

# **Fitness and Athletic Equity for Students with Disabilities MSAR# 8351**

## **2013 Report**

This is the fifth 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, 2013 in the areas of physical education and athletics.

### **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 work toward full implementation of the law. Responding to this perceived need, MSDE and SOMD have continued their collaboration 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**

##### **May 2013**

- 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 2012/13 completed.
- MPSSAA submits to MSDE athletic participation results based on 2012/13 participation survey.
- Local school systems implementation fully operational.

## **August 2013**

- 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 198 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.

### **Model Policies**

During the fifth 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, 2013 23 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities. The one remaining school system has indicated that they are adopting opportunities as needed.

## **Review of Activities for Mainstream Physical Education**

### **Timeline for Implementation**

#### **May 15, 2013**

- Local school systems submit student enrollment in physical education to MSDE using the Student-Course-Grade-Teacher Data Collection tool (SCGT data).
- Local school systems submit a report on the progress toward inclusion of students with disabilities into mainstream physical education to MSDE.

#### **August 1, 2013**

- 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 information about physical education services to all students. MSDE was able to collect information based on the Student-Course-Grade-Teacher Data Collection (SCGT data) submitted to MSDE on the number of student's with IEP's and 504's in physical education classes. All local school systems provided information through the SCGT data collection tool for 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's Division of Accountability, Assessment, and Data Systems and Office of Physical Education collected and has provided individual school system data as part of the report for the General Assembly. All data collected during 2012-2013 school year can be found by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix H)

The current data indicates all local school systems are reporting they are providing physical education for all their students. The data also provides individual school system information on the number of students with IEP's and 504's that are receiving physical education instruction. 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.

## **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 fifth year of implementation, each of the local school systems were asked to respond to a set of questions that addresses any new initiatives their school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education, what are the key challenges their school system and individual schools face in delivering physical education opportunities to students with disabilities, and any areas in which the Maryland State Department of Education could provide further assistance that would address key initiatives and challenges. (Appendix I) A summary of the responses to these questions has been collected during 2012-2013 school year and has been compiled and summarized. (Appendix J)

The self-reported data indicates the following responses on new initiatives local school systems (LSS) have implemented to promote inclusion of students into mainstream physical education. Many systems indicated providing professional development activities for adapted physical education (APE) teachers and general PE teachers. Topics included: Universal Design for Learning (UDL), Response to Intervention (RTI), Least Restrictive Environment and Differentiated Instruction. Others mentioned the development of resources such as; Creation of a UDL website, linking to Maryland Learning Links website, updating Adapted Physical Education Guides to provide guidelines for the Adapted Physical Education programming, creating/reviewing assessment resources for students for APE services, and information on the IEP processes and compliance related to adapted physical education. Several school systems again mentioned requesting funding to add new Adapted Physical Education Resource/Itinerant Teachers to provide continued consultation and professional development to all Physical Education Teachers.

The key challenges that were reported are similar to last year. They 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, and funding for resources and staff to deliver necessary student services and support to teachers and students. Time to deliver adapted physical education services to students without affecting other student needs has been an ongoing concern. A valid, reliable assessment to diagnose student strengths and needs for individualizing instruction, at a reasonable cost, is not a new challenge.

Additional challenges include increasing the knowledge base of special education and general education instructional assistants in adapting activities and modifying activities for students with special needs. This can be addressed through additional professional development and training. However, some school systems reported they have reduced the number of professional development days allotted for staff. Also mentioned was providing staff development for the general P.E. teachers on how to conduct assessments, write IEP goals and objectives, and data collection for verification of services.

Areas mentioned where the Maryland State Department of Education could provide further assistance included:

- Assisting local school systems in advocating for the Non-Public Special Education Schools to correctly identify adapted physical education on the IEP and have services provided by a certified physical education teacher.
- Provide opportunities and sharing of information on updates, assessment, evaluation, best practices and what other counties are doing in the area of adapted physical education.
- Provide training on how to incorporate disability awareness into regular physical education units.
- Provide additional statewide opportunities for professional development for teachers and staff.
- Provide funding to support substitute coverage to provide mandatory trainings and to purchase various adapted physical education resources for physical education teachers throughout the county.

### **Secure Transfer Site for Adapted Physical Education**

An important contribution for all teachers around the State was the development of a secure site housed at MSDE that allows LSS to share resources they have developed and can be shared with others around the State. This was developed as a response to a need that was mentioned in last year's report. On this website are folders for Assessment Tools, LSS Adapted PE Guides, Professional Development Presentations, and General Adapted PE Resources.

### **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. The waiver letter can be found in the Appendix. (Appendix K)

### **Technical Assistance**

#### **Special Olympics of Maryland**

During the fifth year of the Fitness and Athletics Equity for Students with Disabilities Act, Special Olympics Maryland (SOMD) has provided technical assistance with a focus on a variety of professional development opportunities specific to teachers of general physical education. Nate Garland from SOMD provided technical support for SOMD programs and resources. The following list of activities occurred over the past year.

- Wicomico County, presented bocce, tennis and strength and conditioning training to all physical education staff member at 3.5 hour in service training session. Approximately 30 teachers attended.
- Provided technical support for the National Federation of High Schools (NFHS) Unified Sports on-line video course throughout the year, by identifying inclusive SOMD programs and proofreading material.  
<http://www.nfhslern.com/electiveDetail.aspx?courseID=36000>

- Promoted the National Federation of High Schools (NFHS) Unified Sports online training throughout the state through Unified Trainings. 95 teachers from 12 counties have successfully taken the training course and completed the course quiz.

### **On-line Courses**

Funding for the development of three general Adapted Physical Education on-line courses was provided by Maryland Public Television and Special Olympics Maryland in 2010-2011. All three courses are currently available for teachers and staff. The first 2 courses are three credit courses and the third course is a two credit course. With a gap in professional development relevant to Physical Education and especially Adapted Physical Education, these courses 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. These courses will also count toward recertification of teacher certificates for the 12 credits currently needed to qualify for national certification as a Certified Adapted Physical Educator (CAPE).

MSDE Course information is listed below:

MSDE # 11-00-25 -Helping All Students Succeed in PE-Using the IEP Process – 3 credits

MSDE # 11-00-28 -Adapted Physical Education: Successful Inclusion Strategies – 3 credits

MSDE # 12-00-01 -Teaching the Separate Adapted Physical Education Class – 2 credits

A cadre of facilitators has been developed to teach the online courses. Currently, teachers from Montgomery, Prince George’s, Frederick and Baltimore County are serving as facilitators/instructors for these courses. All facilitators must have a State certification in physical education, have taken a required class called “Teaching Online in Maryland”, and have had experience teaching adapted physical education. Most of the instructors are CAPE certified.

Additionally, the Office of Special Education and Early Intervention at MSDE provided funding for a review and edit of the existing course content. Some of the information for the suggested changes to the course content was obtained through an evaluation of the course content and assignments by the students that completed the courses during the 2011 and 2012 school years. The work of reviewing and editing the existing course content took place during the summer and fall of 2012.

### **Adapted Physical Education Briefings**

The Specialist for Physical Education at MSDE has provided professional development for resource teachers responsible for adapted physical education in the school systems. MSDE holds the annual fall and spring briefing for adapted physical education resource teachers in various parts of the State. Presentations and resources for adapted physical education are made available to local school system personnel at these briefings to help school systems in providing services for students with disabilities in physical education. The fall briefing was held in Hunt Valley, Maryland and the spring adapted physical education briefing was held in Prince George’s County in April 2013. The agenda for both briefings can also be found in the appendix. (Appendix L, M) A listing of trainings that have been provided for local school system is in the appendix. (Appendix N) A list of available Professional Development Opportunities for adapted

physical education that can be provided to local school systems is also provided in the appendix. (Appendix O )

The Maryland Association of Health, Physical Education, Recreation and Dance (MAHPERD) the professional organization in Maryland, holds an annual convention in October. As part of the convention, there is a strand of presentations specific for adapted physical education. There is a section chair of the convention planning committee that oversees convention program development for adapted physical education. These additional professional development opportunities are available to all teachers at the State Convention.

### **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 continues to be a workgroup during 2012-2013 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.

During 2012-2013 the Maryland Adapted Physical Education Teacher Consortium (MAPEC) Consortium established four workgroups focused on the following topics.

Corollary Guides  
Early Childhood and Adapted PE  
Best Practices for Adapted PE  
Local School System Adapted PE Guides

The winter meeting was held at Arlington Echo Adventure Center in Anne Arundel County, Maryland on February 2013. The agenda for the meeting can be found in the appendix. (Appendix P)

### **National Adapted Physical Education Teacher of the Year**

The National Adapted Physical Education Teacher of the Year Award is given in recognition of outstanding teaching performance in adapted physical education and the ability to motivate today's youth to participate in a lifetime of physical activity. The award was presented during the annual Adapted Physical Activity Council Claudine Sherrill Awards Breakfast in Charlotte, North Carolina. Mr. Brad Weiner from Prince George's County Maryland was selected as the National Teacher of the Year. Mr. Weiner teaches at Frances Fuchs Early Childhood Center, Prince George's County, Maryland.

**Maryland Learning Links** [www.marylandlearninglinks.org](http://www.marylandlearninglinks.org)

Maryland Learning Links is a website for information, guidance and resources related to Special Education and Early Intervention in Maryland. Administrators, teachers, providers or parents can benefit from the site's blend of knowledge and real-world practice, built on the belief that every child can learn and achieve both inside and outside the classroom. The site was developed and produced by the MSDE Division of Special Education/Early Intervention Services, in collaboration with the Johns Hopkins University/Center for Technology in Education.

Adapted physical education has information provided on this website under the heading of "Individualized Education" and then under "Instruction". The MSDE Guide for Adapted Physical Education entitled, "A Guide for Servicing Students with Disabilities in Physical Education" can be found on this website and includes information about adapted physical education, legislation that addresses students with disabilities, and guidelines and strategies for appropriate inclusion in physical education.

Listed under the Adapted Physical Education heading on the website are the following sections:

- Adapted PE and the Law
- Adapted PE in Practice
- Tips for Teachers and Parents
- Links to Learn More About Adapted PE

Additional information about adapted physical education can be obtained by linking to the site at: <http://marylandlearninglinks.org/8841> Brad Weiner from Prince George's County has provided a Blog every month on the Maryland Learning Links website. Additional information about adapted physical education will be continually added to the site in the future.

# Appendices

**Appendix A**  
**The Data Collection Tool**

**2012-2013 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 10<sup>th</sup> through 12<sup>th</sup> grades, but 9<sup>th</sup> grade students participate on any of your high schools' teams, please include their number in the participation figures.

