



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org
July 1, 2015

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401-1925

The Honorable Thomas V. Mike Miller
H-107 State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Michael E. Busch
H-101 State House
100 State Circle
Annapolis, Maryland 21401

Re: Fitness and Athletic Equity for Students with Disabilities (MSAR #8351)

Dear Governor Hogan, President Miller and Speaker Busch:

The Fitness and Athletic Equity for Students with Disabilities Act, Section § 7-4B-01 through § 7-4B-06 Annotated Code of Maryland, requires the Maryland State Department of Education to monitor compliance with the requirements of mainstream athletic and mainstream physical education programs for students with disabilities set forth in COMAR 13.A.04.13.01 and COMAR 13A.06.03 to report its findings, in accordance with § 2-1246 of the State Government Article, to the General Assembly each year.

The attached report outlines activities conducted as of May 15, 2015 to meet the requirements described above. If you have any questions or need additional information, please contact Mr. Edward F. Sparks, Executive Director for Athletics, at (410) 767-0376 or by email at edward.sparks@maryland.gov; you may also contact Ms. Deborah Grinnage-Pulley, Consultant for Adapted Physical Education, at (410) 767-0354 or by email at deborah.grinnage-pulley@maryland.gov.

Sincerely,

Lillian M. Lowery, Ed. D.
State Superintendent of Schools

Enclosure
LML:dgp/efs

Fitness and Athletic Equity for Students with Disabilities MSAR# 8351

2015 Report

This is the seventh 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, 2015 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 2015

- 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 2014/15 completed.
- MPSSAA submits to MSDE athletic participation results based on 2014/15 participation survey.
- Local school systems implementation fully operational.

August 2015

- 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 199 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 collaborate on information and program offerings. Special Olympics of Maryland serves as a liaison between MSDE and local school systems and its accredited subprograms and experts on alternative sports offerings.

Model Policies

During the seventh year of implementation, local school systems were asked to submit to MSDE, Division of Curriculum, Assessment and Accountability, 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, 2014 24 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities.

Review of Activities for Mainstream Physical Education

Timeline for Implementation

May 15, 2014

- 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, 2015

- 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 Curriculum, Assessment and Accountability collected and has provided individual school system data as part of the report for the General Assembly. All data collected during 2014-2015 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. This year each of the local school systems were asked to respond to a set of questions that addressed any new initiatives and resources their school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education, 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 the 2014-2015 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. As last year, many systems indicated providing professional development activities for adapted physical education (APE) teachers and general PE teachers. Topics included: Administering APE assessments, Universal Design for Learning (UDL), demonstrating modifications to activities in physical education for students with disabilities (Differentiated Instruction), co-planning – physical education teachers and special education staff, physical education with OTs' and PT's, understanding the PE teacher roles and responsibilities in APE, and Para-educator Trainings.

In the area of new resources, several school systems initiated the use of technology in APE classes through the purchase and use of IPADS and Movbands, creation of an APE resource library, resources connected to UDL, website links to the MSDE Maryland Learning Links site, Adapted Physical Education Guides to provide guidelines for the Adapted Physical Education programming, creating/reviewing/purchasing assessment resources for students with APE services, creating information on the IEP processes and compliance related to adapted physical education, curriculum for 3 and 4 year olds, and the use of Google Docs for collaboration between teachers.

The key challenges that were reported are similar to last year. They include: training of support staff, scheduling conflicts to provide service at all levels (elementary, middle, high), time constraints to provide the service, servicing students with severe and profound disabilities, and finding 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. Additionally, limited technology and gymnasium equipment to enhance motor skills has been mentioned by smaller systems as well as equitable distribution of state of the art APE material to all physical educators. Several school systems again as last year mentioned requesting funding to add new Adapted Physical Education Resource/Itinerant Teachers to provide continued consultation and professional development to all Physical Education Teachers.

On-going 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 challenge can be addressed through additional professional development and training, however, some school systems reported they have experienced reduced number of professional development days allotted for staff. 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 is a need and providing that training is a challenge. Areas mentioned where the Maryland State Department of Education could provide further assistance included:

- Continue to 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 during State APE Briefings.
- Continuous support in developing a successful APE program, methods of measuring SWD growth and fitness assessments, and development of student learning objectives (SLO). MSDE can offer ongoing training to the district's physical educators to support our development of APE initiatives for SWD.
- Provide additional statewide opportunities for professional development for teachers and staff.
- APE certification cohort investigation – RTC framework.
- Revision of online APE courses to meet AU requirements.
- Collaborate and clarify with the medical community regarding the requirements for participation in physical education for the State of Maryland.

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 was created in 2012 that allows LSS to share resources they have developed and can be shared with others around the State. On this website are folders for Assessment Tools, LSS Adapted PE Guides, Professional Development Presentations, and General Adapted PE Resources. Maryland State Department of Education is in the process of developing a resource exchange that will provide the same service as the secure transfer site that will be available to LSS in the 2015 -2016 school year.

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

Conducted Interscholastic Unified Sports Coaches trainings to 20 of the 24 LSS in three sports seasons. Partnering with United States Tennis Association Mid-Atlantic & USA Track & Field for technical assistance SOMD hosted a total of 41 coaches' education trainings for over 245 coaches. SOMD presented bocce, tennis, strength and conditioning and Track & Field training to all coaches generally comprised of general educators and special educators serving the role as coach.

