and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as	The assessment criteria and appeals process is currently being developed as part of the regulations for the policy IHBA - Physical Education and Athletic Programs for Students with Disabilities and should be completed by late June. 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 or provide a competitive

	<p>adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions. Currently the regulations for this policy are being developed and should be completed by late June.</p>	<p>advantage or disadvantage. 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. 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	<p>1 Unified sports activities will include Bocce, Tennis and Track and Field. 2. Each sports season consists of eight competitions and eight practices. In 2010-11, all three Allegany County high schools conducted Unified Indoor Bocce programs. Teams practiced and competed over an eight week period from early January - March, and participated in a culminating Special Olympics Maryland Unified Bocce State Invitational.</p>	<p>Will use surveys, school announcements, and local media.</p>
Anne Arundel	<p>1. High school interscholastic programs to be offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Bocce 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. Tennis and Bocce will have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating event. Bowling will have 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event. In the spring of 2011, all 12 Anne Arundel high schools and 3 special education centers participated in Unified Outdoor Bocce.</p>	<p>Discussions were conducted 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.</p>
Baltimore City	<p>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. 3. In 2011, Baltimore City high schools</p>	<p>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.</p>

	participated in either Unified Indoor Bocce in the winter or Unified Track and Field in the spring.	
Baltimore County	<p>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.</p> <p>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.</p>	An interest survey has been given to all students with disabilities to determine the interest in the present offerings.
Calvert	We are following the Special Olympics Unified Sports model. We are participating in Unified Tennis in the fall, Unified Indoor Bocce in the winter and Unified Track and Field in the spring. In the winter of 2011, all four of Calvert County's high schools offered Unified Indoor Bocce and in the spring two high schools offered Unified Track and Field.	A thorough evaluation of interest among the special needs population.
Caroline	<p>1. Caroline County Public Schools has partnered with Special Olympics Maryland and offered a Unified Outdoor Bocce program in the spring of 2010 and the spring of 2011. CCPS has also piloted Unified Tennis in the fall of 2010 and will offer Unified Strength/Conditioning and Power lifting in the winter of 2011-2012.</p> <p>2. Caroline County Public Schools has corollary sports programs in place at both of the county's high schools, North Caroline High School and Colonel Richardson High School.</p> <p>3. CCPS Corollary Sports hold practice sessions a minimum of twice weekly and schedules a minimum of two (2) competitions between the two high schools on a "home and home" basis. A Unified Bocce State competition, sponsored by Special Olympics</p>	Caroline County Public Schools has partnered with Special Olympics Maryland and uses their expertise and best practices to both determine and evaluate our Corollary Athletic Program as to its appropriateness and effectiveness in serving our corollary sports athletes.

	<p>Maryland, was held in May to culminate the sports season. 4. Both high schools hold an appropriate recognition/culminating program for deserving athletes. 5. Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.</p>	
Carroll	<p>1. CCPS offers 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>	<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.</p>
Cecil	<p>1. Cecil County is already providing allied basketball and bowling programs during the winter and spring seasons. Unified Bocce is now being offered in the fall season. 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) while the Bocce season involves interscholastic play culminating with a county tournament.</p>	<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. In addition, this year, we employed an athletic director for corollary sports who works countywide to maintain our program.</p>
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 offered the Unified Track and Field program in the spring of 2010, 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. CCPS currently offers track and field in the spring and indoor bocce ball in the winter. Tennis will be offered in the fall of school year 2011-2012. 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</p>	<p>The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.</p>

	<p>sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms and game equipment; and (4) currently, the transportation for teams to travel in order to practice and compete if appropriate.</p>	
Dorchester	<p>1. Dorchester County Public Schools offered Corollary Athletic Programs to students in the Spring of 2011. Both county high schools fielded Unified Bocce teams that played from March - May. Dorchester County will offer Unified Tennis in the fall sports season and Unified Strength and Conditioning in the winter season. 2. One to two practices per week are held with two competitions between the county high schools and the state tournament.</p>	<p>An awareness campaign through SOMD during student lunch periods. Physical Education teachers, Athletic Directors and Administration will work together to promote the corollary programs. 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.</p>
Frederick	<p>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 are members of a mainstream Freshman, JV, or Varsity interscholastic athletic team will be ineligible for a Corollary Athletic Program that is conducted during the same sports season. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports offered by all 10 Frederick County high schools in 2010-11 included Unified Tennis (Fall), Unified Indoor Bocce (Winter) and Unified Track and Field (Spring). Coaches are paid stipends. Appropriate funding for transportation, equipment, supplies, and uniforms is provided. 2. The Corollary Athletic Program will follow the same practice guidelines and use the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter to accommodate those students that may have been cut from a mainstream team or sport.</p>	<p>(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</p>
Garrett	<p>1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). The</p>	<p>All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and</p>

	<p>Extra-Curricular Committee determined that the following programs are available for all students regardless of their disability: Unified Tennis - fall season; Unified Indoor Bocce - winter season; and Unified Track and Field - spring season. In the winter of 2011, both high schools had Unified Indoor Bocce programs. Teams practiced each week and participated in two tournaments with Allegany County and the Unified Indoor Bocce State High School Invitational. 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.</p>	<p>parents/guardians aware of the various options.</p>
<p>Harford</p>	<p>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 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.</p>	<p>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.</p>
<p>Howard</p>	<p>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 nondisabled 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 Sports 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. HCPSS offered Allied Golf and Wheelchair Track this spring. This is the second year for Allied Golf</p>	<p>(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; (7) Annual collaboration with special education instructional team leaders (8) Annual review of the Allied Sports Program by the Allied Sports Steering Committee.</p>

	and the sixth year for Wheelchair Track. 3. The Allied Sports 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 and AACPS.	
Kent	Kent County is working in partnership with Special Olympics Maryland. This spring saw the development and establishment of a Unified Bocce program at Kent County High School. The team participated in 2 competitions including the Unified Outdoor Bocce State High School Invitational at Washington College in May. Kent County will partner with Special Olympics Maryland and offer Unified Tennis in the fall and Unified Strength and Conditioning in the winter.	Meetings were held with key school system administrators, the supervisor of athletics, the high school principal, and the coach to determine needs and develop plans for successful implementation of the program.
Montgomery	1. As part of the interscholastic athletics program, MCPS will offer-- and has offered this past school year -- three types of Corollary athletics teams for students with disabilities and students without disabilities: track and field in the fall; bocce in the winter; and softball in the spring. Two of these teams/programs (Unified track and field and Unified bocce) are offered under 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 has a Corollary Athletic Program. Indoor Softball (fall season), Unified Indoor Bocce (winter season), and Unified Track and Field (spring season) are the sports in which the students competed during the 2010-11 school year. 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	Students, parents and adapted physical education staff will be surveyed.

	would have.	
Queen Anne's	Queen Anne's County is partnering with Special Olympics Maryland and will be offering Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. During the 2010-11 school year, both high schools had Unified Outdoor Bocce teams which practiced and competed each week from March - May. The teams participated in two competitions as well as at the Unified Outdoor Bocce State High School Invitational on May 12.	Consultation with special educators, screening the parents and students, and utilizing a variety of communication methods. The Pathway to Play Committee will also be used as a resource.
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 and student interest: Tennis, Table Tennis, Bocce Ball, and Track and Field. 2. All students have the opportunity to tryout and participate, if selected, for regular athletic teams.	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. Letters will also be sent out to inform parents.
St. Mary's	1. The Physical Activity and Lifetime Sports Program (PALS) offers cycling in the fall, bowling in the winter, and Bocce in the spring. 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 bringing together participants for combined activities/competition.	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. Feedback from participants, coaches and parent/guardians will be solicited at the close of each season.
Talbot	1. TCPS partnered 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 was implemented and will continue to be offered at each school. During the 2010-11SY, the program was expanded to include a two season Unified Sports program consisting of Unified Tennis in the fall and Unified Outdoor Bocce in the spring. 2. The Unified Sports season encompasses an 8-week period. Athletes practice two times per week and the length of practice is ninety minutes per session. There were three in-county school competitions for bocce and tennis, as well as participation in the regional/state meets.	The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection 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 is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.
Washington	WCPS partnered with Special Olympics Maryland to offer two alternative sports this	WCPS needs and intends to continue the partnership with Special Olympics Maryland to help

	<p>year for students. During the winter we offered Indoor Bocce as our Corollary/Unified Sport. We have seven high schools in our county and had all seven schools represented with teams. Each of these teams had a minimum of two regular season competitions, a County Championship Tournament, and the Unified State Indoor Bocce Championships. For the spring season WCPS again partnered with Special Olympics and offered Unified Track and Field as the sport. We had six out of our seven schools represented with teams; however, we had to combine three schools to make up one team due to low numbers of participants at those schools. Each school again had a minimum of two regular season meets, a County Championship, and the State Unified Track and Field Championships. In the fall of 2011 we plan to continue our relationship with Special Olympics and work collaboratively to offer Unified Tennis as our sport. We are currently in the process of recruiting players for the fall tennis program. Additionally, we plan to continue in the 2011-2012 school year offering Unified Indoor Bocce for the winter season and Unified Track and Field for the spring season.</p>	<p>alleviate the cost of running the program for things such as coaches' stipends, equipment, transportation, coaches' training, and awards. In addition there is a need to look for future sources of funding to support the programs in years to come. As we continue to grow with the program we need to seek opportunities to communicate the true intent of the law to parents and stakeholders so they have a better understanding of the law and the Corollary/Unified programs WCPS is offering. Lastly, the athletic, physical education, and special education departments need to continue to collaborate to seek ways to inform, promote, and recruit students to the Corollary athletic programs.</p>
<p>Wicomico</p>	<p>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 currently offered this past school year are Unified Tennis (Fall) and Unified Outdoor Bocce (Spring). For 2011-12 Unified Strength/Conditioning and Power lifting will be offered in the Winter. 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</p>	<p>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 tennis, 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.</p>

	interscholastic competitions.	
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.

Appendix H

Data Collection Tool Mainstream Physical Education

Students with Disabilities in Mainstream Physical Education 2010-2011 Data Collection Form
Reporting Period September 1, 2010 through May 1, 2011
Due by May 15, 2011

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.