SPORT	BOYS			GIRLS		
	Schools	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**

		<b>Boys'</b>			<b>Girls'</b>		
	<b>Schools</b>	<b>Participants</b>	<b>IEP/504</b>		<b>Schools</b>	<b>Participants</b>	<b>IEP/504</b>
<b>Badminton</b>	16	179	13		35	616	55
<b>Baseball</b>	195	6050	423		64	8	1
<b>Basketball</b>	194	5837	501		192	4690	234
<b>Bowling</b>	7	34	5		7	29	2
<b>Cross Country</b>	190	3950	388		187	2753	144
<b>Field Hockey</b>	1	1	0		127	4135	160
<b>Football</b>	187	14606	1679		11	26	2
<b>Golf</b>	163	1362	102		108	262	17
<b>Gymnastics</b>	0	0	28		8	147	5
<b>Lacrosse</b>	150	7056	550		138	5497	192
<b>Soccer</b>	177	6577	316		175	5985	196
<b>Softball</b>	0	0	0		194	5407	208
<b>Swimming</b>	107	1941	161		108	2204	93
<b>Tennis</b>	179	2343	111		178	2593	73
<b>Indoor Track</b>	175	5439	491		174	4746	237
<b>Track &amp; Field</b>	191	7454	638		193	6287	268
<b>Volleyball</b>	34	661	30		190	5410	203
<b>Wrestling</b>	180	5245	608		56	99	7
<b>Ice Hockey</b>	1	18	2		0	0	0
<b>TOTALS</b>		<b>68753</b>	<b>6046</b>			<b>50894</b>	<b>2097</b>
<b>2011-12 GRAND TOTAL</b>	<b>119647</b>						

**Appendix C**  
**Corollary/Allied/Unified Programs**

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

Appendix D

**2012-13 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT**

**Composite Survey Results from the Local School Systems**

<b>SPORT</b>	<b>Schools</b>	<b>Total Boys Participants</b>	<b>Participants with IEP/504</b>		<b>Schools</b>	<b>Total Girls Participants</b>	<b>Participants with IEP/504</b>
Basketball	11	96	72		11	88	46
Indoor Bocce	72	482	275		71	454	161
Outdoor Bocce	53	380	288		51	433	181
Bowling	71	615	443		70	454	259
Cycling	5	19	14		5	11	6
Golf	8	22	12		8	12	7
Soccer	24	190	125		24	162	92
Softball	58	420	307		58	299	159
Tennis	59	400	222		56	401	145
Track and Field	43	388	220		43	368	120
Strength Training	15	137	66		12	62	22
Floor Hockey	0	0	0		0	0	0
Indoor Softball	0	0	0		0	0	0
Handball	12	105	49		12	71	27
Football	2	24	12		2	24	2
Totals		3278	2105			2839	1227
Total Participation	6117						

- All sports listed are co-ed

**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
<b>Allegany</b>	<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 to maximize student opportunities and provide guidance for coaches. The Committee shall include:</p> <p>(i) The supervisor of athletics</p> <p>(ii) A school athletic director</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>(iii) An adapted physical education teacher  (iv) A special education representative  (v) A school-based administrator</p> <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> <p>(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> <p>d. The Pathway to Play Committee shall render one of the following determinations for each student referred:</p> <p>(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.</p> <p><b>B. Corollary Athletic Program</b></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</p>	
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	<p>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"> <li>a. Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program.</li> <li>b. Corollary Athletic Program coaches.</li> <li>c. Team uniforms and game equipment.</li> <li>d. Transportation for teams to travel in order to compete if appropriate.</li> </ul> <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"> <li>a. Are secondary school students in grades 9-12.</li> <li>b. Are officially registered and attend an Allegany County Public School.</li> <li>c. Submit a parent/guardian permission form for participation.</li> <li>d. Submit a medical approval form.</li> <li>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.</li> </ul>	
<p><b>Anne Arundel</b></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 was added to the Student Guide for Athletes and the Athletics Handbook: (1) Situations that arise will be handled on a case-by-case basis. (2) The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students. (3) If the disability or accommodations fall into one of the four designated areas which preclude a student's participation (the sport is fundamentally altered; the student gains a competitive advantage; the other participants are competitively disadvantaged; there is an increase risk of injury for the student or other participants), then the student or parent may request a meeting with the Pathway to Play Committee. The Committee will consider all possibilities for inclusion into the mainstream interscholastic program or offer an alternative extra-curricular program. The Pathway to Play Committee will consist of several athletic and special education experts. 2. Students wishing to challenge the initial assessment of the coach and administration may appeal to the Pathway to Play Committee. This committee will evaluate the student's disability and make a recommendation about the appropriate level of competition. A student may appeal the</p>

		committee's decision following the school system's standardized appeals process up to the county Board of Education.
<b>Baltimore City</b>	<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 aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment.</p> <p>Pathway To Play Committee</p> <ul style="list-style-type: none"> <li>• 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: The Educational Specialist for Interscholastic Athletics A school athletic director An adapted physical education teacher A special education representative with inclusion background A school-based administrator (Principals or Assistant Principal)</li> <li>• 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</li> </ul>

		<p>participation.</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• The Pathway To Play Committee shall render one of the following determinations for each student referred: * 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.</li> </ul>
<b>Baltimore County</b>	Policy 6702, Rule 6702, Office of Athletic Statement.	<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>
<b>Calvert</b>	Policy 3440	<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 aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. 2. Parents, guardians or</p>

		<p>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>
<b>Caroline</b>	<p>All LSS policies and regulations were 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 "Pathways 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 appealed to the State Board of Education whose decision would be final.</p>
<b>Carroll</b>	<p>Board Policy IHBA.A.</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 &amp; 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</p>

		30 days of the discovery of the alleged violation.
<b>Cecil</b>	CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.	<ol style="list-style-type: none"> <li>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.</li> <li>2. An appeals process as mandated by state law is available when necessary for each school.</li> </ol>
<b>Charles</b>	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, 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.	<ol style="list-style-type: none"> <li>1. Upon the request of a student, teacher, parent or coach, any student with an IEP or 504 Plan who wishes to participate in the mainstream athletic program is referred to a system-based committee who will consider the eligibility of each student on a case by case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student's participation.</li> <li>2. To Deputy Superintendent/designee.</li> </ol>
<b>Dorchester</b>	Policy fully adopted in May 2011.	<ol style="list-style-type: none"> <li>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.</li> <li>2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</li> </ol>
<b>Frederick</b>	(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	<ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>

		appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
<b>Garrett</b>	Policy 347.7 and Procedure 347.71	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<b>Harford</b>	Physical Education and Athletic Programs for Students with Disabilities Policy	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<b>Howard</b>	(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) HCPSS Interscholastic Sports Policies and Procedures Handbook (5) Allied Sports Procedures Bulletins.	<ol style="list-style-type: none"> <li>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 students. The type and severity of the disability and necessary accommodations and any assistive device will be the primary considerations.</li> <li>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. All appeals must be processed within 5 school days.</li> </ol>
<b>Kent</b>	Eligibility for Participation in Extra-Curricular Activities; Procedure Number 600-85	Kent has all students get a physical exam that is current in order to be considered safe for participation in a sport. In addition, the athletic director and school administration will consult if there is any concern regarding a student's

		participation altering the mainstream interscholastic athletic program. There has not been any need to implement this consideration, but Kent has processes in place in case such an occasion arises.
<b>Montgomery</b>	(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i> <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf</a> , establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) MCPS Policy IOB, <i>Education of Students with Disabilities</i> <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf</a> , establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. (3) IQA-RA makes reference to athletic rules, regulations, and standards included in the <i>MCPS High School Athletics Handbook</i> . Athletic opportunities regarding students with disabilities will be included in this handbook.	1. The coach and the athletic director at the school will initially determine if the student is able to participate without presenting a risk to himself/herself or others or without fundamentally altering the game. Some approved accommodations are included in National Federation of State High School Associations (NFHS) sports rules books. If the coach and athletic director determine that the student's participation will result in a safety risk or will cause a fundamental alteration of the sport, the student will be referred to the 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.
<b>Prince George's</b>	Administrative Procedure 5159 and Administrative Procedure 5122	1. We have established a Pathway to Play Committee to review cases that may arise. 2. A parent may appeal to the superintendent of schools or his/her designee.
<b>Queen Anne's</b>	(1) All students follow the regulations and policies contained in the Guide for Student Athletes and Parents. (2) Policy is on file with MPSSAA.	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.

		<p>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 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"> <li>i. The Supervisor of Athletics for Queen Anne's County Public School</li> <li>ii. The school athletic director from the high school that student with disabilities does not attend.</li> <li>iii. A physical education teacher from the student with disabilities' high school</li> <li>iv. A representative from the Office of Special Education Services</li> <li>v. The Assistant Superintendent of Instruction</li> </ul> <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. 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"> <li>i. Fundamentally alter the sport?</li> <li>ii. Provide a competitive advantage to the student?</li> <li>iii. Competitively disadvantage other participants?</li> <li>iv. Significantly increase the risk of injury for the student or other athletes?</li> </ul> <p>d. The Pathway To Play Committee shall render one</p>
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		<p>of the following determinations for each student referred:</p> <ul style="list-style-type: none"> <li>i. The student is able to participate in the interscholastic athletic program with accommodations.</li> <li>ii. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids</li> <li>iii. The student is unable to participate in individual or team spots because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.</li> </ul>
<b>Somerset</b>	Physical Education and Athletic Programs for Students with Disabilities Policy	<p>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.</p>
<b>St. Mary's</b>	IBHAA Physical Education and Athletic Programs for Students with Disabilities Policy. Adopted September 8, 2010	<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 aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. A "COMPASS" Committee comprised of the Supervisor of Athletics, a high 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).</p>
<b>Talbot</b>	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,</p>

		<p>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>
<p><b>Washington</b></p>	<p><b>Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities</b> (Adopted May 3, 2011). 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 adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions. <b>Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities</b> (Adopted June 22, 2011)</p>	<p>All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements. The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk and does not fundamentally alter the sport. The assessment criteria will be determined on a case by case basis and in conjunction with special education staff. If the disability or accommodations fall into one of the four-point criteria areas which preclude a student's participation, then the student or parent may request a meeting with the Pathway to Play Committee. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member. The four point criteria will include 1) whether there is an increase risk of injury for the student or other participants, 2) whether the sport is fundamentally altered, 3)</p>

		<p>whether the student gains a competitive advantage, or 4) whether other participants are competitively disadvantaged. The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate 1) in a mainstream interscholastic sport or 2) a Corollary sport program. Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee. A student, parent, or legal guardian may appeal the committee's decision according to WCPS regulation IHBA-R.</p>
<b>Wicomico</b>	<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). Students who participate in Unified Sports programs are not assessed an athletic participation fee due to the financial support that is currently offered from Special Olympics Maryland.</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>
<b>Worcester</b>	<p>Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12</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
<b>Allegany</b>	<p>1. Unified sports activities included Unified Tennis in the fall, Unified Indoor Bocce in the winter and Unified Track and Field in the spring.</p> <p>2. Each sports season consisted of three competitions and practices twice a week for eight weeks. In 2012-13, all three Allegany County high schools conducted Unified Sports programs and participated in culminating Special Olympics Maryland Unified Sports State High School Invitational's.</p>	<p>Will use surveys, school announcements, and local media.</p>
<b>Anne Arundel</b>	<p>1. High school interscholastic programs were offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Outdoor Bocce in the spring. Corollary sports offerings at the middle school level will be funded.</p> <p>2. All three alternative sports programs model mainstream practices and competitions. Tennis and Bocce have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating county championship event. Additionally, these teams participated in the Unified Tennis and Unified Outdoor Bocce State High School Invitational. Bowling has 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event.</p>	<p>Discussions were held 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>
<b>Baltimore City</b>	<p>1. Baltimore City continued to partner with Special Olympics Maryland in 2012-13 and offered Unified Tennis in the fall and Unified Indoor Bocce in the winter. Coaches attended pre-season training seminars, and uniforms and equipment were provided to each school. Teams practiced after school each week and participated in city competitions and at the Unified Tennis and Unified Indoor Bocce State High School Invitational's. Unified Track and Field had been planned to be offered in the spring, but teams were not formed in the schools due to different factors.</p> <p>2. Baltimore City and Special Olympics Maryland have met to identify the problems, and will be working in collaboration on plans and resources to ensure schools offer Unified Track and Field teams in the spring of 2014. The Interscholastic Athletics Office will work with the Special Education Office to identify and recruit students with disabilities. The Unified Sports programs are promoted to students with and without disabilities. Unified Sports programs are under the supervision of each school's athletic director.</p>	<p>The Unified Sports options 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>