135 High School Coaches completed the Unified Sports online video course through a Partnership between Special Olympics and National Federation of High School Associations to supplement coaches' preseason training and provide specific training to create quality inclusive sports programs <http://www.nfhslearn.com/electiveDetail.aspx?courseID=36000>

Expanded Special Olympics Sports Psychology training w/ supportive materials to Schools systems no data collection currently present to report use of training materials. Program concentrates in three specific areas;

1. Learning Considerations (Motivation; Perception; Comprehension; Memory)
2. Medical Considerations (Intellectual Disability and other related developmental disabilities section)
3. Social Considerations (Social Skills; Physical recreation at home; Economic status)

http://media.specialolympics.org/soi/files/resources/Sports-Rules-Competitions/Sport_Psychology.pdf .

Has expanded reach into a number of LSS who have demonstrated a desire to build inclusive middle school intramural programs using Unified Sports. Technical assistance through Unified Sports and Unified Bocce has been given to Anne Arundel, Montgomery and Charles County.

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 were offered during the 2014 -2015 school year. The first two courses are three credit courses and the third course is a two credit course. Course one and two were updated in the spring of 2015 and the third course is currently being revised and will be available in the fall of 2015. Funding for the updates and revision to the courses were made possible by a grant from the Collaborative Steering Committee in the Division of Special Education/Early Intervention Service. 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 Baltimore, Montgomery, Prince George’s County, and a retired Frederick County teacher 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. All of the instructors are CAPE certified.

The Division 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, 2012 and 2014 school years. The work of reviewing and editing the existing course content took place during the summer and fall of 2012, 2014 and additional editing was done during the spring of 2015.

Adapted Physical Education Briefings

In 2014 the Division of Special Education/Early Intervention Services at MSDE funded a consulting position for Adapted Physical Education. The Consultant for Adapted Physical Education 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 system personnel promote guidance and support for students with disabilities in physical education. The fall 2014 briefing was held in Annapolis, Maryland and the spring adapted physical education briefing was held in Howard County in April of 2015. The agenda for both briefings can be found in the appendix. (Appendix L, M) A listing of trainings that have been provided for local school systems 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 provided a number presentations specific for adapted physical education. A section chair on the convention planning committee oversees the 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 2014-2015 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 2014-2015 the Maryland Adapted Physical Education Teacher Consortium (MAPEC) Consortium continued developing resources connected to four workgroups that focused on the following topics.

Corollary Guide

Early Childhood and Adapted PE

Best Practices for Adapted PE

Local School System Adapted PE Guides

The Corollary Guide and the APE Guide/Best Practices documents were finalized by the group in the spring of 2015 and the documents will be shared with the Special Education and Early Intervention office and the Maryland Public Secondary Schools Athletic Association.

The winter meeting for the Consortium was held in Anne Arundel County, Maryland on February 2, 2015. The agenda for the meeting can be found in the appendix. (Appendix P)

Maryland Adapted Physical Education Teacher of the Year Award

The Maryland Adapted Physical Education Teacher of the Year Award is given in recognition of outstanding teaching performance in adapted physical education. The teacher must be a person who:

1. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship and sensitivity to the needs of students;
2. Utilizes various teaching methodologies and plans innovative learning experiences;
3. Conducts a balanced and sequential curriculum
4. Assumes responsibility for his/her professional growth
5. Evidences professional commitment through involvement in local, state and national organizations: and
6. Is a current member of Maryland Association of Health, Physical Education, Recreation and Dance (MAHPERD) and the Society of Health and Physical Educators (SHAPE America)

Ms. Jessica Wilson, a teacher at John Archer School in Harford County was selected as the Adapted Physical Education Teacher of the Year for the 2014 – 2015 school year.

Maryland Learning Links 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>. Debbie Marcus, a 2014 National Adapted Physical Education Teacher of the Year from Marley Glen Elementary School in Anne Arundel County has provided several blogs on the Maryland Learning Links website. Ms. Marcus was awarded a grant from the Collaborative Steering Committee in the Division of Special Education/Early Intervention Service. Additional information about adapted physical education will be continually added to the site in the future.

Appendices

Appendix A
The Data Collection Tool

2014-2015 ATHLETIC PARTICIPATION SURVEY
STATE ASSOCIATION SUMMARY WORKSHEET
 Submit to MPSSAA Office

School System _____ Number of Member High Schools: _____

INSTRUCTIONS:

1. "BOY Participants" and "GIRL Participants" are representative of athletic programs.
2. Please provide figures for any of the listed sports offered by your high schools, regardless whether your state association sponsors a state championship or sanctions the sport. If a sport(s) other than those listed is offered by your high schools, please so indicate the sport(s), number of schools and participants under the category of Sport-Other at the end of the form.
3. If your high schools include only 10th through 12th grades, but 9th grade students participate on any of your high schools' teams, please include their number in the participation figures.