A B C D				E F G H					
Number of K-8 Students				Number of 9-12 Students					
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

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

Appendix I

Summary Data on Participation in Mainstream Physical Education

Local School System Data 2010-2011

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
Allegany	6291	797	2	5492	851	280	1	570
Anne Arundel	51182	4,555	2001	44626	16339	1302	841	14196
Baltimore City	40882	7,010	844	33028	8669	1514	159	6996
Baltimore	72715	8,466	2016	62233	13,189	1,506	578	11,105
Calvert	10,808	973	723	9112	2712	201	223	2288
Caroline	3,578	351	59	3168	708	84	15	609
Carroll	18265	2,156	439	15670	5338	495	194	4649
Cecil	10494	1,304	238	8952	3449	379	120	2950
Charles	16,882	1,511	143	15,228	4,591	320	64	4,207
Dorchester	2317	202	18	2097	425	51	8	366
Frederick	26651	2,764	597	23290	6520	618	190	5712
Garrett	2711	319	69	2323	526	69	20	437
Harford	26,338	237	23	26078	8,572	45	3	8524
Howard	33,459	2,865	726	29,868	6,612	483	268	5,861
Kent	1379	186	23	1170	298	44	21	233
Montgomery	95,437	9,852	1,161	84,424	17,470	2,129	340	15,001
Prince George's	78935	8,554	1148	69233	16757	2369	409	13979
Queen Anne's	5,083	650	87	4,346	817	93	30	694
St. Mary's	11287	1207	234	9846	1850	126	52	1672
Somerset	1755	263	30	1462	454	78	12	364
Talbot	2,843	220	64	2,559	681	62	26	593
Washington	15,147	1,463	225	13,459	3,423	334	92	2,997
Wicomico	10265	1,112	212	8941	2369	231	56	2082
Worcester	4609	563	162	3884	902	124	57	721
Totals	549313	57580	11244	480489	123522	12937	3779	106806

Appendix J

Reporting Form on the Progress toward Inclusion of Students with Disabilities into Mainstream Physical Education.

Reporting Period: September 1, 2010 through May 15, 2011

Instructions for reporting on the progress toward inclusion of students with disabilities into mainstream physical education.

State Statue §7-4B-05, requires all local school systems/public agencies (LSS/PA) to report by May 15 of each year to the Maryland State Department of Education on the school system's compliance with the provisions of the Fitness and Athletic Equity Act of 2008.

The Fitness and Athletic Equity Act asks local school systems to promote and protect the inclusion of students with disabilities into mainstream physical education. The Maryland State Department of Education must submit a description of the initiatives undertaken by the local school systems to the General Assembly by August 1, 2011.

Please find below the questions for reporting to MSDE on progress toward 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 by May15, 2011.

Local School System/Public Agency: _____

1. What new initiatives has your school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education as required by the Fitness and Athletic Equity Act? Please reference in your response your current Board policies and procedures to promote and protect the inclusion of students with disabilities into mainstream physical education programs.
2. How has the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?
3. What new professional development opportunities have been provided in the area of physical education for students with disabilities? Who were the participants? What were the outcomes achieved for those participants?
4. Each local system is required to have a process for identifying students for adapted physical education services. Has your process changed since last year? A major part of this process is assessment. What assessment tool(s) does your local school system use in identifying students for adapted physical education services?
5. What are the key challenges your school system and individual schools face in delivering physical education opportunities to students with disabilities? Have these challenges changed since last year?
 - What new initiatives has your local school system taken to have overcome these challenges?
6. Are there any areas in which the Maryland State Department of Education could provide further assistance that would address key challenges or initiatives?

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

Appendix K

Reporting Form on the Progress Toward Inclusion of Students with Disabilities into Mainstream Physical Education

1. What new initiatives has your school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education as required by the Fitness and Athletic Equity Act? Please reference in your response your current Board policies and procedures to promote and protect the inclusion of students with disabilities into mainstream physical education programs.

LSS	Response to Question
Allegany	ACPS has identified and Adaptive PE course as “APE 725” which will be included into the Program of Study Book for the 2011-12 school year.
Anne Arundel	<p>The Office of Special Education convened a workgroup over the summer to develop Appendix Y of the Special Education Handbooks which outlines the practices and procedures for identifying special needs students and how to go about providing services once the need is identified. This collaborative effort yielded an outstanding guide that is now being utilized by our Adapted Physical Education Resource Teacher on all instructional site visits.</p> <p>We have created a publication to advertise our Unified Sports Program. We are offering Bocce, Tennis, and Bowling at the high school level and Bocce and Bowling at the middle school. Special Olympics have been running training session and will continue to instruct our teachers and coaches in proper instructional methods for these activities. We also have an advisory panel that consists of a community, special education, athletic, and park and recreation representatives, who meet monthly to help increase the level of these programs. Equipment has been provided to each of the 20 middle school physical education programs to create access and promote opportunities for all students to increase awareness and grow appreciation for the Allied Sports program.</p>
Baltimore City	<p>The proposed Board policy “Access To an Appropriate Physical Education Program” has been prepared and presented to the Chief of Staff. It is awaiting Board Approval.</p> <p>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. “Guide for Serving Students with Disabilities in Physical Education “can be found at the following website.</p> <p>http://www.marylandpublicschools.org/NR/rdonlyres/84C4C717-B8FF-486B-8659-79F297DF5B38/19715/Servingstudents2.pdf</p> <p>The Individualized Education Program (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 below.</p> <p>Responses:</p> <p>The process to refer students for adapted physical education services is described in the Baltimore City Public Schools Special Education Compliance Manual. This manual provides an overview of IEP procedures and specifically indicates that adapted physical education assessments are to be completed by a certified physical education teacher (see page 30).</p> <p>http://www.baltimorecityschools.org/216710317165211753/lib/216710317165211753/PDF/SpecialEducationComplianceManual.pdf</p> <p>A variety of assessments are used to determine present level of performance. The assessments include but are not limited to: the Bruininks Oseretsky Test of Motor-Proficiency; the Louisiana</p>

	<p>Department of Education Competency Test for Adapted Physical Education; the University of California, Los Angeles Perceptual Motor Behavior Check-list, the Brockport Fitness Assessment, the APAR, and teacher-made assessments.</p> <p>When requested, adapted physical education teachers attend the IEP team meeting to report results of assessments and to share specific goals for the IEP. The adapted physical education teacher provides the IEP chair or the IEP online system with an assessment report, quarterly report, and/or draft IEP goals, as appropriate.</p> <p>Goals and objectives for physical education are to be included in the IEP if the IEP team determines that the student is to receive adapted physical education.</p> <p>Grades and/or progress reports are provided to parents/guardians in alignment with the Baltimore City Public Schools reporting format.</p> <p>Certified physical education teachers are to provide the direct service for students with disabilities that have IEP goals and objectives for physical education.</p>
Baltimore	<p>Adapted Physical Education standards-based goals and objectives entered in TIENET (IEP computerized system used by Baltimore County)</p> <p>The completion for the Elementary Physical Education Teacher Resource - Teaching Physical Education to Students on the Autism Spectrum K-5.</p> <p>Draft of Secondary Physical Education Teacher Resource – Strategies for Teaching Physical Education to Students on the Autism Spectrum at the Secondary Level</p> <p>Currently working to revise the Baltimore County Physical Education Inventory to align with Maryland State Physical Education Standards</p> <p>Current policies/procedures</p> <p>Policy 6402, Rule 6402</p> <p>Adapted Physical Education Instructional Model Revised 8-2010 (Chart 1)</p> <p>Physical Education Teacher Observation Revised 6-2010 (Chart 2)</p> <p>The Adapted Physical Education Program Guide (2004)</p> <p>Curriculum Supplement -Teaching Physical Education to Students on the Autism Spectrum K-5 (2010)</p>
Calvert	<p>Policy #3340 Regarding Fitness and Athletic Equity Act for Students with Disabilities</p> <p>CCPS Adapted Physical Education Handbook</p> <p>CCPS Special Education Handbook</p>
Caroline	<p>Caroline County Public Schools has passed Board Policy in December 2010 reaffirming equity in athletic for students with disabilities and for inclusion where possible for all students taking the County’s Physical Education curricular program.</p>
Carroll	<p>The Carroll County Public Schools has not implemented any new initiatives to promote and protect the inclusion of students with disabilities into mainstream physical education programs. The Carroll County Public Schools follow policies IHBA - Physical Education and Athletic Programs for Students with Disabilities and IGBA – Program for Students with Disabilities. 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. A copy of each of the CCPS materials is attached with this document. All students in CCPS have access to the mainstream physical education programs.</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 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.</p>
Cecil	<p>We are in the process of updating our policy to be in compliance with the Act. We updated our Athletics policy in the beginning of the year to address Corollary Athletics but have been working on the best way to implement the policy for Adaptive PE. Currently, our work group consisting of our Director of Special Ed, APE teacher, HPE Coordinator and Special Ed Program Facilitators has worked to review all IEP’s of APE students and worked to create greater consistency in</p>

	<p>identification of eligible students. By the beginning of the 11-12 school year we will have trained staff in all buildings on APE including appropriate scheduling, updated our Board policy and published a new handbook for APE that includes a system for identifying appropriate students.</p>
Charles	<p>The following Charles County Public Schools policy has been in effect for several years: Physical education programs will be provided for the students of Charles County in accordance with the Maryland State Board of Education Bylaws and the Education Article, Annotated Code of Maryland.</p> <p>Charles County Public Schools shall have a planned and sequential program of physical education offered to <u>all students, kindergarten through grade 12</u>. The program shall provide an <u>individualized, developmentally appropriate, and personally challenging program</u> that will advance the knowledge, confidence, skills, and motivation needed to engage in a lifelong healthy, active lifestyle.</p>
Dorchester	<p>Dorchester County had once answered the needs and requirements for the Fitness and Athletic Equity Act through its county Wellness Policy. This year we have drafted a policy that provides guidance for Physical Education and Athletic Programs for Students with Disabilities.</p> <p>Purpose: To set forth the procedures for promoting and protecting the inclusion of students with disabilities into physical education and athletic programs.</p> <p>Background: The Board of Education believes in the importance of offering physical education and athletic programs to all students. It is the policy of the Board of Education that all students with disabilities have equivalent opportunities for participation in mainstream physical education and interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided. The following administrative regulations set forth the procedures for providing adapted physical education programs and corollary athletic programs in Dorchester County Public Schools.</p> <p>This policy will address the following areas:</p> <ul style="list-style-type: none"> • Physical Education • Interscholastic Athletics • Corollary Athletic Program <p>This is a draft that is going through the approval process</p>
Frederick	<ul style="list-style-type: none"> • FCPS BoE Policy 402 “Physical Education and Athletic Programs for Students with Disabilities” was passed March, 2010. See attached. • FCPS BoE Regulation 400-92 “Physical Education and Athletic Programs for Students with Disabilities” was passed in April, 2010. See attached. • A new position for a 1.0 Adapted Physical Education Teacher Consultant was created for the 2011-2012 school year (pending FY2012 budget approval). • Additional staffing was granted at the elementary level specifically for Adapted Physical Education. • \$77,000 of physical education materials of instruction were purchased using ARRA funding to create an APE Lending Library for physical education teachers • Professional development and collaboration among Special Education Department and the Physical Education Department has occurred (see below for more information). <p>Adapted PE information was added to the FCPS Website as information for all stakeholders at http://physed.sites.fcps.org/adapted_pe</p>
Garrett	<p>In GCPS, students with disabilities have always been included in mainstream Physical Education classes with the exception of the most severely disabled students. Our severely disabled students have traditionally been provided an alternative curriculum.</p> <ul style="list-style-type: none"> • Physical Education teachers (preK-12) have been trained on the Fitness and Equity Act. • High school PE teachers have worked to develop appropriate activities for students requiring instructional modifications. • The Program of Studies, at all levels, has been reviewed and revised as appropriate. • The Supervisor of Special Education has met with PE teachers to discuss regulations regarding students with IEPs and 504 Plans. <p>NOTE: The GCBOE Policy/Procedures are attached for your reference.</p>