<b>Baltimore County</b>	<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 corollary allied 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 Corollary 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>	<p>An interest survey has been given to all students with disabilities to determine the interest in the present offerings.</p>
<b>Calvert</b>	<p>We are following the Special Olympics Unified Sports model. During the 2012-13 school year, Calvert County's high schools offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p>	<p>A thorough evaluation of interest among the special needs population.</p>
<b>Caroline</b>	<p>1. Caroline County Public Schools has partnered with Special Olympics Maryland and offered the following Unified Sports in 2012-13: Unified Tennis in the fall; Unified Strength and Conditioning in the winter; Unified Outdoor Bocce in the spring. 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. 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. The high schools participate in culminating Unified Sports State High School Invitational at the end of each 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>	<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>
<b>Carroll</b>	<p>1. CCPS offered a Corollary Sports Program in the following sports in 2012 -13: Unified Bocce (fall), Bowling (winter), and Unified Track &amp; Field (spring). CCPS evaluated the program and</p>	<p>To determine level of interest &amp; 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</p>

	will continue providing the following sports for the upcoming school year: Unified Bocce (Fall), Bowling (Winter), and Unified Track and Field (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.	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.
<b>Cecil</b>	1. Cecil County participates in the Maryland Special Olympics Unified Tennis program in the fall. 2. Cecil County participates in the Maryland Special Olympics Unified Bocce program in the spring. 3. The bowling program is a shortened season consisting of 5-10 practice sessions with a culminating tournament between schools and counties (Harford and Cecil) while the Tennis and Bocce season involves interscholastic play culminating with a county tournament.	The county maintains a Coordinator for Corollary Athletics who oversees the program. Consultation is done with each school's athletic director and building coordinator. Surveys are done after each season to look for improvements by the coordinator.
<b>Charles</b>	1. Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competition. The Unified/Corollary athletic program shall include co-ed teams comprised of students with and without disabilities who meet eligibility requirements. CCPS provides: (1) rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms and game equipment; and (4) the transportation for teams to travel in order to practice and compete.	The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.
<b>Dorchester</b>	1. Dorchester County Public Schools offered Corollary Athletic Programs to students in the following sports: Unified Tennis in the fall; Unified Strength and Conditioning in the winter; Unified Outdoor Bocce in the spring. 2. Two practices per week are held with two competitions between the county high schools and a culminating state tournament.	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.
<b>Frederick</b>	1. FCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model, as well as incorporating parts of	(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School-based interest surveys; (3)

	<p>the Allied Sports Program of a long-established and successful program in Baltimore County Public Schools (BCPS). The program is interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There are no cuts. Students who are members of a mainstream Freshman, JV, or Varsity interscholastic athletic team are 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 of the Frederick County high schools in 2012-13 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 follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic programs. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport.</p>	<p>Collaboration and articulation with middle schools; (4) Sign-up numbers at pre-season student meetings; (5) Post-season evaluation of student participation numbers.</p>
<p><b>Garrett</b></p>	<p>1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). During the 2012-13 school year, Garrett County Public Schools worked in partnership with Special Olympics Maryland and the two high schools offered the following options: Unified Tennis - fall season; Unified Indoor Bocce - winter season; and Unified Track and Field - spring season. Teams practiced each week and participated in two tournaments with Allegany County in tennis and bocce, as well as competed at the culminating Unified Tennis and Unified Indoor Bocce State High School Invitational. Unified Track and Field was offered in the high schools in the spring, but did not have sufficient participation numbers to field teams in both high schools. Garrett County and Special Olympics Maryland are working together through an evaluation process to create plans which will lead to the successful establishment of Unified Track and Field teams in the spring of 2014. Modifications/accommodations are provided to ensure a safe program for all athletes.</p> <p>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>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.</p>

<b>Harford</b>	1. Harford County Public Schools offered bocce, basketball, and bowling. In the future we will look at offering 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.	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.
<b>Howard</b>	1. The HCPSS models an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are 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. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided. 2. This is the third year for Allied Golf and the seventh year for Wheelchair Track. 3. The Allied Sports Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic program. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport. Season culminating events take place at the end of each season.	(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 Advisory Committee.
<b>Kent</b>	Kent County works in partnership with Special Olympics Maryland, providing Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Kent County High School's Unified teams participated in 2 local competitions each season as well as in the Unified Tennis, Strength and Conditioning, and Outdoor Bocce State High School Invitational.	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.
<b>Montgomery</b>	1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics teams for students with disabilities and students without disabilities: Team Handball (fall); Unified Bocce (winter); and Allied Softball	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

	(spring). 2. Seasons are approximately 8 weeks in length, including two weeks of practice before the first game, followed by 6 weeks of contests and practices. Generally, there are approximately four days of practices/contests per week. If participation warrants, a division, county, and/or regional championship is included. For the Fall 2012, Unified Track and Field was replaced with Team Handball.	recommended potential Corollary sports. 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).
<b>Prince George's</b>	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 2012-13 school year. 2. Students are expected to practice daily when school is in session. The sports season begin approximately 2 weeks later than the traditional interscholastic program. The teams participate in approximately 50 - 70% of the games the varsity sports teams would have.	Students, parents and adapted physical education staff will be surveyed.
<b>Queen Anne's</b>	Queen Anne's County is partnering with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The teams participated in two competitions, as well as, various Unified Sports State High School Invitational's at the end of the seasons.	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.
<b>Somerset</b>	1. Somerset County Public Schools offers programs in three activities based upon student interest: Tennis, Bocce Ball, and Basketball. 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.
<b>St. Mary's</b>	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.
<b>Talbot</b>	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 continues to be offered at each school. During	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,

	<p>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. During the 2011-12SY, Strength and Conditioning was added to our Unified Sports Programs. This was offered during the winter season. With this addition, we now offer a 3 season program for Unified Sports. 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, tennis and strength and conditioning. Kent County High School also joined EHS and SMHS for a tri-meet during each sports season. EHS and SMHS also participated in the regional and State meets. During the 2013 Bocce season, EHS &amp; SMHS held tri-meets with Kent, Queen Anne's and Caroline Counties.</p>	<p>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.</p>
<p><b>Washington</b></p>	<p>WCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and it is co-ed. There will be no cuts. Students must meet most MPSSAA and WCPSSAA athletic eligibility criteria. Sports are offered at all seven MPSSAA participating Washington County high schools. WCPS offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Funding to appropriately maintain coaches' stipends, transportation, equipment, supplies, and uniforms has been a collaborative effort with Special Olympics Maryland and WCPS. All three programs will model mainstream practices and competitions using the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter consisting of two practices per week, 4-6 competitions including a county championship and a state competition.</p>	<p>1) Pre-season meetings and training sessions with athletic administrators, coaches, teachers, students, and parents; 2) Collaboration with special education team leaders; 3) Collaboration and articulation with middle schools and "Best Buddies" Programs; 4) Sign-up numbers at pre-season student meetings; 5) Post-season evaluation of student numbers and annual review of the WCPS Unified Sports program.</p>
<p><b>Wicomico</b></p>	<p>1. The Corollary Sports programs that are offered in Wicomico County are Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education offer three different interscholastic Unified Sports opportunities (one per season). Sports currently offered this past school year were Unified Tennis (Fall), Unified Strength and Conditioning (Winter), and Unified Outdoor Bocce (Spring). 2. Unified Sports</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 strength and conditioning/powerlifting have been identified by Wicomico County because each of these provides meaningful participatory experiences</p>

	<p>teams 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 provides resources and training for all Unified Sports coaches. Wicomico County works with Special Olympics Maryland to conduct its interscholastic competitions.</p>	<p>for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.</p>
<p><b>Worcester</b></p>	<p>1. Students with disabilities have the equal opportunity to: participate in physical education programs, and try out for and, if selected, participate in athletic programs. 2. We ensure reasonable accommodations are provided to students with disabilities to the fullest extent possible. 3. We provide equivalent opportunities for participation in extracurricular or interscholastic athletic programs, or effectively accommodate WCPS programs. 4. Programs are offered throughout the school year (fall, winter and spring) at our after school academies with decisions made on a school by school basis to meet individual student needs and interests. These activities (which include, but are not limited to: Strength and Conditioning, Basketball, Fitness Training) are offered to all students, while language is printed in our afterschool academies literature to alert parents and students to the opportunities. 5. Two PE teachers who are also APE certified, have created opportunities in cooperation with Special Olympics Maryland to offer sports programs, as needed. 6. Meetings are being scheduled with Special Olympics Maryland about the possibility of offering Unified Sports in the winter and spring seasons.</p>	<p>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.</p>

Appendix H

Summary Data on Participation in Mainstream Physical Education

Local School System Data 2012-2013

Local School System	K-8 in PE	With an IEP	With a 504	No IEP or 504	HS in PE	With an IEP	With a 504	No IEP or 504
<b>Allegany</b>	5765	874	37	4854	1104	134	8	962
<b>Anne Arundel</b>	53503	4577	2183	46743	13107	1143	895	11069
<b>Baltimore City</b>	51618	8102	1125	42391	8961	1841	206	6914
<b>Baltimore</b>	62271	7169	2678	52424	12957	1617	645	10695
<b>Calvert</b>	10471	817	738	8916	1919	127	201	1591
<b>Caroline</b>	2386	253	44	2089	651	64	24	563
<b>Carroll</b>	13759	1463	595	11701	5050	434	249	4367
<b>Cecil</b>	10314	1408	198	8708	3162	332	100	2730
<b>Charles</b>	16592	1422	28	15142	4023	326	12	3685
<b>Dorchester</b>	3112	263	31	2818	503	51	11	441
<b>Frederick</b>	26381	2551	807	23023	6247	522	277	5448
<b>Garrett</b>	2356	268	71	2017	454	46	21	387
<b>Harford</b>	25227	3025	463	21739	6226	699	192	5335
<b>Howard</b>	23740	1894	492	21354	4910	418	208	4284
<b>Kent</b>	1388	185	49	1154	275	40	8	227
<b>Montgomery</b>	99498	9811	1993	87694	20490	2555	507	17428
<b>Prince George's</b>	72438	7474	1358	63606	12895	1486	310	11099
<b>Queen Anne's</b>	5168	647	124	4397	935	145	39	751
<b>St. Mary's</b>	9146	817	155	8174	1975	168	62	1745
<b>Somerset</b>	1605	243	45	1317	386	64	18	304
<b>Talbot</b>	2872	232	74	2566	684	76	37	571
<b>Washington</b>	13314	1134	247	11933	2994	286	72	2636
<b>Wicomico</b>	5727	766	86	4875	2354	263	89	2002
<b>Worcester</b>	4234	514	162	3558	449	42	27	380
<b>Totals</b>	522885	55909	13783	453193	112711	12879	4218	95614

## Appendix I

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

**Reporting Period: September 1, 2012 through May 15, 2013**

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

State Statute §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, 2012.