BOYS

GIRLS

SPORT	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**

	Schools	Total Boys	IEP/504	Schools	Total Girls	IEP/504
Badminton	18	210	13	34	570	61
Baseball	196	5590	458	9	11	1
Basketball	197	5651	536	195	4726	274
Bowling	4	29	5	4	29	57
Cross Country	188	3847	376	183	2815	154
Field Hockey	2	1	0	122	3909	182
Football	187	14293	1591	28	18	1
Golf	168	1259	97	133	253	11
Gymnastics	0	0	0	8	138	9
Lacrosse	150	6276	577	137	4850	215
Soccer	181	6738	383	175	5805	214
Softball	1	2	0	191	5074	271
Swimming & Diving	108	1801	167	109	2140	143
Tennis	180	2211	114	180	2367	86
Indoor Track	171	4875	507	170	4319	200
Track and Field	192	6943	655	192	5862	335
Volleyball	35	623	37	189	5281	223
Wrestling	178	4428	599	85	87	7
Ice Hockey	1	12	2	0	2	0
Totals		64789	6117		48256	2444
Total Participation	113045					

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

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

Appendix D

2013-14 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT

Composite Survey Results from the Local School Systems

	Schools	Total Boys	IEP/504	Schools	Total Girls	IEP/504
Basketball	11	73	61	11	63	33
Indoor Bocce	93	606	362	92	538	206
Outdoor Bocce	63	375	251	62	399	166
Bowling	73	608	448	72	506	253
Cycling	3	11	11	3	5	5
Golf	12	7	1	12	0	0
Soccer	27	196	144	27	137	93
Softball	60	450	333	59	349	150
Tennis	67	370	216	68	422	151
Track and Field	49	356	211	49	385	130
Strength Training	16	109	55	16	79	29
Floor Hockey	0	0	0	0	0	0
Indoor Softball	0	0	0	0	0	0
Handball	14	162	73	14	60	12
Corn Toss	8	44	28	8	36	24
Totals		3367	2194		2979	1252
Total Participation	6346					

- All sports listed are co-ed

Appendix E

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.

Appendix F

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.

Appendix G

F. Synopsis of Local School Systems Reports

Section I – Mainstream Interscholastic Athletic Programs

LSS	Policies Related to Athletic Opportunities for Students w/Disabilities (Copies of Policies Available through MSDE)	(1)Assessment Criteria and (2) Appeals Process
Allegany	<p>Physical Education and Athletic Programs for Students with Disabilities</p> <p>III. PROCEDURES</p> <p>A. Interscholastic Athletics</p> <p>1. Student Eligibility Determination</p> <p>a. All students who meet state and local eligibility criteria are permitted the opportunity to try out for the Mainstream Interscholastic Athletic Program. Among those criteria are: enrolled student status, age, academic eligibility, medical approval, and parent permission.</p> <p>b. Students with disabilities who meet the eligibility requirements shall not be excluded from the tryout unless inclusion presents an objective safety risk to the student or others based on an individualized assessment of the student or fundamentally alters the nature of the mainstream athletic program.</p> <p>c. During the try out, students with disabilities shall be allowed to use whatever modification or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, special equipment, etc. A student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student’s ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>a. Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee 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. Corollary Athletic Program</p> <p>1. Allegany County Public Schools shall offer a Corollary Athletic Program in each of the fall, winter, and spring seasons. The dates of these seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall be limited to a maximum of 8 consecutive weeks.</p> <p>2. The Corollary Athletic Program shall include</p>	
--	--	--

	<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"> a. Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program. b. Corollary Athletic Program coaches. c. Team uniforms and game equipment. d. Transportation for teams to travel in order to compete if appropriate. <p>4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:</p> <ul style="list-style-type: none"> a. Are secondary school students in grades 9-12. b. Are officially registered and attend an Allegany County Public School. c. Submit a parent/guardian permission form for participation. d. Submit a medical approval form. e. Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion. 	
<p>Anne Arundel</p>	<p>Board Extra-Curricular Programs Policy Code 909 states: All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.</p>	<p>1. The following criteria 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.
Baltimore City	<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"> • 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: <ul style="list-style-type: none"> 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) • 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

		<p>participation.</p> <ul style="list-style-type: none"> • To make its determination, the committee shall apply the following four point criteria: Do the accommodations or modifications: Fundamentally alter the sport? Provide a competitive advantage to the student? Competitively disadvantage other participants? Significantly increase the risk of injury for the student or other athletes? • The Pathway To Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> * The student is able to participate in the interscholastic athletic program with accommodations. * The student is able to participate against or alongside other athletes in individual Interscholastic events with allowable accommodations or modifications. * The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
Baltimore County	Policy 6702, Rule 6702, Office of Athletic Statement.	<ol style="list-style-type: none"> 1. Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team. (1) Extent of try-out period; (2) Criteria used to select team; (3) Number to be selected; (4) Practice commitment, if selected; (5) Game commitment. 2. The Pathway to Play Committee will consult with the Maryland Public Secondary Schools Athletic Association and determine accommodations and/or modifications necessary to enable the individual students' participation.
Calvert	Policy 3440	<ol style="list-style-type: none"> 1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any 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>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>
Caroline	All LSS policies and regulations were adopted in December, 2010. Policy and Regulations are on file at MPSSAA.	<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.</p> <p>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>
Carroll	Board Policy IHBA.A.	<p>1. The assessment criterion established by CCPS are: (1) Does the student meet the eligibility requirements? (2) Does the student's present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided.</p> <p>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.
Cecil	CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.	<ol style="list-style-type: none"> 1. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out period. Coaches determine the final roster based on skill testing, competitive demeanor and the student's ability to function in a team environment. 2. An appeals process as mandated by state law is available when necessary for each school.
Charles	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"> 1. Upon the request of a student, teacher, parent or coach, any student with an IEP or 504 Plan who wishes to participate in the mainstream athletic program is referred to a system-based committee who will consider the eligibility of each student on a case by case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student's participation. 2. To Deputy Superintendent/designee.
Dorchester	Policy fully adopted in May 2011.	<ol style="list-style-type: none"> 1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.
Frederick	(1) BOE Policy 309 – Discrimination Unlawful; (2) BOE Policy 404 – Students' Responsibilities and Rights; (3) FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973; (4) BOE Policy 509 – Extracurricular Activities; BOE Policy 402 and FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students With Disabilities.	<ol style="list-style-type: none"> 1. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: (a) present a safety risk; or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school's special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations. 2. All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school based administrator, and, when

		appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
Garrett	Policy 347.7 and Procedure 347.71	<ol style="list-style-type: none"> 1. All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options. 2. Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extra-Curricular Review Committee.
Harford	Physical Education and Athletic Programs for Students with Disabilities Policy.	<ol style="list-style-type: none"> 1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach. 2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.
Howard	(1) Policy 9080 Interscholastic Athletic Program; (2) Policy 7120 Coaches and Advisors of High School Extracurricular Activities; (3) Policy 9070 Academic Eligibility for High School Extracurricular Activities; (4) HCPSS Interscholastic Sports Policies and Procedures Handbook (5) Allied Sports Procedures Bulletins.	<ol style="list-style-type: none"> 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. 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.
Kent	Eligibility for Participation in Extra-Curricular Activities; Procedure Number 600-85.	All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical

		approval and parent permission. 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.
Montgomery	<p>(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i> http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf, establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) MCPS Policy IOB, <i>Education of Students with Disabilities</i> http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf, establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. (3) IQA-RA makes reference to athletic rules, regulations, and standards included in the <i>MCPS High School Athletics Handbook</i>. Athletic opportunities regarding students with disabilities will be included in this handbook.</p>	<p>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.</p>
Prince George's	Administrative Procedure 5159 and Administrative Procedure 5122.	<p>1. All students may try-out for interscholastic athletics. 2. The high school coach shall determine if a student can participate in the interscholastic athletics program. The athletic director and high school principal shall be consulted as well in determining if a student can participate without endangering himself/herself. The National Federation of High Schools Rule Book for the specific sport is consulted in the event accommodations are needed to assist students with disabilities in their quest to participate in interscholastic athletics program. Including the student with disabilities may not fundamentally alter the sport. 3. We have established a Pathway to Play Committee to review cases that may arise. Parents may appeal to this Committee. 4. A parent may appeal the decision of the Committee to the</p>

<p>Queen Anne's</p>	<p>(1) All students follow the regulations and policies contained in the Guide for Student Athletes and Parents. (2) Policy is on file with MPSSAA.</p>	<p>superintendent of schools or his/her designee.</p> <p>Student Eligibility Determination</p> <p>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.</p> <p>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.</p> <p>c. During the try out, a student with disabilities shall be allowed to use whatever modifications or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, or special equipment. A 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> <p>i. The Supervisor of Athletics for Queen Anne's County Public School</p> <p>ii. The school athletic director from the high school that student with disabilities does not attend.</p> <p>iii. A physical education teacher from the student with disabilities' high school</p> <p>iv. A representative from the Office of Special Education Services</p> <p>v. The Assistant Superintendent of Instruction</p> <p>b. Upon request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program is referred to the Pathway To Play Committee who will consider the eligibility of each student on a case-by-case basis.</p>
----------------------------	---	---

		<p>The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</p> <p>c. To make the determination, the committee shall apply the following four point criteria: do the accommodations, modifications or aids:</p> <ul style="list-style-type: none"> i. Fundamentally alter the sport? ii. Provide a competitive advantage to the student? iii. Competitively disadvantage other participants? iv. Significantly increase the risk of injury for the student or other athletes? <p>d. The Pathway To Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> i. The student is able to participate in the interscholastic athletic program with accommodations. ii. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids iii. The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
Somerset	Physical Education and Athletic Programs for Students with Disabilities Policy.	<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>
St. Mary's	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"</p>

		<p>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>
Talbot	<p>Corollary Athletic Program For Students With Disability POLICY CODE 9.16.</p>	<p>1. Each coach submits/post sport specific skills assessment criteria utilized for team selection to the school athletic director, special education teachers, students and parents prior to tryouts. These include such things as speed, agility, endurance, passing/kicking/shooting/throwing accuracy, offensive/defensive strategies among others. (2) The school athletic director is notified in writing that a student with disabilities expresses an interest in trying out for a mainstream interscholastic team. The written notification should include the specific sport of interest, the disability and any necessary accommodations. (3) The athletic director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success. (4) The Pathway To Play Committee will be comprised of the Athletic Director, Special Education Teacher, Coach(es) of relevant sport, County Athletic Director, Principal/Asst. Principal, Inclusion Specialist, and Student Advocate. 2. TCPS will follow the appeals process as set forth by COMAR13A.06.04.06. "Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding alleged violation of this chapter. The written complaint shall: 1) state the alleged violation 2) contain a brief statement of facts necessary to understand the complaint 3) contain a brief statement of relief sought; 4) be filed within 30 days of the discovery date of the alleged violation." The superintendent/designee will review the appeal, examine the data and conduct fact-finding information and make a decision relative to the student's eligibility within 10 calendar days.</p>
Washington	<p>Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities (Adopted May 3, 2011). The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for,</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</p>

	<p>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.</p> <p>Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities (Adopted June 22, 2011).</p>	<p>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) 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>
Wicomico	<p>While there are no policies specific to students with disabilities, there are policies applicable to all students. These policies are: (1) Co-curricular and extracurricular activity eligibility and (2) Wicomico County Athletic Handbook (Practice Regulations and Coaches' Responsibilities in Reference to Injuries). 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>
Worcester	<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</p>