Harford	All policies and procedures to promote inclusion of students with disabilities have been instituted in Harford County Public Schools. This year we have secured funding for coaches with the Sports for Life Program. The handbook for the Sports for Life program was written, approved and implemented.
Howard	Through the Department of Special Education, HCPSS is working with staff on Presuming Competence of all learners through professional development with a national consultant, Dr. Paula Kluth. The emphasis of the professional development is the inclusion of students with disabilities in general education classrooms alongside nondisabled peers and providing all students with appropriate, highly challenging curriculum. Information regarding policies and procedures are listed in sections of the Special Education Procedures and Guidelines Handbook.
Kent	Our current policies indicate that all students will have the opportunity to participate in all physical education experiences, with the appropriate accommodations when necessary.
Montgomery	Policy IOB, "Education of Students with Disabilities" states that Montgomery County Public Schools is committed to the participation to the maximum extent possible of students with disabilities with non-disabled peers in all aspects of school life, including academic, social, and extracurricular activities, as a critical component of their educational experience. Regulation ACG-RB which pertains to the accommodations and services to students qualifying under section 504 of the rehabilitation act of 1973, states that section 504 requires schools to provide academic, nonacademic, and extracurricular services such as transportation, school counseling, school health services, physical education and athletics, as well as physical access to facilities, in such manner as is necessary to provide students with disabilities an equal opportunity for participation in those services and activities. In MCPS, all students partake in physical education classes in either a general education setting or in a self contained setting and are taught by certified physical education teachers. All PE teachers have been trained in implementing assessments, writing evaluations and developing IEP goals/objectives or a 504 plan. They have also had opportunity for training in developing accommodations for students as well as using a variety of equipment in their programs.
Prince George's	Prince George's County continues to provide physical education services to students with disabilities along a continuum of learning environments. No new initiatives were introduced this school year. However, a writing team has been developed to create physical education grade level outcomes and rubrics that can be used to help identify students in need of specialized instruction in physical education.
Queen Anne's	In the fall of 2010, a committee was established and the Adaptive PE Policy for QACPS was written. The Policy went before the board on September 1, 2010 and the final reading and approval took place on November 3, 2010. The purpose of the policy was to establish and implement adapted physical education programs for students with disabilities in Queen Anne's County. The policy references 34 CFR § 300.108 Physical Education; Authority: 20 U.S.C. 1412(a)(5)(A), United States Code.
St. Mary's	SMCPS established a new position for the 2010/11 school year; this position is Coordinator of Adapted Physical Education (APE) and Corollary Sports. The APE coordinator can directly provide guidance, encouragement and empower general physical education teachers, paraprofessionals and other district personnel to meet the unique challenges of individuals with disabilities in the area of physical education and sports. This year, the APE coordinator and general education physical education teachers have worked together to ensure quality direct service instruction to students with disabilities (SWD) by: <ul style="list-style-type: none"> • Designing Units and Lesson Plans to support inclusion through differentiated instruction activities. • The implementation of specialized adaptive equipment to meet the unique needs of SWD (use of X Box 360 for children diagnosed with Duchene Muscular Dystrophy) • Providing assistance to PE teachers regarding implementing, and interpretation of formal and informal assessments instruments. • Collecting and analyzing student and program data and to make recommendations to the office of Special and Physical Education regarding needed programmatic revisions.

	<ul style="list-style-type: none"> • Building upon SMART goals and Objectives that connect to the classroom and are aligned with the National and State standards. • Providing inclusive games and activities that are directly associated with students with disabilities like, Goal Ball, Beep Base Ball and Sit Volleyball. These activities have been used during Disability Awareness Days.
Somerset	<ul style="list-style-type: none"> • A brochure will be handed out at the beginning of the school year identifying sports programs at the school, activities in Physical Education classes, and requirements for participation • Discussions held at IEP meetings concerning eligibility requirements for participation in after school activities. • Discussions held at IEP meetings concerning students' participation in Physical Education classes such as dressing and activities.
Talbot	<p>The Talbot County Board of Education enacted a new Physical Education Policy (February 2011) containing a separate and specific clause guaranteeing Adaptive Physical Education as authorized by IEP or 504 Plan.</p> <p>New Instructional Look fors were created and put in place with specific language relative to students with disabilities in the regular physical education environment.</p> <p>In the fall of 2010, Talbot County Schools in collaboration with Special Olympics of Maryland, added Unified Tennis to the athletics program, which already included Bocce as a spring sport. The athletic program will expand to three seasons in 2011-12, with the addition of Fitness and Conditioning as a winter sport.</p>
Washington	<p>Washington County Public Schools (WCPS) follows both Maryland State Board of Education policy and COMAR requirements for physical education, including students with disabilities. This year WCPS developed and passed Policy IHBA – Physical Education and Athletic Programs for Students with Disabilities. This policy is designed to promote and protect the inclusion of students with disabilities into mainstream physical education as well as athletics. WCPS is currently working on the regulations for this policy and it will soon be finished. Additionally, the Physical Education and Special Education Departments will be collaborating to make sure the procedures for Adaptive Physical Education are clearly identified as part of the Special Education Handbook.</p>
Wicomico	<p>The Purpose and Policy Statement for the inclusion of students with disabilities into mainstream physical education has been approved by the Department of Special Education- April-2011 We have submitted the draft proposal to the Wicomico County Board of Education for approval .</p>
Worcester	<p>The policy has created more awareness for staff, parents and community on protection and opportunities for students with disabilities. Staff members have worked on a school based program called “Equal Measurements that incorporates awareness, empathy and valuable knowledge about special needs. We have interactive PE lessons, after school program and special events that are all geared toward inclusion! We also have partnered with Special Olympics to embrace the new laws and create more opportunities for the community. Our adapted physical education teacher for our county is the pioneer Special Olympics for our area. He and other teachers have made presentations.</p>

2. How has the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?

LSS	Response to Question
Allegany	IEP teams and Physical education teachers place students deemed eligible due to their disability in an APE class or regular PE class.

Anne Arundel	<p>The Office of Special Education convened a workgroup over the summer to develop Appendix Y of the Special Education Handbooks which outlines the practices and procedures for identifying special needs students and how to go about providing services once the need is identified. This collaborative effort yielded an outstanding guide that is now being utilized by our Adapted Physical Education Resource Teacher on all instructional site visits.</p> <p>The two offices co-sponsored two MSDE credited adapted physical education courses this year and are offering both courses during the summer as well. These courses were not limited to AACPS employees.</p> <p>The office of Special Education, in conjunction with the Health, Physical Education and Dance office, provided professional staff development at our Annual Workshop in August of 2010 and continuing follow up for teachers who individually contact the Adapted Physical Education office. (A sample agenda is attached).</p>
Baltimore City	<p>The Baltimore City Public Schools have a curriculum guide for physical education that includes information on adapted physical education and also utilizes the MSDE Guide for Servicing Students with Disabilities in Physical Education, February 2009. The City Schools guide has been updated during the 2010-2011 school year to include the State Curriculum changes.</p> <p>The Office of Special Education and the Office of Physical Education and Athletics, and Special Olympics Maryland staff collaborated to present staff development on appropriate instruction and on the Maryland Senate Bill 649/House Bill HB Hb141411 (Fitness and Athletic Equity Act), COMAR, and IDEA requirements. The staff development presentations and written information was provided at various times to principals, general physical education and dance teachers, athletic directors, and adapted physical educators.</p> <p>The Baltimore City Public Schools are in the process of evaluating the current procedures and has developed a policy currently pending Board Approval designed to promote and protect the inclusion of students with disabilities into mainstream physical education</p>
Baltimore	<p>The adapted physical education resource teachers work closely with the IEP chairs and special education staff on an individual school basis.</p> <p>In collaboration with the Office of School Support and Compliance: “Adapted Physical Education” presentation given to IEP chairs.</p> <p>“Understanding Adapted Physical Education and the BCPS Consultative Model” given to special education specialists.</p> <p>The adapted physical education resource teacher team leader attends monthly meetings with related service provider team leaders. Through this collaboration with related services, physical therapy, occupational therapy, vision, speech language and assistive technology, strategies for appropriately including students with disabilities are discussed and implemented to maximize participation in physical education.</p> <p>All adapted physical education resource teachers attend and participate in the Related Services Strategic Planning Annual Meeting. This provides an opportunity for planning by the adapted physical education resource teachers for the upcoming school year to focus on new initiatives to improve overall instruction in adapted physical education.</p>
Calvert	<p>The Supervisor of Physical Education and the Office of Special Education staff collaborate to ensure that student needs will be met.</p> <p>Additionally, supervisors from the Office of Special Education have begun attending MAPEC and APE Briefings with the Supervisor of Physical Education.</p>
Caroline	<p>The offices of physical education and special education in Caroline county work independently of each other and yet collaboratively on specific student issues when necessary. We are looking to work this summer to investigate adaptive physical education Individual Education Programs (I.E.P.) where inclusion and differentiated</p>