#### **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](mailto:mmason@msde.state.md.us) by May15, 2013.**

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? In your response to this question your school system can reference the following:

- How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?
- What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?
- What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?

2. 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?

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

**Note: The LSS is expected to maintain supporting documentation of reported information.**

**Contact Person: Mike Mason, (410) 767-0524; [mmason@msde.state.md.us](mailto:mmason@msde.state.md.us)**

Appendix J

## 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? In your response to this question your school system can reference the following:

- How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?
- What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?
- What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?

LEA	Response to Question
Allegany	<p>It is the belief of the Board of Education and Allegany County Public Schools that it is important to offer physical education and athletic programs to all students. It is also the policy of the Board of Education that all students with disabilities have equivalent opportunities for participation in inclusive physical education settings and interscholastic athletic programs while noting that appropriate and reasonable accommodations for students with disabilities shall be provided.</p> <p style="padding-left: 40px;">All students are assigned to courses based on 100% full inclusion by grade level not by clinical level. Students are then provided the support services where needed and as indicated on the IEP or 504 plan.</p> <p style="padding-left: 40px;">Allegany County Public Schools offers course ,711-Physical Education, as a graduation requirement but also has course 725-Adaptive Physical Education for those students who cannot meet grade level outcomes because their needs require that they receive a different physical education program than their peers.</p> <p style="padding-left: 40px;">UDL is a strategy that has been provided in various professional development activities since the beginning of the 2012-2013 school year. Universal Design for Learning (UDL), Response to Intervention (RTI) and Differentiated Instruction are critical strategies that are reinforced through school based and supervisor professional development activities in Allegany County Public Schools for all instructional areas, including physical education. These are reinforced as critical strategies by being added to the Lesson Plan template that is utilized, as well as, being added on the teacher evaluation and SLO templates that were standardized for the 2012-2013 school year.</p> <p style="padding-left: 40px;">Mountain Ridge High School Adaptive PE teacher, David Hobel, attended Minds-In-Motion professional development on October 3, 2012. Mr. Hobel is part of the APE Consortium and he attended APE professional development activities on February 13, 2013 at Arlington Echo Outdoor Education Center. Topics address during this professional development include: Response to Intervention, Development of a Professional Development Model for APE, Making it Interactive, Corollary Sports Programs, Fitness and Athletic Equity Update, Review of MD APE Guide, Development of Templates for LSS APE Guides, Development of APE guidance documents by LSS, SLO’s for APE/PD and Examples, MD Learning Links Site (Additional Items), APE Inventory Directions, Directions for the Goal Wizard, and Technology in APE.</p> <p style="padding-left: 40px;">The Corollary Athletics Program has seen increased participation and success. The Mountain Ridge Unified Tennis team won the Garrett County Tournament, the Allegany County Tournament and then went on to Frederick to the State games. The team was so large they had to be broken into two smaller teams. The Gold Medal 1<sup>st</sup> Place Team the “Western MD Division J Players went undefeated at the State tournament and the other Mountain Ridge Team finished in 6<sup>th</sup> Place at the State competition. Corollary Athletics Programs now include Unified Tennis, Bocce and Track.</p> <p style="padding-left: 40px;">Several pieces of equipment were purchased for the Adaptive PE program at Mountain Ridge High School to enhance the physical education participation of the special education</p>

	<p>students.</p> <p>Additionally, ACPS has entered into a partnership with the Frostburg State University (FSU) Department of Health, Physical Education, and Recreation to offer a motor development clinic designed for children with disabilities. The clinic is conducted on Wednesdays from September through May. The University provides the facility, staffing and supervision of the delivery of a professional motor development program consisting of assessment, planning, content delivery and evaluation on a one-to-one basis. Activities include a 45-minute session focused on movement, motor learning, adaptive physical education and exercise.</p>
Anne Arundel	<p>Anne Arundel County has not only defined Adapted Physical Education (Adapted Physical Education (APE) as a service for students with disabilities who require specialized instruction in physical education, its modifications and accommodations are provided for these students so that they can have meaningful access and participate in physical education classes, This supports our efforts to promote inclusion in addition to created resources to support the instructional collaboration and successful engagement of students with disabilities.</p> <p>Here are some examples of our efforts:</p> <ul style="list-style-type: none"> <li>• Flowchart – Process navigation chart for students qualifying for Adapted PE services</li> <li>• MSDE Guide for APE – refer to this guide for general information, laws, responsibilities, and accommodations/modifications for lesson planning</li> <li>• Blackboard (<a href="http://blackboard.aacps.org/webapps/portal/frameset.jsp">http://blackboard.aacps.org/webapps/portal/frameset.jsp</a>) –County resources for Health and PE teachers - lesson ideas, modifications, and information on disabilities, etc.</li> <li>• Aquatics Handbook – Policies and procedures for qualifying center-based students for aquatics</li> </ul> <p>Additionally, training and technical assistance to physical education teachers has included the Maryland State Department of Education “A Guide for Serving Students with Disabilities in Physical Education.” AACPS values the role this Guide can play in the deliberate and collaborative planning on behalf of students with disabilities.</p> <p>Professional Staff Development Activities this year have also included:</p> <ul style="list-style-type: none"> <li>○ Full participation by the Division of Special Education and the Office of Physical Education at the annual Fall Briefing held in October 2012.</li> <li>○ Full participation by the Division of Special Education and the Office of Physical Education at the annual Spring Briefing held in April 2013.</li> <li>○ Creation of an APE framework for all Developmental Centers by Debbie Marcus <ul style="list-style-type: none"> <li>▪ Integration of the MOVE Curriculum with 6 MOVE certified trainers</li> </ul> </li> <li>○ Request for funding of a 2<sup>nd</sup> Adapted PE Specialist</li> <li>○ Sharing/connecting county educators to the Adapted Physical Education to the Maryland Learning Links (MLL) site that was created by the Office of Special Education and Early Intervention at MSDE - <a href="http://www.marylandlearninglinks.org">www.marylandlearninglinks.org</a></li> <li>○ Creation of a UDL website for the System</li> </ul>
Baltimore City	<ul style="list-style-type: none"> <li>• Baltimore City Public Schools Board of School Commissioners approved the policy “Access to an Appropriate Physical Education Program” in July 2011. This policy was designed to promote and protect the inclusion of students with disabilities into general education physical education whenever possible. The policy also allows for a pull-out model for those students who would not be safe or successful in a general physical education program.</li> <li>• Adapted physical education is managed by the Related Services Unit, within the Office of Special Education. An Educational Associate who helps to manage adapted physical education and Special Olympics works closely with the Educational Specialist for Interscholastic Athletics (General Education) in the communication of APE requirements to school-based Physical Education Teachers.</li> <li>• Professional Development session entitled “Adapted Physical Education – What, Why, Where, When, and How” was conducted on 01/22/13 for APE Teachers and General Education PE teachers. Topics presented included: Introduction and Review of the Fitness and Athletic Equity Act, Levels of Adapted Physical Education, The Adapted</li> </ul>

	<p>Physical Education Assessment Process, The IEP Process and Requirements, Appropriate Games and Activities for Students with Orthopedic Disabilities, Autism, and Vision and Hearing Disabilities.</p> <ul style="list-style-type: none"> <li>• A combined Professional Development session was held for Physical Therapists, Occupational Therapists, and Adapted Physical Education Teachers on 01/23/13. The purpose of this content was to share different activities used in each of the areas. Additional Professional Development on assessment protocols was also provided to the staff.</li> <li>• In School Year 2012-2013, the Unified Interscholastic Athletic Program continued, with Strength and Conditioning added to the Spring season. The following unified sports were offered this year: tennis, indoor bocce, and strength and conditioning.</li> <li>• An Adapted Physical Education Guide was created to provide guidelines for the Adapted Physical Education program and to assist the Adapted Physical Education and General Education Physical Education Teachers.</li> <li>• A co-teaching model has been created and implemented at the William S. Baer School, with the general Physical Education Teacher and Adapted Physical Education Teacher working together with occupational and physical therapists to provide instruction to students.</li> </ul>
Baltimore	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>• <i>Presented to all IEP Chairs:</i> <ul style="list-style-type: none"> <li>○ <i>An overview of the process for identifying students for adapted physical education services.</i></li> <li>○ <i>Guidelines for providing an appropriate physical education program.</i></li> <li>○ <i>The roles and responsibilities of the IEP chair and the physical education teacher regarding adapted physical education services.</i></li> <li>○ <i>In addition, this information is available to all principals via BCPS intranet, Special Education, Compliance.</i></li> </ul> </li> <li>• <i>Collaborated with Special Education, Compliance to improve the information regarding present level of performance indicated on the IEP.</i></li> <li>• <i>Collaborated with physical therapy to identify Pre-K and K students who may need APE services. Notification form developed and currently being piloted.</i></li> <li>• <i>Attended professional development provided by special education: Functional-Based Thinking and Data Analysis to plan behavioral supports for students with behavioral issues. (two adapted physical education resource teachers) This information will be shared in the future with physical education teachers.</i></li> <li>• <i>Received funding from special education for four adapted physical education resource teachers to attend Annual Autism Conference sponsored by Kennedy Krieger.</i></li> <li>• <i>Received funding from special education for three adapted physical education resource teachers to attend training from Drum Beat University (Cardio Fitness Drumming and Wellness for all ages and fitness levels).</i></li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> <li>• <i>County wide professional development August - All physical education teachers attended a session specifically addressing instruction in Adapted Physical Education. Topics presented:</i> <ul style="list-style-type: none"> <li>○ <i>Muska Mosston Slanty Line Theory - All children have the right to participate in activities at their own ability level.</i></li> <li>○ <i>Response to Intervention- Providing interventions in physical education</i></li> <li>○ <i>The BCPS Process for Identifying and Implementing Adapted Physical Education.</i></li> <li>○ <i>BCPS Physical Education Observation Form - Identifying students who may</i></li> </ul> </li> </ul>