		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."
--	--	--

Section II – Alternative Sports Programs

LSS	Description of Types of Alternative Sports Programs and Structure	Needs Assessment
Allegany	1. Unified sports activities included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. 2. Each sports season consisted of three competitions and practices twice a week for eight weeks. In 2014-15, all three Allegany County high schools conducted Unified Sports programs and participated in culminating Special Olympics Maryland Unified Sports State High School Invitational's.	Will use surveys, school announcements, and local media.
Anne Arundel	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 of bocce and bowling are being offered at the middle school level through intramural programs. 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.	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.
Baltimore City	1. Baltimore City continued to partner with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Outdoor Bocce in the spring. 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 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>the Unified Tennis, and Unified Indoor Bocce State High School Invitational's and Unified Outdoor Bocce teams intended to participate in the State High School Invitational, but doing so was deemed unsafe because of the unrest in Baltimore City. Coaches attended pre-season training seminars, and uniforms and equipment were provided to each school. 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>	
Baltimore County	<p>1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in 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>
Calvert	<p>We are following the Special Olympics Maryland Unified Sports model. During the 2014-15 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>
Caroline	<p>1. Caroline County Public Schools partners with Special Olympics Maryland and offered the following Unified Sports in 2014-15: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and 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</p>	<p>Caroline County Public Schools partners 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>

	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.	
Carroll	<p>1. CCPS offered a Corollary Sports Program in the following sports in 2013 -14: Unified Bocce in the fall, Bowling in the winter and Unified Track & Field in the spring. CCPS evaluated the program and will be providing the following sports for the upcoming 2014-15 school year: Unified Bocce in the fall, Bowling in the winter, and Corollary Corn Toss in the spring.</p> <p>2. Each sport will convene 2-3 practices per week for 8-10 weeks which includes at least 1 competition within a school each week and a culminating tournament at the end of each season.</p>	To determine the level of interest & ensure the sport is appropriate for the greatest number of students with various types of disabilities, student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers and special education professional and resource teachers were taken into account when making the decisions.
Cecil	<p>1. Cecil County participates in the Special Olympics Maryland Unified Tennis program in the fall and Unified Outdoor Bocce program in the spring. Bowling is offered in the winter.</p> <p>2. 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.</p>	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.
Charles	<p>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 includes 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.</p>	The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.

Dorchester	<p>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, and 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.</p>	<p>An awareness campaign was conducted through Special Olympics Maryland during student lunch periods. Physical Education teachers, Athletic Directors and Administration will work together to promote the corollary programs. During the IEP process the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.</p>
Frederick	<p>1. FCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. 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 Junior Varsity 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 2014-15 included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the 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>(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School-based interest surveys; (3) Collaboration and articulation with middle schools; (4) Sign-up numbers at pre-season student meetings; (5) Post-season evaluation of student participation numbers.</p>
Garrett	<p>1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). During the 2014-15 school year, Garrett County Public Schools worked in partnership with Special Olympics Maryland and the two high schools offered the following options: Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. 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</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>

	<p>schools in the spring, but did not have sufficient participation numbers to field teams in both high schools. Modifications/accommodations are provided to ensure a safe program for all athletes. 2. The extra-curricular programs conduct practices after school both on and off school property. Competitive events occur as scheduled by Athletic Directors and meet MPSSAA Guidelines.</p>	
Harford	<p>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.</p>	<p>By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.</p>
Howard	<p>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. 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. 3. HCPSS provides a contracted allied sports administrator that organizes the program. The administrator assists with mentoring, recruitment, selection, certification, and assignment of allied sports coaches and officials. The administrator also ensures compliance with all the state and local policies, rules, and</p>	<p>(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School based interest surveys; (3) Collaboration with and expansion of “Best Buddies” Program; (4) Collaboration and articulation with middle schools; (5) Sign-up numbers at pre-season student meetings; (6) Post-season evaluation of student participation numbers; (7) Annual collaboration with special education instructional team leaders (8) Annual review of the Allied Sports Program by the Allied Sports Advisory Committee.</p>

	regulations regarding allied sports.	
Kent	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.
Montgomery	1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics programs for students with disabilities and students without disabilities: Team Handball in the fall, Unified Bocce in the winter, and Allied Softball in the 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, after the first two weeks, there are approximately four days of practices and one contest per week. Teams compete for both division and countywide championships.	A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based in this input, the group recommended potential sports to include: Unified Track and Field in the fall, Unified Bocce in the winter, and Allied Softball in the spring. 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 status of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics).
Prince George's	1. PGPS has a Corollary Athletic Program. Indoor Softball in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring are the sports in which the students competed during the 2014-15 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.
Queen Anne's	Queen Anne's County partners 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 Schools 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.
Somerset	1. Somerset County Public Schools offered program opportunities in Unified Strength and Conditioning and Unified Outdoor Bocce in 2013-14. It will be adding Unified Tennis for the 2015-16 school year. 2. All students have the	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