	instruction strategies are not meeting individual student needs.
Carroll	A designated Consulting Teacher for Physical Education and Sport through the Office of Special Education and a Coordinator for Adapted Physical education through the Office Physical Education collaborate weekly or daily regarding issues related to serving students with disabilities in physical education. These professionals provide resources and consultation to school employees and administrators, plan professional development for teachers and staff, and assess and evaluate students and teachers. They are also instrumental in providing parents and community with information on Physical Education for Students with Disabilities through developing and distributing brochures, informational programs, newsletter articles, presentations, and acting as members of the IEP team. Information is also available on the CCPS Special Education Wikispaces page at http://ccps-specialeducation.wikispaces.com/ . CCPS Partners for Success and the Special Education Citizens Advisory Committee have also provided venues for information about physical education programs for students with disabilities in CCPS.\
Cecil	We have worked very well together with new people in charge of both offices. The communication has been open and frequent.
Charles	The Adapted Physical Education Resource Teachers' positions are listed under the Special Education Department in Charles County Public Schools. These individuals collaborate with compliance officers, special education coordinators, resource teachers, and school-based department heads in special education and physical education. The APE Resource Teachers also consult with school- based physical education teachers who are providing adapted physical education as a direct service to students with disabilities.
Dorchester	Supervisors from the Special Education Office and Division of Instructional Services office meet periodically to review Adapted PE practices in the county. Special Education coordinators collaborate with general education PE teachers on an ongoing basis to monitor student progress, discuss best practices, adjust instructional delivery, and determine need for Adapted PE services.
Frederick	<ul style="list-style-type: none"> • Formal collaboration meetings among the physical education curriculum specialists, the Special Education Administrative Team, the Elementary and Secondary Directors took place to discuss Adapted Physical Education. • Adapted Physical Education curriculum writing took place in June, 2010 and is also set to occur in June 2011. Special Education teachers, physical therapists, the Adapted Physical Education consultant, and K-12 Physical Education teachers all participated in order to refine our systemic procedures for Adapted Physical Education and to develop professional development modules. • Physical Education Curriculum Specialists and the Director of Special Education (newly hired in 2011) meet to discuss Adapted Physical Education frequently. • Forms such as the "Request for Physical Education Support," "Physical Education Consultative Feedback Form," and "Activity Restriction Form" have been developed and rolled out systemically. • Both offices have successfully advocated for additional staffing for Adapted Physical Education, even in a time of budget constraints and reorganization. • The Physical Education Curriculum Specialists work with teachers in schools, as do the Special Education Office Staff. • The Physical Education Curriculum Specialists are members of the Response to Intervention Leadership Team for the County and the Maryland Adapted Physical Education Consortium (MAPEC). They have been working with the Special Education Office in planning for change and in developing tools, procedures, and forms to enhance the delivery of adapted physical education. • Collaboration also occurs at the school level among Special Education Staff and Physical Education Staff in the form of IEP Team Meetings, School Level Team Meetings, and other building level conversations among the physical education department, para-professionals, case managers, physical therapists and occupational therapists.
Garrett	IEP Teams are charged with developing IEPs that are implemented in the least restrictive

	environment. As appropriate, PE teachers participate in the IEP Meetings. When concerns arise the Supervisor of Special Education, PPWs, and the appropriate grade-level Director meet to discuss issues and develop expectations in collaboration with school staff (administrators and teachers).
Harford	The Office of Special Education and the Office of Physical Education are in constant communication. This communication has been formalized using the monthly adapted physical education department meetings, special education department chair meetings and our administrative meetings. This communication fosters the inclusion of all students in physical education by promoting a joint problem solving process and utilization of resources.
Howard	The Howard County Public School System supports inclusion through: <ul style="list-style-type: none"> • Scheduled department meetings between physical education and adapted physical education leaders • Development of a yearly information and procedure checklist that supports students with an IEP • Biannual professional development attended by both general physical education staff and adapted physical education staff
Kent	We meet together and discuss any concerns that arise. This includes the need for special equipment to allow all students to participate in their appropriate grade level physical education.
Montgomery	Physical education teachers are working together with their special education departments in their schools to ensure that all students' needs are met in physical education. The PE teachers are invited to IEP meetings and there have been assessments, evaluations and IEP's/504 plans developed for students. Special education resource teachers have also assisted physical education teachers in the use of our county's online IEP program. They also collaborate on issues regarding accommodations and behavior management of the students.
Prince George's	The Instructional Specialist for Adapted Physical Education is part of the Department of Special Education. The APE Specialist attends all Special Education Leadership meetings for Special Education updates, policies and procedures. In addition, the APE Specialist is invited to all Curriculum and Instruction Creative Arts Leadership meetings and collaborates with the Physical Education Supervisor frequently.
Queen Anne's	During the county level professional development days, the PE teachers were given Adaptive PE professional development by MSDE, the PE supervisor as well as the Special Education department. PE teachers and special education teachers as well as the PE and Special Education Supervisor collaborated in creating and implementing the QACPS Adaptive PE policy. PE teachers and special education teachers collaborate in creating PE IEP goals in the students in need of adaptive PE.
St. Mary's	The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the office of Physical Education and Special Education. Emphasis is place on: <ul style="list-style-type: none"> • Reporting on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in all SMCPs. • Any programmatic changes deemed appropriate to ensure that SMCPs follows the law outlined in the Fitness and Equity Act
Somerset	Formal and informal meetings have been held between the Physical Education and Special Education offices. Emails have been sent between the two offices concerning students with disabilities
Talbot	The Curriculum Specialist for Physical Education worked closely with the Coordinator of Special Education and her designees in developing and drafting language for the new County Policy enacted in February. It is long-standing procedure to seek input from the physical education teacher(s) in the development of Individual Education Plans, and to include them in IEP meetings. Physical education teachers are always consulted and involved when adaptive physical education is being considered, and often when it is not.

	Special Education specialists have worked directly with physical education teachers to help prepare and implement specific accommodations, and to train teachers in the use of equipment when necessary.
Washington	There is an excellent collaboration between staff in these two offices and among all school-based instructional staff to make accommodations for students with disabilities in physical education classes. The 2.5 full-time equivalent adaptive physical education teacher positions are provided through the elementary physical education general staffing allocation. We are currently collaborating ways to make our processes and communication even better than the current status.
Wicomico	One APE teacher holds a National Certification in Adapted Physical Education (C.A.P.E) –also serves as a part-time consultant to provide accommodations/modifications and adaptations to the local elementary, middle, and high school physical education teachers. The Supervisor of Physical Education, the Certified APE teacher and Adapted Physical Education teacher have presented information/guidelines for inclusion/APE curriculum guide during our Professional Day to the (elementary, middle, and high school physical education teachers). Adapted Physical Education teachers attend monthly meetings and training for our computerized IEP system through the Department of Special Education. On going collaboration between the related service providers-Physical Therapist, Occupational Therapist, Speech Therapist, Vision Therapist, the direct service provider - Adapted Physical Education teacher and the Physical Education teacher.
Worcester	Physical education and special education offices have a good working relationship. There have been only a few issues in recent years and each one was resolved with teamwork. The coordinators have jointly participated in Pupil Services Team meetings on concerns or issues dealing with students with disabilities in physical education class. We frequently discuss necessary resources, modified equipment and/or accommodations to meet the needs of individual students. IEP/504 teams include physical education teachers and nurses in their meetings as they review documentation of disability. The physical education staff is invited and encouraged to attend these meetings and to provide input into the IEP development. They are encouraged and expected to communicate with parents/guardians and to provide updates on student progress.

3. What new professional development opportunities have been provided in the area of physical education for students with disabilities? Who were the participants? What were the outcomes achieved for those participants?

LSS	Response to Question
Allegany	ACPS teaching staff has received PD from PE specialist regarding youngsters with disabilities. Also, teachers have been provided with lesson plans for students with disabilities
Anne Arundel	System Outreach/Bocci Coach’s meeting. Special Olympics will continue each season and with all the sports. Ongoing site visits. Special Education handbook - Appendix Y 1 Credit courses in APE assessment and APE Goals and objectives writing process 1 Credit course in successful inclusion strategies. Integration of MOVE Curriculum in Adapted PE decision-Making (Center-Based) On-going PD available through AACC Cohort on disabilities open to all educators/paras each semester On-going system PD on accommodation/modifying to meet the needs of students with disabilities System Focus on Differentiated Instruction PD/Job-embedded training at all grade levels
Baltimore City	The Special Olympics Maryland staff and Baltimore City adapted physical education teachers collaborate to present workshops providing information and teaching strategies to

	<p>enable the physical education teachers to individualize their instruction to meet the needs of the students with disabilities.</p> <p>The physical education and the special education central office staff meet periodically and collaborate regarding issues and concerns related to serving students with disabilities in physical education.</p> <p>The Special Olympics Maryland staff presented a workshop on Unified Bocce to all physical education/adapted physical education teachers, dance teachers, and athletic directors at the Citywide Physical Education Professional Development Workshop in August 2010.</p> <p>The Office of Special Education and the Office of Physical Education and Athletics, and Special Olympics Maryland staff have provided staff development on appropriate instruction and on the Maryland Senate Bill 649/House Bill HB Hb141411 (Fitness and Athletic Equity Act), COMAR, and IDEA requirements. The staff development presentations and written information was provided at various times to principals, general physical education and dance teachers, athletic directors, and adapted physical educators. Professional Development was provided by members of the office of the city-wide special education programs to Baltimore City principals, IEP chairs, and special education substitutes.</p> <p>Sessions at the Citywide Professional Development for Physical Education and Dance teachers were conducted by the adapted physical education teachers to provide useful instructional strategies and techniques for teaching students with disabilities.</p> <p>Professional Development sessions to introduce and update information and regarding the Fitness and Athletic Equity Act and its impact on physical education and athletics.</p> <p>Introduction of a program to create awareness, empathy, and valuable knowledge about students with disabilities. Use of interactive lessons enables students to become desensitized about the myths about disabilities and become more accepting of inclusion students.</p> <p>Attendance at State Conventions provide teachers with the opportunities to speak with adapted physical education representatives from different school districts regarding autism, service models, assessments, and innovative activities for students with disabilities in the mainstream physical education program.\</p>
Baltimore	<p>1. A survey was completed to determine the effectiveness of the consultative model used as the service delivery model for adapted physical education in Baltimore County Public Schools. Participants: all physical education teachers in BCPS were given the survey in August 2010 Outcomes: According to the results:</p> <ul style="list-style-type: none"> • I would rate my understanding of the adapted physical education process as... <p>38.6 % of physical education teachers are very confident 56 % of physical education teachers are somewhat confident 5.4 % were not confident</p> <ul style="list-style-type: none"> • I know how to access instructional support for students with disabilities. <p>42.9% of physical education teachers strongly agree 52.7% of physical education teachers agree 4.3% of physical education teachers disagree.</p> <p>2. 4 trainings developed specifically for physical education teachers to effectively use the TIENET computerized system to input information regarding adapted physical education. Participants: PE teachers not trained in TIENET</p>