	<p>need an adapted PE assessment.</p> <ul style="list-style-type: none"> <li>○ The physical education teacher’s responsibility - Identifying the role and responsibilities of the PE teacher in providing adapted physical education services.</li> <li>○ BCPS Adapted physical education resources - how to locate and use available resources.</li> <li>○ Awareness of The Paralympics - promoting athletic involvement for individuals with disabilities.</li> </ul> <ul style="list-style-type: none"> <li>● TIENET trainings (2) specifically for physical education teachers. Understanding the IEP and how to correctly indicate APE information.</li> <li>● New Teacher - <i>Supporting Instruction in Physical Education</i>, identifying students for adapted physical education and resources available for providing adapted physical education services.</li> <li>● Fall Elementary PE Teacher Meeting - Utilizing BCPS Resources and Templates in Adapted Physical Education.</li> <li>● Fall Middle School Content Leaders Meeting - Teachers observed a model separate adapted physical education class for students with Autism, followed by question/ answer/ discussion with the physical education teacher.</li> <li>● Fall High School Department Chair Meeting - Topics presented: <ul style="list-style-type: none"> <li>○ Appropriate Expectations for students in the separate adapted physical education class and Adapting Basic Skills</li> <li>○ Addressing issues related to physical education for students with transgender identity</li> </ul> </li> <li>● New Teacher Meeting- <i>Maintaining Progress</i> addressing concerns in providing adapted physical education.</li> <li>● Spring MS Content Leader and HS Department Chair Meeting - Topics presented: <ul style="list-style-type: none"> <li>○ Teaching the New Learner focusing on students with Asperger and Autism</li> <li>○ Review of the of Teaching PE Students to Students on the Autism Spectrum Supplement</li> <li>○ Being an Effective Participant at IEP Team Meetings</li> <li>○ Drum Beat Activities for all abilities</li> </ul> </li> <li>● Spring Elementary PE Teacher Meeting - Topics presented: <ul style="list-style-type: none"> <li>○ Being an Effective Participant at IEP Team Meetings</li> <li>○ DrumBeat Activities for all abilities</li> </ul> </li> </ul> <p><i>OVERALL ACHIEVED OUTCOMES</i></p> <ul style="list-style-type: none"> <li>● <i>Increased awareness of disabilities for physical education teachers.</i></li> <li>● <i>Increased knowledge of Maryland State Standards for Physical Education for physical education teachers.</i></li> <li>● <i>Increased awareness of resources available for physical education teachers to support instruction in physical education to students with disabilities.</i></li> <li>● <i>Increased knowledge of recommended strategies for address students on the Autism Spectrum to support instruction in physical education.</i></li> <li>● <i>Increased knowledge of differentiated instruction to meets the needs of students with all abilities.</i></li> <li>● <i>Improved overall instruction in physical education.</i></li> <li>● <i>Increased accuracy on IEP’s and 504’s for physical education.</i></li> <li>● <i>Improved ability to accurately assess student performance in physical education.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Increased knowledge of a cardio activity and implementation of a variety of modifications to address all student abilities.</i></li> <li>• <i>Increased advocacy for physical activity for students with disabilities.</i></li> <li>• <i>Increased knowledge to empower physical education to be an effective member of the IEP team.</i></li> </ul> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> <li>• <i>Revision of template for the elementary adapted physical education report aligned with the Baltimore County PE Inventory.</i></li> <li>• <i>Guidelines for writing an elementary adapted assessment report aligned to the elementary adapted physical education report template.</i></li> <li>• <i>Revision of template for the secondary adapted physical education report aligned with the Baltimore County PE Inventory.</i></li> <li>• <i>Guidelines for writing a secondary adapted assessment report aligned to the secondary adapted physical education report template.</i></li> <li>• <i>Presentation and electronic distribution of Teaching PE Students to Students on the Autism Spectrum supplement to each middle and high school.</i></li> <li>• <i>Adapted Physical Education Considerations for Student Progression - Informational resource developed for “articulation meetings” for students transitioning from elementary to middle and middle to high to provide a smooth transition into the most appropriate physical education program.</i></li> <li>• <i>iPad Touch MAHPERD grant funded pilot project used to encourage participation in physical education for students with Asperger’s Syndrome.</i></li> <li>• <i>Recreation information resource developed to provide parents at IEP team meetings to encourage physical activity.</i></li> <li>• <i>Resource-Being an Effective Participant at IEP Team Meetings</i></li> </ul>
Calvert	<p>The physical education and special education offices take the opportunity to meet quarterly to discuss students and services within our schools. The physical therapists also meet with the PE/APE office regarding students with 504 needs. We take a look at the students we have and the barriers they face within the general PE setting, and we brainstorm appropriate modifications and adaptations for our students so that they can most often engage within the mainstream setting. We have provided opportunities for staff members to conduct peer observations in other buildings. These opportunities allowed teachers to share information and ideas and practices. Professional development related to scaffolding within lesson planning is also being delivered. Additional resources and equipment are continually sought out and incorporated into instruction. This year we purchased additional Wii equipment, a stationary bike, and modified equipment (basketball hoops, golf clubs, bowling balls, balance training).</p>
Caroline	<p>The Physical Education Supervisor has worked with the Physical Education teachers in the district, as well as the Special Education Office to develop a guide for serving students with disabilities in the Physical Education. CCPS continues to offer Unified Sports during all athletic seasons, and continues to work with the IEP case managers as needed in IEP development and implementation.</p> <p>CCPS has utilized professional development time to create the guide referenced in the above question.</p> <p>CCPS has developed a comprehensive guide for Physical Education teachers in order to strengthen their classroom instruction to be more inclusive of students with disabilities.</p>
Carroll	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p><i>The position of Adapted Physical Education Lead Teacher continues to work with a collaborative relationship between the department of Special Education and the Supervisor of Physical Education. Situations, concerns, and questions are shared with both departments to insure that the correct process/answers are given to all situations.</i></p> <p>What new professional development opportunities have been provided in the area of physical</p>

	<p>education for students with disabilities? What were the outcomes achieved for those participants?  <i>Throughout the year, the coordinator of A.P.E. works to share any new information gathered from resources at MSDE, other Counties, and the Department of Special Education with the physical education staff around the County. Furthermore, when professional development days are provided to the PE supervisor by the County, the APE Lead Teacher offers a half day session on aspects of adapted physical education.</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?  <i>Our county is very excited to have started a Pre-K physical education program that provides appropriate PE to students with and without disabilities ages 4-5.</i></p>
Cecil	<p>The Offices of Health, Physical Education and Athletics has worked collaboratively with the Office of Special Education to make sure that appropriate budget and staffing are available for APE. CCPS is proud to be a system with full inclusion and our shift to using our APE teacher as a consultant has enabled students to receive instruction from the same teacher and in the same environment as their peers. During the year teachers with APE students were trained in the IEP process and in writing goals. In addition our consultant provided 1:1 PD about different challenges students may have on a case by case basis. During the 12-13 school year no new resources were developed.</p>
Charles	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?  <i>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 directors, resource teachers, and the department heads in special education and physical education. The APE Resource Teachers also consult with direct service providers for adapted physical education (i.e. physical education teachers) at the local schools about meeting the needs of students with disabilities in physical education.</i></p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?  <i>The APE Resource Teachers conduct in-services on professional development days on specific topics related to APE. Individual meetings are set up with physical education teachers to consult, model, and provide specific instruction related to APE. The main participants are the physical education teachers. Specifically this year participants have been given information related to administering different APE assessments, reviewed APE guidelines and procedures, and introduced different activities in physical education for students with disabilities.</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?  <i>We implemented a new course entitled "Physical Education Leadership and Disability Awareness". This elective course develops leadership skills in physical education and recreation and allows students to carry out specific responsibilities in connection with the routine organization of a class when working with students with disabilities. Students will be given specific training targeted toward effective peer tutoring. As the course progresses there will be practical experiences geared toward a better understanding of the many areas of teaching students with disabilities in physical education based on an Individual Education Program. Specific assignments will center on disability awareness.</i></p>
Dorchester	<p>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? In your response to this question, your school system can reference the following:  <i>Dorchester County has crafted a policy that provides guidance for Physical Education and Athletic Programs for Students with Disabilities to meet the Fitness and Athletic Equity Act.</i></p> <p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p>

	<p><i>Supervisors of Special Education and Supervisors for the Division of Instructional Services meet periodically to review current and best practices for inclusion and Adaptive PE strategies. Special Ed coordinators and PE staff collaborate on an ongoing basis to monitor student progress in relationship to their need and goals.</i></p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p><i>Our PE instructors are continuing to revisit the information shared in previous Professional Developments and providing each other with feedback related to strategies for stimulating and increasing student performance. Also, at least one instructor from each school in the county participated in a PD jointly sponsored by Students Services and the Physical Education Supervisor. This initiative was provided by Alliance for a Healthier Generation. The instructors received valuable information on creating and supporting a healthier school environment and were give helpful hints for including everyone in this opportunity. These instructors have taken this information back to their schools and have shared the information and strategies with fellow teachers and are working to establish an enthusiasm and focus for making their school a Healthier School.</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p><i>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. Our special education students have been provided and are participating in multiple corollary athletic events, interscholastic athletics, and physical education classes.</i></p>
Frederick	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p><i>Collaboration 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.</i></p> <p><i>Collaboration occurs through APE Specialist's regular attendance at Special Ed. leadership meetings.</i></p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p><i>The Physical Education Curriculum Specialists and APE Teacher Specialist have created a leadership team for implementation of three half-day workshops for professional development and increased knowledge of the process and development of adapted physical education.</i></p> <p><i>Professional development that is specific to Adapted Physical Education has been provided in the form of in-service training to some special education case managers and para-educators during the Fall of 2012 and Spring of 2013. Outcomes of the sessions were that all case managers and para-educators would have an increased understanding of Adapted Physical Education.</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p><i>Reporting and logging templates have been revised for reporting student progress. Additional resource books and manuals have been added to the adapted physical education professional lending library.</i></p>
Garrett	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p><i>Being a small school system, all departments are in constant collaboration with frequent meetings between central office departments, central office and schools, and within schools.</i></p> <p>What new professional development opportunities have been provided in the area of physical</p>

	<p>education for students with disabilities? What were the outcomes achieved for those participants?  <i>Staff development was provided in the 2012-2013 school year for PE teachers including a discussion with the supervisor of special education.</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?  <i>None</i></p>
Harford	<p>All professional development provided to physical education teachers include instruction for students with special needs focusing on the least restrictive environment and differentiation of instruction. This year our adapted physical education teachers formulated student learning objectives and implemented a plan to address the specified needs. The SLO's required them to work closely with the physical education teachers and collaborate with the instruction provided to the students.</p>
Howard	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>○ <i>Howard County has a policy of inclusion. All students with disabilities, in comprehensive schools, are included in general physical education classes. Leaders from physical education and adapted physical education meet on a regular basis to collaborate on best practices for all students in physical education.</i></li> <li>○ <i>Physical education and adapted physical education collaborate in curriculum writing.</i></li> <li>○ <i>Physical education and adapted physical education leaders attend MSDE Physical Education and Adapted Physical Education yearly briefings.</i></li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p><i>Countywide professional development is required each year, where adapted physical education and general physical education teachers attend and present.</i></p> <p><i>Sessions included:</i></p> <ul style="list-style-type: none"> <li>○ <i>Student Learning Portfolios Participants gained insight on developing student portfolios</i></li> <li>○ <i>Highlights of UDL Principles Participants gained insight on how UDL can be used in the classroom</i></li> <li>○ <i>Common Core Connections in Physical Education Participants received examples of what common core looks like in physical education</i></li> <li>○ <i>Developing Student Learning Objectives (SLOs) Participants were provided the opportunity to develop SLOs</i></li> <li>○ <i>Working with para-educators Participants received strategies and techniques to work with para-educators</i></li> </ul> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p><i>Howard County has:</i></p> <ul style="list-style-type: none"> <li>○ <i>Updated an informal gross motor assessment</i></li> <li>○ <i>Trained APE staff to administer The Test of Gross Motor Development-2</i></li> <li>○ <i>Revised coding for APE services on middle school IEPs to reflect an increase of physical education for all students</i></li> </ul>
Kent	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p><i>Due to the size and resources available for our county, the special education department collaborates on a school by school basis to consider areas of difficulty and solutions. This includes ensuring that sufficient supports go with each student to their physical education class in order to ensure sufficient success.</i></p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p><i>We provided job-embedded professional development to our physical education teachers</i></p>