	opportunity to tryout and participate, if selected, for regular athletic teams.	will be made aware of the opportunity so they can obtain information from students who are interested. Letters will also be sent out to inform parents.
St. Mary's	<p>1. The Physical Activity and Lifetime Sports Program (PALS) offers Cycling in the fall, Bowling in the winter, and Bocce in the spring.</p> <p>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.</p>	Following a period when the Corollary Sports programs are advertised, a pre-season meeting will be held and students will be asked to express their interest by completing a survey form. Feedback from participants, coaches and parent/guardians will be solicited at the close of each season.
Talbot	<p>1. TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School.</p> <ul style="list-style-type: none"> • 2010, a Unified Bocce program was implemented. • 2010-11SY, the program was expanded to include Unified Tennis in the fall. • 2011-12SY, Unified Strength and Conditioning was added for the winter season. <p>With the addition of Strength and Conditioning, we now offer a three season program for Unified Sports.</p> <p>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. Teams participate in at least two regular season competitions followed up by a regional or state event.</p>	The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.
Washington	<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. Appropriate funding is provided to maintain coaches' stipends, transportation, equipment, supplies and uniforms. 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>Wicomico</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 in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p> <p>2. Unified Sports 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>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 for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.</p>
<p>Worcester</p>	<p>In partnership with Special Olympics Maryland, Worcester County offers a Corollary Sports program through Unified Sports in the fall, winter, and spring. Unified Sports offerings are open to all students and are regulated by the Coordinator of Athletics, the Special Education and athletic departments of each high school. Students may take part in Unified Tennis, Unified Outdoor Bocce, or bowling.</p>	<p>Unified Sports offered in Worcester County provide meaningful opportunities for students of all disabilities and students without disabilities. These sports include tennis, bowling, strength and conditioning, and outdoor bocce. Reviews of the Corollary Sports programs will be conducted at the end of each season.</p>

Appendix H

Summary Data on Participation in Mainstream Physical Education
Local School System Data 2014-2015

LOCAL SCHOOL SYSTEM	K-8 in PE	With an IEP	With a 504	NO IEP or 504	HS in PE	With an IEP	With a 504	No IEP or 504
Allegany	5748	940	44	4764	1507	146	24	1337
Anne Arundel	54047	4510	2289	47248	15316	1350	1066	12900
Baltimore City	56477	8018	1296	47163	8940	1827	267	6846
Baltimore County	69858	7466	2485	59907	17534	2102	1046	14386
Calvert	10393	920	640	8833	2154	138	224	1792
Caroline	2467	256	56	2155	965	77	40	848
Carroll	16943	1893	854	14196	5709	496	338	4875
Cecil	7648	1148	160	6340	2951	356	83	2512
Charles	16605	1590	38	14977	3836	366	14	3456
Dorchester	2831	264	41	2526	630	57	16	557
Frederick	26710	2546	955	23209	6004	566	339	5099
Garrett	2029	245	65	1719	460	43	20	397
Harford	25182	2905	548	21729	7558	882	241	6435
Howard	36099	2933	1067	32099	6599	544	372	5683
Kent	1202	136	50	1016	245	32	15	198
Montgomery	102865	3630	1298	97937	27039	3187	959	22893
Prince George's	84001	8194	1493	74314	15700	1870	334	13496
Queen Anne's	5160	577	179	4404	982	91	64	827
Saint Mary's	11977	1110	281	10586	1962	162	92	1708
Seed School LEA	210	26	0	184	122	13	0	109
Somerset	1568	227	37	1304	439	70	20	349
Talbot	3055	293	83	2679	565	49	33	483
Washington	12779	1056	236	11487	234	29	10	195
Wicomico	8772	979	110	7683	2643	301	81	2261
Worcester	441	58	12	371	310	43	17	250
Totals	565067	51920	14317	498830	130404	14797	5715	109892

Appendix I

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

Reporting Period: September 1, 2014 through May 15, 2015

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, 2015.

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: Deborah.Grinnage-Pulley@maryland.gov by May 15, 2015.

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: Deborah Grinnage-Pulley, (410) 767-0354; Deborah.Grinnage-Pulley@maryland.gov.

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>For the last three years the Maryland Coalition for Inclusive Education has been assisting Allegany County Schools with its efforts to enhance inclusion opportunities for students with disabilities. School-wide inclusive practices and individual student planning have been the core of this initiative.</p> <p>Our departments meet on a regular basis, almost once a week, with the Chief Academic Officer; and once a month at council meetings, once per quarter at curriculum meetings and then other meetings as scheduled throughout the year to collaborate and discuss issues pertaining to students and the services we provide to them.</p> <ul style="list-style-type: none"> • 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>During Supervisors Staff Development on Thursday, August 21, 2014, all Physical Education and Health teachers were provided a professional learning opportunity to discuss how to incorporate the three principles of UDL into the daily lesson plan to meet the needs of ALL students.</p> <p>Dave Hobel, APE teacher attended APE Consortium Meetings and shared information with the PE department upon his return. He also attended the MAHPERD Conference on October 17, 2014.</p> <ul style="list-style-type: none"> • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>The Fitness Report Card is a new tool that was developed and incorporated into the ASPEN (Student Information System). This will allow PE teachers to document, collect, and assess specific fitness areas similar to Fitnessgram in order to determine overall student, class or school fitness levels.</p> <p>SOMD and ACPS have a strong partnership which has contributed to continued successes with our Corollary programs. The Unified Track Team from Mountain Ridge High School became the 2015 State Champions. These students will be honored at the June board meeting.</p> <p>This its 11th year, the Hooley Plunge held on March 7, 2015 at Rocky Gap State Park, the approximately 1,000 students, teachers, administrators, and residents raised over \$120,000 for Specials Olympics programs in Allegany County. Of that, \$12,000 was given to directly fund and supports the Corollary Athletics Programs we offer in our high schools.</p>