	Outcomes: 228 out of 341 PE teachers now have access to TEINET and can enter independently enter information on IEP's.
Calvert	Select teachers have participated in peer observations with our APE staff member. APE staff member has attended MSDE briefings and has been given access to documents and assessments coming from information shared at briefings. Staff attended a professional development session facilitated by Special Education Staff, where terminology, conditions, diseases, etc... were reviewed, in order to provide some common background knowledge and vocabulary for all teachers to learn and use as they begin to think about how to appropriately adapt lessons for children with a variety of disabilities or conditions that may require instruction to be adapted to meet individual student needs.
Caroline	There were no specifically targeted professional development opportunities this year as we provided significant professional development in the past two (2) school years. This year's professional development was targeted to implementing FITNESS GRAM and in revising our Health Education summative examinations for elementary, middle and high schools.
Carroll	In the area of professional development for physical education for students with disabilities, CCPS has had several occasions whereby presentations have been provided to all special education teachers and staff, physical educators, and administrators. These presentations provided individuals with an increase in knowledge and understanding of the background and development of adapted physical education, the strands of physical education, and the continuum of service utilized in the CCPS system. Continuing professional development for physical education for students with disabilities exists with newsletters, electronic mailings, consultation, and periodic countywide meetings. New information is also presented periodically on the CCPS Special Education Wiki Page. http://ccps-specialeducation.wikispaces.com/
Cecil	We have provided staff development more in corollary athletics this year to building coordinators, athletic directors and p.e. teachers. Those stakeholders were exposed to instruction in the philosophy of corollary athletics as well as the skills needed for the games to be played by the athletes. Specifically, for Adaptive P.E. we have provided in-service on an as-needed basis to building coordinators and physical education teachers through our APE specialist.
Charles	The APE Resource Teachers conduct in-services on professional development days on specific topics related to APE to physical education teachers. Ongoing, individual meetings are set up with physical education teachers to consult, model, and provide specific instruction related to APE, as needed. Targeted specifically during the 2010-2011 school year, in-services have targeted the administration of different APE assessments, the implementation of APE guidelines and procedures, and the introduction of different activities in physical education for students with disabilities.
Dorchester	Physical Education teachers from all grade levels attended a Professional Development workshop in Talbot County provided by Dr. Martin Block. The teachers experienced and learned about different types of inclusion activities that could be utilized in PE classes. Many of the teachers were able to take that knowledge directly and immediately to the classroom and apply it to their instructional delivery.
Frederick	<ul style="list-style-type: none"> All K-12 physical education teachers (n=131) received a three hour professional development session that focused exclusively on Adapted Physical Education in May, 2010. Outcomes of the session were that all teachers would have an increased understanding of laws, policies, and procedures regarding Adapted Physical Education, as well as increased knowledge of differentiation and inclusion strategies. Those objectives were measured with assessments throughout the session. On a survey administered to participants after the workshop, 85% of participants felt the workshop was excellent, while 15% felt the overall workshop was very good. FCPS has partnered with Tom Waite from MSDE/Special Olympics to offer professional development sessions at all systemic K-12 physical education professional development days. At the August professional development day, a guest presenter discussed autism. The outcome was increased understanding of

	<p>how autism impacts students in physical education, as well as increased understanding of strategies to use with autistic students. Participants were all K-12 Physical Education Teachers (n=131). According to the survey assessment tool, 93% of teachers felt the workshop was excellent, very useful, and very beneficial, while 7% felt it was very good, useful, and beneficial.</p> <ul style="list-style-type: none"> • Five FCPS staff members are taking the MSDE Pilot Course #11-00-08 “Assessing Student Performance in PE and the IEP Process” during May, 2011 in hopes of offering this course systemically in 2011-2012. • Physical therapists provide ongoing training and consultation to special education and general education staff in meeting the needs of specific students who require adapted physical education services. • The Physical Education Curriculum Specialist and the Health Services Specialists attended a meeting of the Frederick County Pediatrics Board at Frederick Memorial Hospital to inform local physicians of laws regarding Adapted PE and the “Activity Restriction Form.”
Garrett	Teachers are provided numerous opportunities throughout the school-year to meet with colleagues in the school and county setting. Professional Learning Communities (PLCs) have been established at the high school-level and teachers are required to complete seven hours of staff development outside the regular work schedule. As funding permits, teachers have opportunities to attend regional and state meeting which address the requirements to meet the needs of special education/504 students in the classroom.
Harford	The adapted physical education staff was provided the budget to access the AAHPERD web cast for adapted physical education. This information was processed within the department and shared with physical education teachers. All professional development that is provided to physical education teachers has an adapted physical education component with the expected outcome of inclusion in all of our instruction and assessment.
Howard	<p>Countywide professional development is provided to both general physical education teachers and adapted physical education teachers two times yearly. Sessions included:</p> <ul style="list-style-type: none"> ▪ Test Like a Champion: FITNESSGRAM (3/11/11) WHAT: Participants will engage in an interactive session, examining the correct administration of 5 FITNESSGRAM tests. Strategies will be shared on how to implement this in your class. ▪ Learn Like a Champion: Using Outcomes and Assessments (3/11/11) WHAT: Have you ever asked yourself what you really want your students to know and be able to do? If so, this session is for you. Participants will have an opportunity to examine the grade level outcomes and practice giving assessments associated with those outcomes. ▪ Adapted Physical Education Session - Rope Jump Progression (9/3/10) Description: Participants will start at the beginning to learn how to modify rope jumping. Attendees will be able to participate in the session. ▪ Adapted Physical Education Session - Wheelchair Activities (9/3/10) Description: Participants will learn how to modify activities for students in wheelchairs. Attendees will be able to participate in the session. ▪ Adapted Physical Education Session - Assessment: The Test of Gross Motor Development-2 (9/3/10) Description: Participants will understand a Standardized Gross Motor Assessment Tool.
Kent	Staff was offered the opportunity to participate in adapted PE training through the Mid Shore consortium. We have also had collaboration with the Special Olympics organization.
Montgomery	The secondary resource teachers were given training by Dr. Martin Block this past July in the area of inclusion and adapted physical education. Updates regarding adapted physical education are always included in our monthly resource teacher meetings for middle and high school resource teachers. There have been additions of information regarding adapted physical education placed online for our teachers to access for assistance with assessment, evaluation write ups and basic information on the implementation of adapted physical education (APE) services for students. Our elementary physical education teachers have

	<p>received training regarding the implementation of APE at our elementary meetings.</p> <p>In June, 2010, a training was given to 90 physical education teachers and during preservice week this past fall, all physical education teachers who had not been trained in June, attended a 3 hour professional development training on how to implement adapted physical education. The total number of physical education teachers who were trained was 504 teachers. The secondary resource teachers were also given training by Dr. Martin Block this past July in the area of inclusion and adapted physical education. Updates regarding adapted physical education are always included at our monthly resource teacher meetings for middle and high school. Information on writing evaluations on students has been posted to our instructional archives for teachers to access.</p>
Prince George's	<p>Prince George's county received funding to purchase the FitnessGram software and has trained almost 300 Physical Education teachers. In addition, all adapted physical education teachers were trained in FitnessGram and the Brockport Physical Fitness Test. Select adapted physical education teachers are to train physical education teachers in the Brockport Physical Fitness Test next school year.</p>
Queen Anne's	<p>As stated above, during the county level professional development days, the PE teachers were given Adaptive PE professional development by MSDE, the PE supervisor as well as the Special Education department. All 23 physical education and health teachers participated in the professional development. The outcomes included an overview of the new QACPS policy, the procedure book from MSDE, and the IEP process for writing PE goals. Teachers were also given examples of how to accommodate a special needs student in the PE classroom.</p>
St. Mary's	<p>Ongoing training and staff development activities for physical education teachers regarding differentiated adapted physical education have been offered. This has been established through SMCPS professional development days along with one-one-one and small group meetings with PE teachers and the APE Coordinator. Outcomes have been to increase a variety of instruction strategies that can be implemented in general PE classes. Other outcomes are:</p> <ul style="list-style-type: none"> • Proper usage and implementation of new adaptive equipment for student with disabilities. • Implementation of SMART Goals and Objectives • PE teachers have been provided an opportunity to enroll in a three credit MSDE Adapted Physical Education course, taught in the county. This course provides PE staff an opportunity for additional training with IEP implementation, instructional strategies, and inclusive games and activities. Through this course, PE teachers have an option for practicum experience with children diagnosed with Autism through Recreation and Parks Camp Inspire. Camp Inspire is a four week day camp specifically designed for children diagnosed with Autism.
Somerset	<p>We have not had any professional development opportunities in the area of physical education for students with disabilities during the 2010-2011 school year</p>
Talbot	<p>Current physical education teachers participated in adaptive physical education training in January, 2010 presented by Dr. Martin Block.</p> <p>Since August 18, 2010, all physical education teachers have direct access to a Talbot County Schools shared electronic workspace. Among the documents available in the Health/P.E. Workspace are copies of A Guide for Serving Students with Disabilities in Physical Education and Skill Adaptations/Modifications for Students with Disabilities.</p>
Washington	<p>We had a professional development day where Mike Bovino and Tom Waite of Special Olympics Maryland came to explain the law to K-12 Health and Physical Education Staff. As part of the day, they presented Indoor Bocce, which was our Corollary Sport for the winter season. The staff played Bocce as Mike and Tom explained the various ways the sport can be accommodated to meet the needs of students. Additionally, they explained how you can incorporate various activities into the game as part of a physical education class, such as hopping or skipping as one moves from end to end.</p>
Wicomico	<p>Adapted Physical Education professional development session was held in August, 2010 for elementary, middle and high school physical education teachers to include APE curriculum</p>

	<p>guide, accommodations, modifications and adaptations, assessments, observation tools for students moving to their home-schools. A variety of adapted PE equipment was demonstrated to serve students with varying disabilities.</p> <p>The certified APE teacher was able to visit the local schools to provide feedback to PE teachers for students with disabilities.</p> <p>One APE teacher is piloting the On-line MSDE Adapted PE course to be able to assist the adapted physical education teachers with new developments and opportunities.</p>
Worcester	<p>Health and physical education teachers have had several in-services that included updates and information on adapted physical education and a review of the policy on serving students with disabilities in physical education and athletic programs. Teachers have received copies of the state guide for serving students with disabilities which included pertinent information on the role of the adapted physical educator and the physical educator. They also participate in building level training related to students with disabilities and strategies to address individual needs. The in-services were informative and beneficial. Sensitivity training professional development has been provided during transition meeting on autistic and other special needs students.</p>

4. Each local system is required to have a process for identifying students for adapted physical education services. Has your process changed since last year? A major part of this process is assessment. What assessment tool(s) does your local school system use in identifying students for adapted physical education services?