	<p><i>as they worked with our physical therapists to create appropriate lessons for their students.</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p><i>We have provided resources depending on individual teacher requests based on student needs. We have one class who receives supports at each level, elementary, middle and high. The high school class is fully included in one of the high school strength and conditioning or other elective physical education. These classes permit students to participate with age appropriate peers to work on physical activities at their individual level.</i></p>
Montgomery	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p><i>The physical education teachers attend Individualized Education Program (IEP) and 504 meetings to discuss concerns about specific students with disabilities in physical education. The physical education teacher assesses the student to determine the most appropriate instructional accommodations, curricular modifications, and continuum of adapted physical education services. The physical education teacher, school counselor or special education teacher, and appropriate related service provider (occupational therapist, physical therapist, and speech pathologist) collaborate to determine appropriate instructional accommodations and curricular modifications in physical education to meet the students' individualized needs.</i></p> <p><i>All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. The resources include:</i></p> <ul style="list-style-type: none"> <li><i>• Test of Gross Motor Development, Second Edition (TGMD–2) Examiners Manual by Dale A. Ulrich and Profile/Examiner Record Forms. The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education.</i></li> <li><i>• Each middle school (38) and high school (25) physical education department received the book A Teacher's Guide to Including Students with Disabilities in General Physical Education by Martin E. Block. The resource provided information on instructional strategies for including students with specific disabilities in general physical education.</i></li> <li><i>• Middle school and high school physical education departments received the resource The Brockport Physical Fitness Test Manual by Joseph P. Winnick and Francis X. Short. The assessment allows the teacher to: identify health related concerns; determine the components of fitness to be measured; create physical fitness profiles; and apply standards associated with desired levels of health-related physical fitness.</i></li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p><b>Universal Design for Learning (UDL): Supporting Learning and Improving Achievement for all Learners in Health and Physical Education (Health and Physical Education Summer Leadership Meeting), July 9, 2012, 1:40 p.m.–2:40 p.m.</b>  Course Description/Outcomes: This professional development provided secondary health and physical education resource teachers with information on the basic principles of UDL used in lesson planning and implementation. The professional development also identified examples of teaching strategies that incorporate UDL and instructional resources to increase knowledge and use of UDL in health and physical education.</p> <p><b>Instructional Strategies to Support Students with Autism Spectrum Disorder (ASD) in Physical Education, March 14, 2013, and May 9, 2013, 4:00 p.m.–5:00 p.m.</b>  Course Description/Outcomes: This professional development provided physical education teachers (Pre-K–12) with information on instructional strategies to support students with ASD in physical education. The professional development defined ASD, identified and discussed instructional strategies, and examined the implementation of</p>

	<p>specific instructional strategies in physical education.</p> <p><b>Strategies for Para educators Working Effectively with Students with Special Needs in Physical Education, November 5, 2012, 8:30 a.m.–10:30 a.m. &amp; 12:30 p.m.–2:30 p.m.</b>  Course Description/Outcomes: The course provided par educators with information and strategies for working effectively with physical education teachers to promote success and maximize learning for students with disabilities in physical education.</p> <p><b>Using Adapted Physical Education Assessments and the IEP Process, April 11, 2013, 4:00 p.m.–5:00 p.m.</b>  Course Description/Outcomes: This professional development provided physical education teachers (Pre-K–12) with information about a variety of adapted physical education assessment tools used to evaluate students for adapted physical education services. The adapted physical education assessment tools that were discussed include the Test of Gross Motor Development–2 (TGMD–2), Maryland Physical Education Inventory, and Functional Assessment for Students with Severe Disabilities, and Brockport Physical Fitness Test. The professional development also explained how the assessment process is used to develop appropriate adapted physical education goals and objectives for the IEP or accommodations for the 504 Plan.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?  The following adapted physical education instructional resources for elementary and secondary physical education have been developed and are accessible to teachers through the <i>MCPS Instruction Center</i>:</p> <ul style="list-style-type: none"> <li>• <i>Elementary &amp; Secondary Physical Education Instructional Strategies for Supporting Students with Autism Spectrum Disorder (ASD)</i></li> <li>• <i>Elementary &amp; Secondary Physical Education Instructional Strategies for Supporting Students with Visual Impairments (VI)</i></li> <li>• <i>Elementary &amp; Secondary Physical Education Instructional Strategies for Supporting Students with Physical/Orthopedic Impairment</i></li> </ul>
Prince George's	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?  <i>We have collaborated in professional development opportunities for general and adapted physical educators.</i></p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?  <i>The Danielson Framework for Teaching Observation Model and Student Learning Objectives (SLO's). The FFT model specific to balance and suitability for diverse learners (Establishing Instructional Outcomes, Domain 1)</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?  <i>APE Transition Plan, APE Process Guide, Curriculum Mapping Tool, Physical Education Goal Wizard, Assessment Rubrics</i></p>
Queen Anne's	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?  <i>When SWD are mainstreamed into a physical education class, the students' goals and needs are documented on the students' IEP. QACPS IEP teams make recommendations when warranted for the development of an adaptive physical education program and/or student supports. The Supervisor of Special Education and Supervisor of Health and PE pool resources to assist PE teachers along with special educators in the development of an APE program.</i></p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?  <i>In August 2012, the Supervisor of PE discussed and reviewed the Adaptive PE Policy[34</i></p>

	<p><u>CFR § 300.108 Physical Education; Authority: 20 U.S.C. 1412(a)(5)(A), United States Code]</u> with the physical educators in K-12. There was a review of the procedures for determining whether a student with disabilities is eligible for APE or other modified versions of PE.</p> <p>The physical education teachers gained knowledge and skills</p> <p>(a) how to identify and evaluate individual needs when developing an adaptive physical education program.</p> <p>(b) how to develop a modified physical educational program for students with disabilities and/or minor to severe injuries.</p>
St. Mary's	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the offices of Physical Education and Special Education. Emphasis is place on:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Programmatic changes deemed appropriate to ensure that SMCPs follows the law outlined in the Fitness and Equity Act.</li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>In order to offer our students a diverse learning environment, physical educators participate in ongoing professional development training that is conducted throughout the school year. All of our professional development programs are conducted by the Coordinator of Adapted Physical Education and Corollary Sports. This specialized training provides general and adapted physical educators with the necessary tools to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation. For example, a student with cerebral palsy (CP) participates in sitting volleyball with her general physical education class. The student with CP participating in sitting volleyball helps to increase his/her physical activity, build self-confidence and foster friendships. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing an adapted sport like sitting volleyball can create excitement and desire for students with a disability to allow them to appreciate their full potential and become more physically active during their lifetime.</p> <p>Outcomes achieved are that SMCPs provides ongoing collaboration, effective classroom practices, and a universal design approach which makes inclusive physical education work. This is instrumental in that students with disabilities have the same access to the general physical education curriculum as any other student and the same opportunity for psychomotor, social, and emotional success.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>Several revisions to the APE resource guide have been updated. One major revision was the SMCPs Adapted PE Handbook along with updates to our SHARE Point folder. Both documents provide our PE/APE Teachers with the latest information pertaining to teaching children with disabilities from pre-k through twelfth grade.</p>
Somerset	<p>In Somerset County Public Schools, the physical education and special education teachers collaborate to promote the inclusion of students with disabilities into mainstream education. All special education students are given the same opportunities for physical education in terms of time. The majorities of special education students are able to participate in mainstream classes and are sometimes accompanied by special education teachers or assistants. Students in comprehensive classes participate in the mainstream classes and are also provided additional time when facilities are available. During the extra time, the physical education teacher and the special education teacher can work together with students.</p> <p>Professional development opportunities are provided for physical education teachers to</p>

	<p>promote inclusion of students with disabilities. An elementary PE teacher was chosen to attend Adaptive PE Briefings and then reported out to other PE teachers. At the secondary level, PE teachers have two 70 minutes afterschool sessions per month to investigate new resources and professional development opportunities. Elementary PE teachers have professional development opportunities for four two hour periods during early dismissals. For two of these, PE teachers worked specifically with PE.</p> <p>New PE resources that are being developed for students with disabilities are a sensory room in one of the high schools which is being developed in an auxiliary gym space for comprehensive students. Staff at that school has purchased a Ball-Bit which comprehensive students can use. The occupational therapist also works during some physical education time slots to assist students with skill development. A glider has been purchased for one elementary gym for use by autistic students.</p>
Talbot	<p>There were no new <i>initiatives</i> in the 2012-13 School Year. In response to increased knowledge and concern about the impact of concussions on students, all P.E. staff completed Concussion Awareness Training, either through their extra-curricular coaching preparation or using the Safe Schools modules. This training helped focus attention on the potentially disabling consequences of concussions, and provided teachers with some new approaches to helping students with traumatic brain injuries to access physical education more appropriately.</p>
Washington	<p>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? In your response to this question, your school system can reference the following:</p> <p><i>Response: Washington County Public Schools (WCPS) follows both Maryland State Board of Education policy and COMAR requirements for physical education, including students with disabilities. WCPS has the 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. Also WCPS has IHBA-R, regulations for this policy. Additionally, the Physical Education and Special Education Departments will be collaborating to make sure the procedures for Adaptive Physical Education are clearly communicated and identified as part of the Special Education Handbook.</i></p> <p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p><i>Response: 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 1.75 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. For the 2013-14 school year we are looking to upgrade technology so staff will have laptops with them at all times and can access records and online IEPs faster.</i></p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p><i>Response: We had a professional development day where we discussed the success of the Unified sports programs and the APE activities used to allow for better participation for special education students. We are incorporating more lifetime sports such as Bocce, shuffleboard, and now archery into our curriculum to allow for better opportunities for students with special needs. These sports offer non-contact opportunities where all students can participate. The goal for the PD is for teachers to utilize more lifetime activities into their programs so that <u>all</u> students may be included with modifications into their classrooms.</i></p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p><i>Response: We are purchasing laptops for all APE teachers and a wireless printer so they can write reports, access online information, or do research online to assist with classroom instruction in a timely manner. Also, we are looking at piloting an APE scheduled class at one of our high schools so the students are guaranteed to have daily physical education to work on goals and exercise. We are still in the planning stages, but have the blessing from one of our principals to</i></p>