	<p>The Special Education Department of the Allegany County Public Schools (ACPS) and The Department of Kinesiology and Recreation at Frostburg State University (FSU), have developed a motor development clinic. The ACPS will provide transportation to and from FSU's campus. The University will provide facilities, staffing and supervision of the delivery of a professional motor development program consisting of assessment, planning, content delivery and evaluation.</p> <p>Activities will include movement, motor learning, adaptive physical education and exercise. As well as this clinic, FSU's staff provides an adaptive PE class at Mt. Ridge High School for students with disabilities.</p> <p>As well as offering the adaptive services to students, the Kinesiology and Recreation student teachers and interns are provided experience adapting the PE curriculum to meet the needs of students with disabilities within the inclusive environment.</p>
<p>Anne Arundel</p>	<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, but also actively implements modifications and accommodations in general education for those who need support vs. direct service provisions. For students who require APE, an APE Specialist is available to assist the PE Teacher with instructional planning, delivery, and assessment of students for physical education. Additionally, county special education staff have caseloads that promote collaborative planning efforts, outreach, and technical assistance to county physical educators.</p> <p>Anne Arundel County Public Schools continues to collaborate regularly with the special education office to promote and protect the inclusion of students with disabilities into mainstream physical education classes. Students should be included in all activities with modification and/or accommodations.</p> <p style="text-align: center;">APE Decision Making Resources:</p> <ul style="list-style-type: none"> • Flowchart – Process navigation chart for students qualifying for Adapted PE services • MSDE Guide for APE – refer to this guide for general information, laws, responsibilities, and accommodations/modifications for lesson planning Blackboard (http://blackboard.aacps.org/webapps/portal/frameset.jsp) –County resources for Health and PE teachers - lesson ideas, modifications, and information on disabilities, etc. • APE framework for all Developmental Centers • Aquatics Handbook – Policies and procedures for qualifying center-based students for aquatics <p>Additionally, training and technical assistance to physical education teachers continues to include 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. Professional Staff Development Activities this year have also included:</p> <ul style="list-style-type: none"> • Annual countywide PD • Elementary PD – All Children Experiencing Success in PE: Make it Happen • Afterschool Workshop – Make it, Take it: Differentiation Ideas for Elementary Physical Educators • ParaEducator PD with Intranet Resources (Models for continued growth) • Access to the county's UDL Website/ Maryland Learning Link • AACPS is continues to work with Special Olympics on a grant to integrate a “Young

	<p>Athletes Program/Curriculum” for 3 and 4 year olds.</p> <ul style="list-style-type: none"> • Informal gross motor assessment • The Test of Gross Motor Development-2 • A Teacher’s Guide to Including Students with Disabilities in General Physical Education by Martin E. Block • The Brockport Physical Fitness Test Manual by Joseph P. Winnick and Francis X. Short. – purchased for all special centers with extra copies available for the general physical educator • A monthly newsletter is distributed, which highlights a new disability each month – the disability is defined, the cause identified, treatment highlighted and inclusion strategies will be provided. <p>AACPS is also investigating purchasing additional assessments/MOI for APE, with the hiring of another APE Specialist:</p> <p>NOTE: AACPS leads the implementation of Unified Sports at the HS Level; having clear guidelines for Corollary and Unified Sports integration at all Secondary schools. Additionally, AACPS is currently working with Special Olympics on the development / integration of a “Young Athletes Curriculum.”</p>
<p>Baltimore City</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"> ○ In Baltimore City Public Schools (City Schools) adapted physical education (APE) is managed by the Related Services Unit within the Office of Special Education. An educational associate, who manages adapted physical education and Special Olympics, works closely with the Educational Specialist for Interscholastic Athletics (general education) to ensure adapted physical education requirements are conveyed to school-based physical education teachers. Adapted physical education teachers and school-based physical education teachers also collaborate on all district-wide professional development days. Currently, there are five itinerant adapted physical education teachers who provide APE service either directly or by providing consultation with the student and/or general physical education teacher. There are four adapted physical education teachers assigned to one of the four separate public day schools. In addition, general physical education teachers also provide APE to some of the students included within their classes, as indicated by IEPs. <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"> ○ The itinerant adapted physical education teachers and the adapted physical education educational associate attend systemic professional development sessions with school-based physical education teachers. At these sessions, the adapted physical education itinerant teachers provide special education information and skill adaptations related to physical education for students with disabilities. These collaborations have resulted in increased skills and ability for school-based physical education teachers to adapt unit-specific sports skills and fitness activities to meet the IEP needs of their students, according to current policies. In addition, the school-based physical education teachers are better able to effectively apply assessment modification strategies, written and practical, with students with disabilities. ○ August 20, 2014: “Adapted Physical Education- What, Why, Where, When and How” In this city-wide professional development activity for physical education teachers, APE was defined, equipment and facilities were discussed, the assessment