LSS	Response to Question
Allegany	OT and PT assessments for gross and fine motor skills. Informal assessments by teachers and the APEAS test for posture and fitness.
Anne Arundel	<p>As cited last year, we do have a process for identifying students with special needs: If you are developing these procedures, you might want to consider the following:</p> <ul style="list-style-type: none"> • does your LSS have a curriculum guide for physical education that includes information on adapted physical education? AACPS's PE curriculum guide incorporates differentiated instruction and accommodation modifications to support meaningful access of all students. Enhanced components as they relate to Adaptive PE are recognized as a workgroup activity. • what is the process to refer students for adapted physical education services? Determination of Adaptive PE is considered during the IEP process. Additionally, if accommodations and or modifications are individually required for a student to participate in PE, technical assistance is available by both adaptive PE and Low Incidence Specialist. • what assessments are used to determine present level of performance, provide a list of the assessments used? Informal measures such as the MOVE Curriculum and developmental scales. Additionally, PT formal assessments which are determined through the PT during screening process. Collaboration among the service providers (general educator and special educator) is recognized as a critical aspect of this determination. One example of an assessment option is the Brockport assessment tool. • who administers these assessments? See above as it varies. • 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? Yes as appropriate. Additionally, if Adaptive PE is an identified PE service, quarterly progress reports are integrated in the annual review. • are goals and objectives for physical education included in the IEP? See above. Additionally, AACPS is developing a bank of Adaptive PE goals and objectives

	<p>as part of a workgroup. This is an area that we recognize needs to be strengthened.</p> <ul style="list-style-type: none"> • are grades and/or progress reports provided to parents/guardians in alignment with the LSS reporting format? Yes • are certified physical education teachers providing the direct service for students with disabilities that have IEP goals and objectives for physical education? Yes, however AACPS is looking to expand Adaptive PE certification potential for current personnel as appropriate. • how are supports such as teacher resources, modified equipment or para-professionals provided to students and teachers? This is IEP driven and varies from child to child. The goal is to ensure maximum participation with nondisabled peers that is meaningful. • how does your LSS determine proportionate representation for students with disabilities that are being included in physical education classes? The Division of Special Education believes strongly in grade level alignment of inclusive practices. With that said, we recognize at times that decisions are made based on a schedule. Thus coordination and monitoring with the Office of Physical Education regarding proportionate representation is ongoing.
Baltimore City	A variety of assessments are used to determine present level of performance. The assessments include but are not limited to: the Bruininks Oseretsky Test of Motor-Proficiency; the Louisiana Department of Education Competency Test for Adapted Physical Education; the University of California, Los Angeles Perceptual Motor Behavior Check-list, the Brockport Fitness Assessment, the Apar, and teacher-made assessments.
Baltimore	The Adapted Physical Education Instructional Model revised (Chart 1) outlines the procedures for identifying students for adapted physical education. Physical Education Teacher Observation Revised 8-2010 (Chart 2) Draft Baltimore County Physical Education Inventory Revised 9-2010 (Chart 3) FITNESSGRAM Physical Fitness Test Brockport Physical Fitness Test Informal/Formal class observation based on Maryland State Physical Education Standards
Calvert	Bruinicks – Oseretsky Test of Motor Proficiency Test of Gross Motor Development 2 Variety Authentic Assessments (Informal Measures) OSU Scale of Intra-Gross Motor Assessment Brockport Physical Fitness Test
Caroline	All students are enrolled in physical education classes in the schools where required and most educational needs are met through differentiated instruction or other modifications instituted by the physical education teacher, Students identified as needing an IEP by the department of special education are also evaluated if needing physical education goals as established by the physical therapists working for the county. The physical therapists determine the scope of the physical involvement and write the goals for the student if necessary. The physical therapists use their own assessment tools to determine the scope of the instructional components the teacher will use. All physical education teachers have been exposed to the Brockport Assessment Tool for adaptive physical education needs.
Carroll	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: The MD Physical Education Inventory, TGMD2, CCPS Gross Motor Screening, Prep Motor assessment, LAP-D, and the Brockport Physical Fitness Test. The Physical Education

	Teacher, Consulting Teacher for Adapted Physical Education, or Coordinator of Adapted Physical Education 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 Guidelines to Help Determine Service Levels for Adapted Physical Education which can be found in the CCPS APE Handbook.
Cecil	Our process has not changed, it is still be teacher referral but we desire to have a more formalized process that incorporates appropriate standardized tools. We currently have a tool created by a team of PE teachers years ago, but are considering eleven different tools to replace it.
Charles	Charles County Public Schools uses a wide variety of assessment tools in identifying students for adapted physical education services. The most common standardized assessments used are the Test of Gross Motor Development-2, the Brockport Physical Fitness Test (Also incorporating FITNESSGRAM data) and Functional Assessment of Students with Severe Disabilities. Students are also observed informally during both physical education and small group adapted physical education. Authentic assessments are also commonly used for students within the county that are not appropriate for standardized assessments.
Dorchester	Identifying students for adapted physical education services is an IEP Team decision based upon the student’s ability to participate in the general physical education curriculum. The physical education teacher works with the physical therapist and special educator to determine the student’s needs. The IEP Team then generates the goals and objectives and monitors progress. DCPS does not use a formal assessment for identifying students but determines need on an individual basis.
Frederick	<p>Our process has not changed since last year.</p> <ul style="list-style-type: none"> • 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 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. • Observational data from physical education teachers and the Adapted PE Consultant are used to identify students for adapted physical education. Data from the Physical Therapist can also be used in the observation process. FCPS uses Exit Outcome Assessments at the elementary level, and CRES and student portfolio assessments at the Secondary Level. • In the spirit of continuous improvement, FCPS is in the process of investigating the efficacy of additional assessment tools such as the Test for Gross Motor Development (TGMD II), the Adapted Physical Education Assessment Scale (APEAS II), the Functional Assessment for Students with Severe Disabilities, and the Maryland APE Scale.
Garrett	As a county we have a continued focus on meeting the needs of individual students as opposed to the ‘one size fits all’ philosophy. Individual classroom teachers determine the needs of individual students and strive to develop a modified instructional setting through the IEP process. A physical therapist, who is contracted through an outside agency, completes assessments.
Harford	The following is a list of our most utilized assessments but our assessments are not limited to this list: Brigance Test of Motor Performance, Test of Gross Motor Development. RIDES, HCPS checklist, grade level rubrics aligned to grade level outcomes, Fitnessgram, Brockport, observation, and environmental assessments
Howard	Howard County Public School System uses: <ul style="list-style-type: none"> • The Test of Gross Motor Development-2 • Authentic Assessment with informal measures based on state standards and

	<p>essential curriculum</p> <ul style="list-style-type: none"> • Classroom observations • Teacher input
Kent	No, it has not changed. Our Physical Therapists collaborate with the special education teachers and the physical education teachers to determine needs.
Montgomery	<p>MCPS uses the Test of Gross Motor Development 2(TGMD2), Functional Assessment of Students with Severe Disabilities (FASSD), MD State Inventory and informal observations for assessment of elementary students in PE.</p> <p>The Brockport, FASSD, MD State Inventory and informal observations are used at the secondary level for assessment.</p>
Prince George's	<ul style="list-style-type: none"> • The Battelle Developmental Inventory • The Brigance Inventory of Early Development • TGMD-2 • PGCPS Adapted Physical Education Curriculum Checklists • The PGCPS ECC Checklists • Early Childhood Skill Development Guide gross motor skill section • FitnessGram • Brockport Physical Fitness Test
Queen Anne's	In QACPS, a special education specialist from Central office, the contracted OT or PT as well as the PE teacher collaboratively assess the student. They, in collaboration with the parent and guidance counselor, write the appropriate IEP goals.
St. Mary's	There have been no changes in the process of identifying student for APE services. When concerns are raised or observed, permission is requested to test students using one or more of the following: the TGMD2, Motor Skills Inventory, or Brockport Fitness test.
Somerset	There is a contract with Queen Anne's County for adaptive PE assessments.
Talbot	Special Education teacher/Case Managers work directly with licensed Physical Therapists, the School Psychologist, physical education teachers and Special Education Specialists from our Central Office to administer assessments and identify students for services. A variety of authentic assessments (informal measures) are utilized, along with the Peabody Developmental Motor Scales. The assessments are conducted by a team of professionals who are knowledgeable about the physical education content standards, motor skill development, and adaptations required to meet the needs of individual students.
Washington	<p>Our process has not changed in the last year. I will list below our response from last year. 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>. WCPS also follows IEP team procedures set forth in the 27-page document entitled, <i>The Art of IEP Meetings, Revised 5-09</i>.</p> <p>The primary assessment used is the interview of the student by the adapted physical education teacher. The secondary assessment used is the Test of Gross Motor Development–Second Edition (TGMD-2), along with the attending physician/certifying medical agency report form included with this report as Attachment 2.</p>
Wicomico	<p>Physical Education Teacher Observation Form (Baltimore County)</p> <p>Test of Gross Motor Development II</p> <p>Brockport Physical Fitness Test</p> <p>Wicomico County Fitnessgram</p> <p>Informal/Formal Class Observations</p>
Worcester	Students are assessed through teacher or class observations, teacher made assessments, fitnessgram, etc. Medical records and other documentations are reviewed and recommendations are made to create adaptations to meet the individual needs of the students.

5. What are the key challenges your school system and individual schools face in delivering physical education opportunities to students with disabilities? Have these challenges changed since last year?