	<p><i>schedule the class within their master schedule. This class will be developed in collaboration between the regular physical education teacher and the adaptive physical education teacher.</i></p>
Wicomico	<p>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? In your response to this question, your school system can reference the following:</p> <p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>• <i>Provided extra adult support for students transitioning into inclusion classes</i></li> <li>• <i>Both the Supervisor of Physical Education and the Director of Special Education continue to provide the appropriate MOI/Curriculum development/trainings/specialized professional development/conferences to support the APE Consultant/ Adapted PE teachers/Regular Ed Physical Education teachers.</i></li> <li>• <i>Office of Special Education and the Supervisor of Physical Education provide the on-going training and in-services to promote and support the collaboration between the related service providers-Physical Therapist, Occupational Therapist, Speech Therapist, Vision Therapist, the direct service provider –APE Consultant, Adapted Physical Education teachers and the Physical Education teachers.</i></li> <li>• <i>APE Consultant continues to support the elementary/middle and high school PE teachers with inclusion to provide the accommodations/modifications/equipment suggestions as well as training for the 1 on 1 staff of the inclusion students. Our 3 full-time Adapted Physical Education teachers ( 1 –elementary, 1 middle/high and 1 part-time (middle school) continue to provided small group adapted physical education instruction, IEP goals and assessments.</i></li> <li>• <i>The Supervisor of Physical Education certified APE Consultant and the 3 APE Teachers attend APE Briefings and APE consortium meetings throughout the year.</i></li> <li>• <i>We have been more aggressive in making sure students are included and participate in a regular PE program.</i></li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> <li>• <i>The Unified Sports Coordinator and the SOMD coordinators provided a PD to the middle and High school PE teachers on our 3 Unified Sports programs. We provided a curriculum for each sport to be taught as part of their recreation/leisure units. The outcomes were more awareness and participation from both students with and without disabilities in Unified Sports.</i></li> <li>• <i>Continuation of APE lab with the Salisbury University APE class</i></li> </ul> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> <li>• <i>iPads/communication boards/portable smart board---adaptations of new approved K-8 curriculum-</i></li> <li>• <i>Implementation of new adapted locomotor /object control high needs assessments</i></li> <li>• <i>We have started to include APE elementary education students in our Special Olympics day program competitions. We have been utilizing a number of student-athlete volunteers who mentor and work with our special populations in an on-going basis for Special Olympics events.</i></li> </ul>
Worcester	<p>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? In your response to this question, your school system can reference the following:</p> <ul style="list-style-type: none"> <li>• How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>The special education coordinator has continued to open in-services and professional development workshops to all teachers including physical education teachers.</i></li> <li>○ <i>All afterschool administrators and athletic directors have made sure that their afterschool sports programs are offered to ALL students regardless of disability, gender, race, ethnicity, etc. Also, that is printed on all documentation that is sent home to our students.</i></li> <li>○ <i>Schools are continuing to invite all physical education teachers to the IEP meetings and provide input to the IEP development, when applicable.</i></li> <li>○ <i>We continue to work with Special Olympics in providing various sporting activities for students.</i></li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> <li>○ <i>A fall 2013 workshop is planned for PE teachers to continue to learn about APE and students in their classes with disabilities.</i></li> <li>○ <i>We will be sending an APE certified teacher to the MAHPERD conference again this year to bring back the info and share with our staff at one of our PE meetings.</i></li> <li>○ <i>This year 2013 a teacher also attended the National PE convention and attended several workshops on APE and will be presenting that information to teachers in the fall.</i></li> <li>○ <i>Teachers regularly attend in-service training for curriculum and assessment revision where they receive copies of APE material provided by MSDE as well as the physical education coordinator.</i></li> </ul> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> <li>○ <i>This year, our county has developed all new skill assessments for our PE curriculum. Because these skill assessments are individualized, each student, with or without a disability, can be assessed on their individual performance. We take a UDL approach, in that modifications that will help a student with a disability can also help the traditional students; therefore many modifications are made for all students.</i></li> </ul>
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2. 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?

<b>LEA</b>	<b>Response to Question</b>
Allegany	The only challenge ACPS has encountered in delivering physical education opportunities to students with disabilities has been with students with severe disabilities who have significant limitations and restrictions. They have not changed since last year, so we are still utilizing the use of a Nintendo Wii to overcome the obstacles for students with significant mobility or no-touch limitations.
Anne Arundel	Coaching/Outreach/Technical Assistance across all grade levels in a proactive manner <ul style="list-style-type: none"> <li>○ Staffing enhancements will continue to be requested</li> </ul> <p>NOTE: Students with disabilities are included in mainstreamed physical education routinely. In fact, Anne Arundel County meets and/or exceeds the SPP Indicators for LRE (5A and 5B). However, the role of APE and maximizing engagement through a UDL lens is a focus and will continue to be a priority.</p>
Baltimore City	The key challenges are: <ul style="list-style-type: none"> <li>• Currently, there is no (general education) Physical Education Specialist to assist in planning Professional Development for physical education teachers regarding APE strategies and activities. The model of APE service delivery and associated</li> </ul>

	<p>documentation has changed to be more consultative, which requires the general physical education teacher to be trained in APE. Physical Education Teachers must receive more training in how to adapt the Physical Education curriculum for students with disabilities and how to provide services given APE consultation; further collaboration and training is needed.</p> <ul style="list-style-type: none"> <li>• School schedules, course offerings, and resources which make consultative staff training and APE scheduling very difficult at times.</li> <li>• Difficulty securing gymnasium time and space at some schools.</li> <li>• In process of updating service models for adapted physical education needs to better define and meet the needs of adapted physical education students on both certificate and diploma tracks.</li> </ul>
Baltimore	<ol style="list-style-type: none"> <li>1. Time not mandated for physical education.</li> <li>2. Varied schedules and programs at schools throughout the county.</li> <li>3. Data does not accurately reflect APE services that are actually being provided in the schools.</li> <li>4. Schools removing APE services from the IEP during the transitions from elementary to middle and middle to high.</li> <li>5. High schools not offering APE for the separate adapted class each semester, removing it from the IEP, then not putting it back on when the student returns to a physical education class.</li> <li>6. Lack of staff and teaching space in specific schools.</li> <li>7. Accessibility to outside teaching areas, fields, track.</li> <li>8. Inconsistency throughout the county in providing physical education to Pre-k students.</li> <li>9. Not enough opportunities to provide professional development specifically for adapted physical education.</li> <li>10. Individual schools not seeking assistance in scheduling to provide a continuum of adapted physical education environments for instruction.</li> <li>11. Lack of staffing for adapted physical education resource teachers, currently there are 3.6 adapted physical education resource teachers for 167 schools:  Elementary - 121 PE teachers  Middle - 111 PE teachers  High - 115 PE teachers</li> </ol> <p>The physical education teachers in the schools are the direct service providers of adapted physical education.</p> <p>These challenges remain the same; however there has been positive progress for:</p> <ul style="list-style-type: none"> <li>• # 4 Through collaboration with special education, adapted physical education is included in the discussion of the transition meetings (elementary to middle and middle to high).</li> <li>• # 9 PE Teachers have been encouraged to take the MSDE online continuing education courses for adapted physical education.</li> <li>• # 10 The creation of a separate adapted PE class at two high schools for next year.</li> </ul>
Calvert	<p>The diversity of the population of students with disabilities who require very specialized modifications to instruction as well as the limiting factors of space within the school buildings are major challenges. While considered a relatively small county with regards to student enrollment, the geography of the county makes it challenging to service more than a few schools in a given day. Fiscal resources and staffing remain a concern.</p>
Caroline	<p>In the previous report, it was noted that inclusion of PE teachers in the IEP process was a challenge. Special educators, along with physical educators, are taking a more active approach to developing and implementing IEP goals, where appropriate. This has been an incremental development as the school year progressed, and the system will continue to build this partnership to better serve our students.</p>
Carroll	<p>Budget concerns continue to be an obstacle in our school system. Last year, we had the opportunity to hire two part time resource APE teachers to provide consultative services</p>

	<p>around the County. Unfortunately, funding would not allow for the rehire of these individuals. Presently, the APE Lead Teacher has assimilated these duties. Nevertheless, our County remains committed to provide all students, including those with disabilities, with an appropriate physical education program. It is our philosophy, that no matter the financial situation, we 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 will be provided.</p>
Cecil	<p>As a county with a full inclusion philosophy we embrace the opportunity to educate students with disabilities in the traditional PE classroom. One of our challenges that has changed from last year is providing support to the general PE teachers as we transition from a model where an APE specialist provides direct services to students to a model where the APE is a consultant for teachers countywide as they deliver direct services.</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>
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. In years past, the 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, collaboration with special educators, and becoming involved in IEP meetings PE teachers are much more comfortable with the overall process and have a greater understanding for making necessary adjustments.</p>
Frederick	<ul style="list-style-type: none"> <li>• The need for continued professional development and limitations of staff time for professional development is a continuing challenge.</li> <li>• Time to deliver adapted physical education services to students without affecting other student needs has been an ongoing concern.</li> <li>• A valid, reliable assessment to diagnose student strengths and needs for individualizing instruction, at a reasonable cost, is not a new challenge.</li> <li>• Adequate staff to deliver necessary student services.</li> </ul>
Garrett	<ul style="list-style-type: none"> <li>• Challenges continue to be in the provision of IEP accommodations and modification for a wide array of disabilities and physical needs.</li> </ul>
Harford	<p>Our biggest challenge is providing the best placement for student with special needs in physical education classes in the high school. A variety of factors including scheduling, staffing and differentiation of the special needs population impact this challenge. This year we have worked closely with each school to improve this situation.</p>
Howard	<ul style="list-style-type: none"> <li>▪ Providing staffing support that aligns with multiple school schedules -- Continuing initiative. Actions taken: <ul style="list-style-type: none"> <li>○ Developing block scheduling</li> <li>○ Early alignment of schedules (spring)</li> </ul> </li> <li>▪ Working with students with sensory needs (new initiative)</li> <li>▪ Providing appropriate planning time between APE and general physical education teachers (new initiative)</li> <li>▪ Maximizing the use of para-educators in the support of physical education and adapted physical education students (new initiative)</li> </ul>
Kent	<p>The key challenge is that our system has so few individuals in roles of leadership, which makes implementing new programs a demand the attention of staff who have multiple responsibilities. This is our continuing challenge, and it is only through team work that we manage to respond. We do have meetings to respond to student needs as a new student enters our system. We also have physical therapy support to guide the decision making and adapt the program.</p> <p>Have these challenges changed since last year? It is the same challenge that is ongoing.</p>

Montgomery	<p>The challenges facing MCPS and individual schools in delivering physical education to students with disabilities have not changed.</p> <ul style="list-style-type: none"> <li>• Staff (physical education teacher) allocations</li> <li>• Space/facilities</li> <li>• Support staff (para-educators) allocations</li> <li>• Communicating the adapted physical education process to all physical education and special education teachers throughout the county (202 schools)</li> <li>• Substitute coverage to provide mandatory training to teachers during the instructional day</li> </ul>
Prince George's	<p>We continue to experience the same barriers as previous years. Scheduling is still a significant problem. Because some of our students with more severe disabilities participate in community based programming and are out of the building often, the opportunity for participation in physical education with non-disabled peers is negatively impacted. This results in students participating in more non-inclusive APE classes.</p>
Queen Anne's	<ul style="list-style-type: none"> <li>• A shortage of funding for para educators to assist the regular educators with supports for students with disabilities in physical education.</li> <li>• The training of physical educators in the process of creating physical education IEP goals for students with disabilities.</li> </ul> <p>There has been some improvement in the area of student supports at the high school and middle school levels but as known more is needed.</p>
St. Mary's	<p>The challenges facing SMCPs in PE/APE remain the same. One challenge facing SMCPs is at the elementary level whereby I would like to see all children especially children with disabilities receive daily quality physical education. This is a recommendation that I believe is validated by NASPE that contends that elementary children should receive 125 minutes of week of quality physical education instruction.</p>
Somerset	<p>Key challenges include purchase of special equipment for adaptive physical education. Although some funds are provided from special education programs, financial reductions have reduced the per pupil expenditures for physical education. Although this is not critical for one year, if it continues, it will have a more debilitating effect. Funding will be restored to previous levels for the 2013-14 school year.</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. Last year we had 2.5 staff to cover the county, now we only have 1.75 staff to cover the entire county. We actually lost .25 of a position last year to cover a school for one afternoon per week. We are actively working on trying to advocate for next year's budget to increase staffing by 1.0 position in APE.</p>
Wicomico	<ul style="list-style-type: none"> <li>• Increased class size (both regular PE and APE)</li> <li>• Limited resources/funding due to budget cuts</li> <li>• Scheduling</li> <li>• Planning time (students that are included in Regular Ed PE will stay back in class when other classmates go to APE class)</li> <li>• No gym space -at the high school level we have our APE classes in a cleared classroom, which limits the types of activities we can do on a daily basis.</li> </ul>
Worcester	<p>We are a small, rural school system who does not deny ANY student access to our athletic activities or physical education classes and programs; therefore, setting up additional opportunities has not been identified as a need. If a need were to arise, we will accommodate any and all special education students. When we have encountered any issues in the past, special education specialists, physical education specialists and administrators work together to provide the best possible services to all students. Many of our afterschool programs at various grade levels provide physical activities which are</p>

	open to ALL students and at one school in particular, we work with Special Olympics to integrate regular ed and special ed students in competitive sports activities.
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3. Are there any areas in which the Maryland State Department of Education could provide further assistance that would address your key initiatives and challenges?