- **What new initiatives has your local school system taken to have overcome these challenges?**

LSS	Response to Question
Allegany	<p>The biggest challenge is scheduling and staffing and space.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>ACPS has initiated a study to renovate one high school and two middle schools that include space for APE classes. ACPS has made a concerted effort to identify and ensure students with disabilities have a positive experience when taking a pe class.</p>
Anne Arundel	<p>The greatest challenge is having teachers certified in Adaptive PE. Additionally, the provision of only one Adaptive PE Resource Teacher for the entire system at times can impede fluid technical assistance support alignment as necessary. Inclusive services will continue to be looked at through the IEP process and there is recognition that ongoing assessments for temporary par educators may be necessary.</p> <p>Most of our students are integrated with no issue or support requirement, however it is recognized that Adaptive PE and/or modifications to the academic achievement standards associated with the PE curriculum does require the time to collaborative plan with the case manager, Adaptive PE Resource Teacher and/or special education/service provider staff.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>Priority to keep special education teacher caseloads at nationally-recognized levels Provision of Resource Support Enhanced communication /tools related to Adaptive PE in the Tienet web-based system and Handbook</p>
Baltimore City	<p>Rather than being taught in special education centers, special needs students are increasingly being taught in their neighborhood schools, and in general physical education classes, creating logistical and scheduling challenges. In addition, adapted physical education teachers must consider each school situation, i.e., scheduling considerations (lunch periods, therapy sessions, academic and MSDE assessment requirements, mainstream (general) physical education), the accessibility and availability of gymnasium and/or other instructional areas.</p> <p>The number of adapted physical education teachers needs to be increased to meet the needs of the students and to be able to be in compliance with the MSDE guidelines.</p> <p>The service models for adapted physical education need to be updated and defined to meet the needs of adapted physical education students on both certificate and diploma tracks. An appropriate workspace needs to be provided that includes computers with access to the internet, file cabinets, copying equipment, printing supplies, phones, and fax machine.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>Teachers have been provided with laptops that have wireless capabilities however few schools have wireless access.</p>
Baltimore	<ol style="list-style-type: none"> 1. With Maryland only requiring certification in physical education to be able to teach adapted physical education, higher education institutions are not adequately preparing physical education teachers to effectively differentiate instruction or providing knowledge regarding the IEP process. 2. Not enough time or money for providing necessary professional development 3. Physical education teachers are not being held accountable for documentation in the IEP process, for example: Not completing quarterly reports, 4. Not updating adapted physical education goals and objectives annually <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>The Office of Physical Education has provided:</p>

	<ol style="list-style-type: none"> 1. After school physical education teacher trainings, include discussions, resources and updates on providing adapted physical education. 2. Four trainings offered for first year teachers – One training offered for teachers teaching 2-3 years 3. Two after school meetings (Fall, Spring) for elementary physical education teachers. 4. Two middle school content leader meetings (Fall, Spring) during the school day. Two high school department chair meetings (Fall, Spring) during the school day. 5. Office of Physical Education has provided mentor teachers to new teachers for support in overall instruction including, adapted physical education. 6. Offices of Physical Education and Special Education has provided on going support through the adapted physical education consultative model. 7. The Office of Physical Education has developed a wiki spaces for teachers to share and observe quality differentiated instruction in physical education. 8. The Office of Physical Education through the Office of Professional Development provided the Continuing Education Course offered in Spring 2011, “Current Best Practices for Teaching Elementary Physical Education” - adapted physical education information included in course content.
Calvert	<p>As many districts, CCPS faces budgetary challenges in the upcoming year. Resources for professional development are limited. We have limited time and staff to provide the PD. In addition, funds are not available to provide stipends for staff to attend or to provide substitute coverage. In order to be successful in providing a high quality APE program, we must find alternative ways to train our staff to work with students with severe disabilities.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>We continue to refine curriculum that is better individualized to each student, and our disabled students certainly benefit from that differentiation.</p>
Caroline	<p>The key challenge is to correctly identify those students in need of an adaptive physical education program on the IEP. We are relying on the physical therapists for this identification and goal writing where a trained physical educator should have some direct involvement in the identifying and goal writing process. This is an on-going challenge for the LEA.</p> <ul style="list-style-type: none"> • What new initiatives has your local school system taken to have overcome these challenges? <p>None specifically to date but we continue to meet with the office of special education to address these shortcomings.</p>
Carroll	<p>As school budgets become tighter and funds limited, several key challenges become evident for CCPS in delivering physical education opportunities to students with disabilities. Staffing for small group and individual instruction is sometimes problematic where itinerant teachers and individual student school schedules often do not allow much flexibility. Administrators are challenged to be creative when providing appropriate staffing for all academic areas as well as Special Areas such as physical education. Providing time and funds for professional development within the normal workday is also a continuing challenge.</p> <p>CCPS personnel are continuing to work on additional methods and course offerings to allow for providing additional opportunities for inclusion of students in mainstream physical education classes as well as provide opportunities for small group instruction. Adapted, specialized, and/or modified equipment continues to be very expensive. CCPS is continuing to develop a lending library for adapted equipment that can be shared throughout the school system on a request basis to help increase availability of such specialized equipment for use by students. Various types of fundraising continue to be a source for improving the Adapted lending library. This lending library however, creates a need for transfer from one school to another as well as possible scheduling conflicts with limited numbers of each item.</p>
Cecil	<p>Like many of our neighbors our challenges include appropriate staffing and class time in physical education. In addition, staff development time is limited for content coordinators,</p>

	<p>limiting the amount of new information we can share. These challenges have remained (and most likely will continue to remain) consistent.</p> <ul style="list-style-type: none"> • What new initiatives has your local school system taken to have overcome these challenges? <p>As coordinator for PE, I have looked at online ways to conduct professional development and look forward to the MSDE online offerings for teachers.</p>
Charles	<p>Key challenges include: scheduling conflicts to provide service at all levels (elementary, middle, high), time constraints to provide the service, providing professional development time for adapted physical education teachers, servicing students with severe and profound disabilities, finding appropriate inclusion opportunities.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>In regards to scheduling, meetings with administration to establish feasible times to provide service are scheduled on a regular basis. Adapted PE Resource teachers have worked with individual school teams to provided services on a more efficient basis (e.g. more frequent sessions throughout the week, providing instruction at more appropriate times of the day, when possible).</p> <p>Working with students with severe and profound disabilities continues to be a challenge; however, through working with physical and occupational therapists, more appropriate goals addressing specific and individualized student needs have been targeted to be addressed through Adapted PE.</p> <p>As a means of increasing appropriate inclusive opportunities, several schools around the county have been able to implement an instructional model in which a small, select group of typically developing peers participates in the Adapted PE instruction. The goal is to continue to expand on this model.</p>
Dorchester	<p>A key challenge would be the large number of special needs students and the general education students placed in the same class. Example; 10 special needs and 15 general education students makes it challenging without assistance being provided.</p> <p>Last year a challenge was adjusting the comfort level of the PE teachers particularly with the IEP process and accountability regarding data collection. After providing on-going professional development and collaboration with special educators PE teachers are much more comfortable with the overall process.</p> <ul style="list-style-type: none"> • What new initiatives has your local school system taken to have overcome these challenges? <p>Special Education coordinators, PE teachers, general education teachers, and administrative staff are collaborating to develop the school organization and schedule to allow for inclusion of students requiring the services and to best utilize teachers and instructional assistants while meeting the needs of both populations.</p>
Frederick	<ul style="list-style-type: none"> • The need for continued professional development and limitations of staff time for professional development • Time to deliver adapted physical education services to students without impacting other student needs • Valid, reliable assessments to diagnose student needs • Adequate staff to deliver services <p>What new initiatives has your local school system taken to have overcome these challenges?</p> <ul style="list-style-type: none"> • Hiring of additional staff • Increased professional development opportunities related to Adapted Physical Education • Purchasing of additional assessment tools
Garrett	<ul style="list-style-type: none"> • Meeting the needs of individual students • Funding to create a comprehensive staff development program • Local content specialists to support classroom teachers

	<p>What initiatives has your local school system taken to have overcome these challenges?</p> <ul style="list-style-type: none"> • Provide teachers and school-based administrators with local and state regulations • Develop creative ways to increase opportunities for teachers to participate in training • Create a group of lead teachers, with content specialization, to support curriculum implementation and guidance
Harford	<p>The inclusion of medically fragile students had created a concern for what is considered a safe environment. Our limited staff creates a challenge for creating environments that are safe and address the needs of the student.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>Funding for studies has been secured to move forward with the relocating and rebuilding of the John Archer School. The majority of medically fragile students in HCPS attend John Archer. By providing the new facility, the spacing will allow for larger, safer and more appropriate therapeutic and physical education areas within the building allowing more extensive inclusive opportunities with the nearby ES, MS and HS. In addition, the therapeutic pool, a joint initiative between the Department of Recreation and HCPS will allow for extensive community collaboration and appropriate activities for the medically fragile.</p>
Howard	<p>Providing staffing support that is in line with multiple school schedules. Scheduling Adaptive Physical Education service for students with disabilities in collaboration with physical education teachers while managing numerous school schedules; specifically, the complexity of individualized scheduling for students with disabilities to attend physical education classes with their appropriate grade level peers. An increase of students with complex medical issues requiring increased collaboration with Health Services and additional training for staff to meet individual student needs.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to overcome these challenges? <p>Schedules -- Collaboration with individual schools to coordinate student schedules with Adaptive Physical Education staff and physical education teachers Staffing -- Efficient use of APE staff to individual schools by geographic locations Class schedules – Intentional scheduling of students receiving adapted physical education services by guidance counselor Medical issues -- Collaboration with Health Services to implement health plans Training -- Collaboration with physical therapists and other staff including training, as needed</p>
Kent	<p>The challenges continue to be in the area of having such small incidence for any area of need. We have small student populations in the different areas for service.</p> <ul style="list-style-type: none"> • What new initiatives has your local school system taken to have overcome these challenges? <p>We work together whenever concerns arise.</p>
Montgomery	<p>The biggest challenge our schools face in delivering PE to students with disabilities is scheduling students in the classes where their needs can be met in the secondary and elementary classes. Also, being that our system has just begun assessing students and creating IEP's or 504 plans, making sure the process is being implemented consistently across the county takes a lot of time and we only have one adapted physical education specialist.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>The Adapted Physical Education content specialist has met with the elementary, middle and high school principals advisory committees and informed them of the new Act in the state of MD regarding APE. She shared with them the information that all of their physical education teachers received. All PE teachers were trained last June and during our</p>

	preservice week this year on the process of implementing adapted physical education services.
Prince George's	<p>Inconsistent physical education schedules from school to school and the lack of appropriate space to conduct adapted physical education classes.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>A physical education staffing and scheduling plan is being reviewed and discussed with the Chief of Academics to resolve the scheduling issue.</p>
Queen Anne's	<p>Due to lack of resources (expertise and money), the professional development in adaptive PE has been limited. This is a challenge that has not changed from last year, although, the support from MSDE has made professional development possible in this area.</p> <ul style="list-style-type: none"> • What new initiatives has your local school system taken to have overcome these challenges? <p>We have partnered with MSDE and the special education department to provide the appropriate professional development necessary to implement this service.</p>
St. Mary's	<p>This tends to be an area in which teachers have received minimal training as a part of undergraduate preparations. Therefore much has to be learned on the job as teachers interact with students with varying abilities. Providing quality instruction in an inclusive environment can be changing when class sizes are large and teachers are trying to address all students in the class.</p> <ul style="list-style-type: none"> • What new initiatives has your local school system taken to have overcome these challenges? <p>Time is devoted to APE issues during professional days and MSDE credit bearing courses are now being offered to all interested PE teachers in the county. The availability of a Coordinator of APE now provides a resource that is more freely available to teachers when they are in need of assistance.</p>
Somerset	<p>Minimal funding for proper equipment. Scheduling of classes and student time.</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>Classroom fundraising Grant writing Begging and pleading for more money</p>
Talbot	<p>The Talbot County Public Schools have not faced significant challenges in delivering physical education opportunities to all students. It has long been standing policy in our school system to provide complete, appropriate inclusion, with accommodations where needed, for all students in all curricular areas.</p>
Washington	<p>The challenges have not changed since last year. The primary challenge is to provide adequate funding to support additional full-time equivalent positions to move to a local goal of providing a 1:20 teacher: student ratio.</p> <ul style="list-style-type: none"> • What new initiatives has your local school system taken to have overcome these challenges? <p>In recent years the only local initiative has been to include requests in the local school system annual operating budget to move to a total of 5.5 full-time equivalent positions to support adaptive physical education instruction for students with disabilities.</p>
Wicomico	<p>Class size Staffing Scheduling Equipment Attending IEP meetings</p> <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? <p>The Supervisor of Physical Education and the Special Education dept- allowed time for the APE teacher to visit the local school systems to provide the accommodations/adaptations/modifications and equipment necessary for the students to meet with success.</p>

	The certified APE teacher has provided the necessary information, forms, IEP updates to PE teachers. Para-professionals have been assigned as well as one-on-one to assist the student.
Worcester	There are no major challenges to speak of at the present time. Any that we have encountered have been on a school by school or individual by individual basis and special education teachers, physical education teachers and administrators (as needed), work together to provide the best possible service to the students. <ul style="list-style-type: none"> • What initiatives has your local school system taken to have overcome these challenges? Since there have no major challenges, the county has not implemented any initiatives.

6. Are there any areas in which the Maryland State Department of Education could provide further assistance that would address key challenges or initiatives?

LSS	Response to Question
Allegany	Assistance that would address key challenges or initiatives? Continue collaboration with the PE specialist from MSDE (Mike Mason). Possibly look for grant money to assist with equipment and training for all teachers.
Anne Arundel	We believe MSDE development of a cohort to build PE teacher capacity in this area would be highly beneficial. Continue to support MAPEC and provide professional staff development opportunities. Consider Adapted PE Certification funding support for current PE Teachers
Baltimore City	Information on new assessments should be provided and free access to assessments should be provided. The online adapted physical education courses should be available to teachers for the Fall Term 2011.
Baltimore	Continue to provide opportunities for statewide meetings to discuss and address adapted physical education issues.
Calvert	Currently, there are three APE courses in developmental stages that will become available to teaching staff next year. These courses will greatly aid staff in becoming more current and developed in their skills for adapting physical education for students who are in need of that differentiation and individualization. Additional staff development opportunities for staff are always in need.
Caroline	The Maryland State Department of Education (MSDE) has provided sufficient assistance and oversight in addressing the identified challenges. We will continue to call upon their expertise in the areas of writing IEP physical education goals and assessments where needed.
Carroll	It is evident that CCPS is committed to providing all students, including students with disabilities, with quality physical education programs. The Maryland State Department of Education could be instrumental in aiding CCPS through providing continuing professional development opportunities for teachers as well as resource materials and professional support. Continue to provide the Spring and Fall Briefings that include a session for Adapted Physical Education as well as LSS Physical Education Supervisors. Continue to Invite LSS Special Education Directors to participate.
Cecil	I cannot say how appreciative I have been to have Mike Mason as a resource. Mike continues to be a leader and a friend to the local school systems.
Charles	Provide examples of how a multi-level curriculum can facilitate inclusion as well as how to incorporate disability awareness into regular physical education units.
Dorchester	MSDE has been very supportive in all areas of need and I am certain that this working relationship will continue.
Frederick	Continue to share best practices, both from a nation-wide perspective and a state perspective Continue to provide a network of contacts who have expertise in this area
Garrett	With increased budgetary issues at the school, local, regional, and state levels it has

	become more difficult to provide on-going staff development.
Harford	Technical support as needed and funding/support of the new John Archer School.
Howard	No
Kent	No
Montgomery	None
Prince George's	MSDE has been very supportive to the local school systems in promoting the inclusion of students with disabilities in physical education
Queen Anne's	Besides continual support, not at this time.
St. Mary's	Continue to include APE as a part of statewide briefings so that networking between counties continues.
Somerset	Funding Grant opportunities
Talbot	Not at this time.
Washington	None at this time.
Wicomico	Continue to provide the education, trainings and tools for Adapted Physical Education teachers and Physical Education teachers.
Worcester	Share information on assessment, evaluation, measurable outcomes and data-driven decisions that other counties are using for adapted physical education.

Appendix L

Exemption Letter



Nancy S. Grasmick
State Superintendent of Schools

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

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

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.

Appendix M

Summary of Professional Development Presentations for Local School Systems on Adapted Physical Education

LSS	Professional Development	Presenter
Allegany	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Special Education Staff	Mike Mason-MSDE June 15,2010
Anne Arundel		
Balt. City	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act for Teachers and Staff	Mike Mason-MSDE August 27, 2009
Baltimore		
Calvert	Overview of Adapted Physical Education Procedures with School System Administrators Adapted Physical Education and the IEP Process for PE Teachers	Mike Mason-MSDE October 26, 2009 September 14, 2010
Caroline	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE September 14, 2009
Carroll		
Cecil		
Charles		
Dorchester	Overview of Adapted Physical Education and the Fitness and Athletic Equity Act Adapted Physical Education and the IEP Process Teachers and Staff	Mike Mason-MSDE October 19, 2009 January 19,2010
Frederick	Overview of Autism Teachers Best Practices for Inclusion Teachers	Dennis Vacante PG Schools August 18,2010 Brad Weiner PG Schools January 18,2011
Frederick	Demonstration and discussion of Young Athletes Program with Principal and teachers from Carroll Manor ES. Program is being offered several times per week in inclusive settings.	Tom Waite – SOMD February 3, 2011
Garrett	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE January 13, 2010
Harford		
Howard	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE September 4, 2009
Kent		
Montgomery		

Prince George's		
Queen Anne's	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE January 21,2010
Queen Anne's	Introduction to Bocce session for all PE teachers	Tom Waite – SOMD January 26, 2011
St. Mary's	Introduction to Bocce session for all PE teachers as part of Rocco's Adapted PE course	Tom Waite – SOMD Scheduled for June 1, 2011
Somerset	Overview of Adapted Physical Education and the Fitness and Athletic Equity Act	Mike Mason-MSDE June 21, 2010
Talbot	Overview of Adapted Physical Education and the Fitness and Athletic Equity Act Adapted Physical Education and the IEP Process Teachers and Staff	Mike Mason-MSDE June 14, 2010 August 30, 2010
Washington	Introduction to Bocce session for all PE teachers	Tom Waite – SOMD Mike Bovino – Consultant to MPSSAA November 1, 2010
Wicomico	Overview of Adapted Physical Education Procedures and Resources Review of the TGMD2 for APE assessment Teachers and Staff	Peggy Troiano and Gail Lamboni August 25, 2010
Wicomico	Consulted on a pilot program to introduce the Special Olympics Softball Individual Skills Competition as part of a Throwing/Catching Unit.	Tom Waite – SOMD Mike Bovino – SOMD Consultant April 2011
Worcester		

Appendix N



Professional Development Opportunities For Adapted Physical Education Topics

- Strategies for including students with disabilities in mainstream physical education
- Accountability in adapted physical education
- Classroom organization/management (Hellison Model)
- Adapted PE services and strategies (IEP Process, Assessment, Goal Writing)
- Learning and behavioral characteristics of students with disabilities and strategies to improve learning
- Related school support services (OT,PT)
- Customized hands-on training for physical education teachers in working with students with a variety of disabilities.....
 - *Students with autism*
 - *Students who use a wheelchair*
 - *Students with ambulatory challenges*
 - *Students who have head/brain injury or spinal cord disorders*
 - *Students who are visually or hearing impaired*
 - *Students with an intellectual disability*
- Connecting students to services/programs beyond the school-day
- Co-teaching strategies in adapted physical education
- Utilizing para-professionals to benefit students and teachers
- Transitioning opportunities for students with disabilities
- Instructional models for learning (Spectrum/Continuum of Services)
- Specific Sport Inclusion Strategies Connected to Corollary Opportunities
 - Bocce
 - Tennis
 - Track and Field
- Partners:
 - Special Olympics Maryland
 - Blaze Sports America
 - Kennedy Krieger Institute
 - Baltimore Adapted Recreation and Sport (BARS)
 - Maryland Alliance for Health, Physical Education Recreation and Dance (MAHPERD)
 - Maryland Association of Non-public Special Education Facilities (MANSEF)
 - National Association for Sport and Physical Education (NASPE)
 - Local School System Personnel

To request information or for more details, please contact

Mike Mason mmason@msde.state.md.us

Tom Waite twait@somd.org

Appendix O

Adapted Physical Education Fall 2010

Fall Administrative Briefing

Agenda

Introductions

Greetings from MAHPERD

Ginny Popiolek

General Announcements

Exit Outcomes
APE Inventory
MAPEC
On-Line Course
Professional Development Opportunities

Scott Geist, John Perna
John Perna, Linda Webbert
John Perna
Linda Webbert
Tom Waite

Sharing of Corollary Athletic Opportunities

Ned Sparks, Tom Waite, Mike Bovino

Coaches Handbook

John Perna and Kay Lambert

Writing Goals and Objectives

Response to Intervention
Scott Geist, Linda Webbert
Allen Perrigan MSDE Office of Special Education

Physical Therapy Collaboration

Karen Greeley, Physical Therapy Team Leader
Office of Special Education, Baltimore County Public Schools

Developing Transitional Goals for Secondary Students

Rocco Aiello

Agenda for 2011 Spring Briefing

Topics for Adapted Physical Education

Welcome and Introductions	All
Legal Concerns in APE	Allen Perrigan, MSDE Lynn Schulte, Charles Director of Compliance Ashley Van Cleef, Howard Special Education Compliance Rochelle Eisenberg, Carroll CCPS attorney Stephen Cowles, Baltimore BCPS Attorney
Fitness and Athletic Equity Legislative Report	Mike Mason
MSDE Special Education Update	Allen Perrigan Office of Special Education, MSDE Policy and Resource Specialist Administration Policy Branch
Sharing of LSS Work in APE	All
Professional Development Opportunities	Tom Waite Special Olympics of Maryland
Adapted Physical Education Consortium Wiki Discussion APE Inventory	John Perna
Articulation Meetings LRE Discussion	
APE On-Line Course Update	Linda Webbert/Cyndi Naylor
Fall Convention Fall Briefing Topic Discussion	All
Evaluations	All