<b>LEA</b>	<b>Response to Question</b>
Allegany	No response
Anne Arundel	<ul style="list-style-type: none"> <li>• Goals Creator software pilot results; implications to IEP goal development</li> <li>• Guidance on reporting to ensure consistent assessments across all LSS</li> </ul>
Baltimore City	<ul style="list-style-type: none"> <li>• The online Adapted Physical Education courses developed by MSDE should be available for teacher training in summer 2013. At present, courses are being re-structured in order for the content training to be more in line with City Schools' continuing education requirements.</li> <li>• Training opportunities for Physical Education Teachers in APE.</li> <li>• The ability to attend APE related conferences and conventions.</li> <li>• Possible grant funding for more equipment and/or technology.</li> </ul>
Baltimore	<ul style="list-style-type: none"> <li>• Mandate the time for physical education.</li> <li>• Assist local school systems in advocating for the Non-Public Special Education Schools to correctly identify adapted physical education on the IEP and have services provided by a certified physical education teacher.</li> </ul>
Calvert	Continue to provide opportunities for collaboration and information sharing during State Briefings.
Caroline	Nothing at this time. MSDE has been very supportive of the new Supervisor of Physical Education for the district, offering needed assistance.
Carroll	MSDE has been a great support of our APE program by their continued effort to encourage collaboration between the systems in our state. The multiple APE briefings offered throughout the year have proven to be a great resource. Valuable information gathered at these meetings are circulated through our system to continue to improve the APE program.
Cecil	We are most pleased with the continued opportunities to meet with other adaptive p.e. specialists from around the state at the MSDE briefings. We would appreciate further assistance with fitness testing for students with disabilities to mirror the Fitnessgram testing that our county uses.
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	We really appreciate the sharing of links to internet sources and other information. This has proven to be very helpful for instructors.
Frederick	<ul style="list-style-type: none"> <li>• Continue to share best practices, both from a nation-wide perspective and a state perspective.</li> <li>• Continue to provide a network of contacts that have expertise in this area.</li> <li>• Provide additional statewide opportunities for professional development for teachers and staff.</li> </ul>
Garrett	Continued support and training.
Harford	None – the web site is wonderful
Howard	Continued professional development opportunities from MSDE.
Kent	No, it is more a need for the opportunity within the county to plan as a team, and we make time when we find the need to do so.
Montgomery	The Maryland State Department of Education could provide funding to support substitute coverage to provide mandatory trainings and to purchase various adapted physical education resources for physical education teachers throughout the county.
Prince George's	MSDE has been very supportive to the Physical and Adapted Physical Education programs in Prince George's County.
Queen Anne's	MSDE can help with continuous support to help QACPS in developing a successful APE program, methods of measuring students' growth and fitness assessments and development

	of student learning objectives (SLO)
St. Mary's	It would be my hope and contention that MSDE would support legislation to increase the amount of time so that all students receive daily quality physical education. Students receive minimal physical education flies in the face of all current research findings and recommendations by the Surgeons General Report on Physical Activity and Health and the Center of Disease Control for Prevention to improve the current and future health of our students.
Somerset	The MSDE Physical Education and Health supervisors are among the most active supervisors of any content area. They are constantly providing links by email for resources and grant opportunities. Both supervisors have visited Somerset County this year to provide personal attention to teacher needs. The department does an excellent job of networking local supervisors and non-profits so that services are improved without additional funding. A secure site is maintained for local PE supervisor to access for resources. We will continue to have representation at Adaptive PE briefings as often as possible.
Talbot	Not at this time.
Washington	The only suggestion would be to send out new ideas that have been successful in other counties so we may have the opportunity to duplicate to see if we are equally successful with the idea. The other thing is a recommended student to teacher ratio, this would be helpful to utilize in our county.
Wicomico	<ul style="list-style-type: none"> <li>• Yes, clarification on related service requirements in gray areas regarding the IEP process for students in self-contained settings. Should students be allowed to participate in both Inclusion PE and adapted physical education if they are in a self-contained classroom? (least restrictive environment?) Should students receive IEP goals if it is solely based on behavior and we are following the Behavior Intervention Plans? We are hired to promote physical well-being, should IEPs only include Affective goals for students with emotional disturbance if it is their primary disability. If so, how can we really track progress?</li> <li>• Continue to provide opportunities for APE professionals to meet, share ideas, and keep us informed on the new developments.</li> </ul>
Worcester	Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education. Thank you!

## Appendix K

### Exemption Letter



Lillian M. Lowery, Ed. D.  
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

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I have received requests for information regarding exemption from the Physical Education requirement in grades K-8. This is to advise you that under the Maryland State Board of Education regulations, 13A.04.13.01, there is no exemption from physical education K-8. Physical Education must be provided to all students each year. However, there are modifications one may make based on the physical limitations or medical condition of the student.

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 or guardian, physical education teacher, supervisor, and local school system for these modifications to be developed.

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

Maryland Public Schools: ***#1 in the Nation Five Years in a Row***

## Appendix L

### Adapted Physical Education Fall Briefing October 18, 2012 9:00-3:30 Agenda

Welcome

Birth to 21 Special Education Presentation

Marcella Franczkowski, Assistant State Superintendent, Division of Special Education/Early Intervention

Discussion on Corollary Sports Programs

Ned Sparks, Maryland Public Secondary Schools Athletic Association

NFHS Coaching Unified Sports Course

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=36000>

General Announcements

Updates from MSDE

Allen Perrigan MSDE

Maryland Learning Links Update

Goal Wizard Update

Fitness and Athletic Equity Update

Student Learning Objectives (SLO) Discussion for APE

IEPs and SLOs should mutually support each other yet remain distinct processes

Goal Wizard Discussion and Training

Scott Geist and Brad Weiner

Lunch

APE Inventory

UPad Brad Weiner

APP <http://ibuildapp.com/web-FCPS+Physical+Education> John Perna

Inclusion Pedagogy Training Strategies

Tom Moran, James Madison University

APE Consortium Workgroup Discussion

APE Guides around the State

Requires Model Policies from the F & E Act

Development of APE guidance documents by LEA

Review and revise State Guide

Other Suggested Items for Workgroup

SLO Resources

Secure Transfer Site Review (Additional Items)

MD Learning Links Site (Additional Items)

APE Inventory Directions

Directions for the Goal Wizard

Technology in APE

Closure

## **Appendix M**

### **Spring 2013 Adapted Physical Education Briefing**

**April 17, 2013 9:00-3:00**

#### **Agenda**

Welcome and Introductions

Announcements

- Secure Transfer Site Overview

  - Additional resources for the site

  - Creating Professional Development Presentations

- Fitness and Athletic Equity Reporting

  - Common Course Numbering/Reviewing LEA data

- Corollary Sports

- National Consortium for PE for Individuals with Disabilities (NCPEID)

Technology and APE

- APE Inventory

Separate Adapted PE Setting/ED Class

- Goals for an IEP

RTI Follow-up

- Examples for PE

PE for Certificate/Diploma Students

- Staffing and Scheduling

Adapted PE Leadership Class/Best Buddies Program

MAHPERD Convention Discussion on Sessions

Discussion: When to have the fall 2013 APE Briefing?

Lunch

Autism “Meeting the Physical Education Needs of Children with the Autism Spectrum Disorder”

Future directions and work plan development for the work groups

## Appendix N

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

LSS	Professional Development	Presenter
<b>Allegany</b>		
<b>Anne Arundel</b>	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Special Education Staff	Deb Marcus and Mike Mason August 17, 2011
<b>Balt. City</b>		
<b>Baltimore</b>	Physical Education In-service presentation on Bocce	Tom Waite- SOMD August 24, 2012
<b>Calvert</b>		
<b>Caroline</b>	Adapted Physical Education PD IEP Process	Mike Mason-MSDE September 14, 2011
<b>Carroll</b>		
<b>Cecil</b>		
<b>Charles</b>	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE February 8, 2012
<b>Dorchester</b>		
<b>Frederick</b>	Adapted Physical Education PD Bocce	Mike Bovino – SOMD February 10, 2012
<b>Garrett</b>		
<b>Harford</b>	Adapted Physical Education PD Inclusion Structuring the Environment	Brad Weiner, Scott Geist PG County Mike Mason MSDE January 23, 24 2012
<b>Howard</b>		
<b>Kent</b>		
<b>Montgomery</b>		
<b>Prince George's</b>		
<b>Queen Anne's</b>	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE April 20, 2012
<b>St. Mary's</b>	Introduction to Bocce session for all PE teachers as part of Rocco's Adapted PE course	Tom Waite – SOMD June 1, 2011
<b>Somerset</b>		
<b>Talbot</b>		
<b>Washington</b>		
<b>Wicomico</b>	Introduce the Special Olympics Softball Individual Skills Competition as part of a Throwing/Catching Unit. Presented bocce, tennis and strength and conditioning training to all physical education staff members.	Tom Waite – SOMD Mike Bovino – SOMD Consultant April 2011
<b>Worcester</b>		

## Appendix O



### **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](mailto:mmason@msde.state.md.us)

## Appendix P

### Maryland Adapted Physical Education Consortium Winter Meeting February 13, 2013 9:00-3:00

#### Agenda

**Welcome and Introductions**

**Secure Transfer Site**

To access the secure site please log on to <https://sst.msde.state.md.us>

**Fitness and Athletic Equity Update**

**2012 State IEP Data and PT Data**

**Discussion “Leadership role of MAHPERD and MAPEC”**

MAHPERD Chair and a replacement      MAPEC vice chair and replacement

**Response to Intervention**

Overview, Tier 1, Tier 2, Tier 3 Interventions

**Follow-up Discussion on Pre-school adapted physical education**

Assessments and service provider discussion

Healthy Beginnings

Maryland Model for School Readiness (MMSR)

Other Assessments

**Follow-up Discussion on Corollary Sports Programs**

NFHS Coaching Unified Sports Course

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=36000>

Corollary Handbook Topics: Practice Sessions, Concussion Awareness, Dedicated Aids, Interpreters, Coach Evaluation, Non Public Students, Transportation, Training

**Lunch**

**Professional Development Model Discussion**

**Professional Learning Community (PLC)**

**APE Guides**

Discussion on the review and revision of the State Guide

Development of APE guidance documents by LSS

Development of Templates for LSS APE Guides

**Other Topics**

SLO Resources Templates

Secure Transfer Site Review (Additional Items)

MD Learning Links Site (Additional Items)

Assistive Technology in APE

Best Practices Document for APE

APE Inventory Directions