	<p>process and steps were presented, and the IEP process and importance of goals and objectives were reviewed. Also, the laws affecting APE were presented and discussed including IDEA, Fitness and Athletic Equity Act, and the Baltimore City Public Schools' Board Policies and Documents.</p> <ul style="list-style-type: none"> ○ September 26, 2014: Mike Mason, MSDE Consultant for Adapted Physical Education, presented for all physical education teachers on how to identify, assess, and service general education students with adapted physical education needs. The itinerant adapted physical education teachers and the adapted physical education associate also presented sessions regarding "Spectrum Disorder Students in General Physical Education." The physical educators were provided with information and teaching strategies to be implemented in general physical education classes. ○ April 17, 2015: This professional development activity is planned to include representatives from the United States Tennis Association who will be presenting on how to implement a tennis program in public schools, including curriculum and equipment. Also, Lori Goodman, dance teacher at Baltimore City College High School will be presenting dance activities that can be incorporated into physical education and APE classes. <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"> ○ The Unified Interscholastic Athletic Program continued with tennis, indoor bocce and adding outdoor bocce to the spring season due to higher student interest (14 schools this year). The unified sport with the largest student response this year was indoor bocce, with 19 schools participating. ○ Each athletic season, the educational associate who coordinates the Special Olympics and the Special Olympics Maryland Baltimore Area Director conduct training for all the high school unified sport coaches. These trainings provide the coaches with information on coaching the special needs athlete, sport specific rules and coaching techniques, interscholastic updates regarding concussion prevention, heat exhaustion, policies, and required paperwork deadlines and competition dates. ○ The district's Adapted Physical Education Guide was updated in August 2014, to refine guidelines for the adapted physical education program and to assist both adapted and school-based physical education teachers with IEP policies, teaching techniques and adaptations, assessment tools, MSDE guidelines for APE, and Related Services documents pertaining to APE. <p>A co-teaching model is implemented at 20 schools to assist the school-based physical education teacher with adaptations and modifications for working with students with adapted physical education services on their IEPs. This model allows students to receive adapted physical education in the least restrictive environment.</p>
Baltimore	<p>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:</p> <ul style="list-style-type: none"> ● 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? <ul style="list-style-type: none"> ○ Adapted Physical Education Information was presented to new IEP chairs in August ○ Adapted Physical Education Information was presented by Adapted Physical Education Resource Teachers at the IEP Chair Trainings in September ○ On-going collaboration and support as needed exists between Adapted Physical Education and Special Education ○ At least one representative from the Adapted Physical Education Resource Team attends the IEP Chair Trainings throughout the year ○ At least one representative attends APE State Briefings ○ Adapted Physical Education Resource Teachers were provided training from The Office of Special Education on:

- Developing IEPs Based on the Maryland College and Career-Ready Standards-Using Data to Develop the PLAAFP and Developing Measurable Annual Goals and Objectives Aligned to the Standards
 - Monthly Adapted Physical Education reports sent to Coordinator of Compliance and Related Services with the following information:
 - Monthly activities/PD that occurred in your area
 - Areas that need follow-up (include any school and/or parent complaints)
 - Challenges that occurred in your area for the month and describe how the challenges were resolved
 - Areas that need direct attention from Director and/or Coordinator
 - Personnel issues and explain if the issue(s) was resolved
 - Overall support/PD/accomplishments for the month
 - Adapted Physical Education Team Leader, Linda Webbert is a member of the MSDE Collaborative Steering Committee and attended the Division of Special Education/Early Intervention Services 2014 Professional Learning Institute- the Power of What's Working: Spot light on Results.
 - Adapted Physical Education Resource Teacher, Cyndi Naylor, serves as the secretary for the Maryland Adapted Physical Education Consortium
- 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?
 - August: County-wide professional development for elementary, middle, and high school physical education teachers
 - **Back to School Checklist for Adapted Physical Education** All physical education teachers received current information relating to adapted physical education and updates to using the TIENET.
 - **Are You a 21st Century Teacher? Differentiation in Teaching and Learning** All physical education teachers attended a session for strategies to modify and enhance instruction in physical education.
 - **Teaching Physical Education to Students in CLS/FALS Classes** Teachers teaching physical education outside general education were presented with best practices for instruction.
 - August: New PE Teachers **Adapted Physical Education Survival Guide** Basic information, what PE teachers should know and where they can find information regarding adapted physical education.
 - September: New PE Teachers **Adapted Physical Education Questions and Answers-** General adapted physical education information and specific BCPS requirements for providing adapted physical education to students.
 - November: **Common Core in Physical Education** All physical education teachers were presented information through a webinar on authentic applications and instructional strategies that align with Common Core Standards.
 - December: **Assisting in Physical Education** for Para-professionals at Westowne Elementary. Physical education teacher requested assistance in utilizing paraprofessionals to enhance student participation. School administration provided time in the school day for all paras to attend the training.
 - January: **Using the Brockport Physical Fitness Test for Students with Disabilities** county-wide professional development for elementary, middle and high school PE teachers. Teachers were presented with an alternative fitness test to use for students with disabilities.
 - February: **What's new in Adapted PE** presented to the physical therapists in Baltimore County Public Schools. Information was provided to help physical therapists understand the difference of when a student needs adapted physical education vs. when they need modification to instruction or equipment to be

	<p>included in the general education setting.</p> <ul style="list-style-type: none"> ○ March: Locating Adapted Physical Education Resources on the BCPS Physical Education Intranet for new physical education teachers. Teachers used their tablets to locate information on the BCPS physical education intranet site. ○ January: What is Adapted Physical Education? presented to Baltimore County <u>Special Education Citizens Advisory Committee (SECAC)</u>. Information on adapted physical education, the importance of physical activity for students with disabilities, and recreation opportunities in the community was presented to parents. ○ May: Cardio-Drumming for All Students offered to all physical education teachers. 10 teachers participated in an activity based workshop to learn how to develop cardio drumming routines as an aerobic activity. ○ Spring semester: Current Best Practices for Teaching Elementary Physical Education (CPD Course) offered through BCPS. 14 physical education teachers were enrolled. Each class provided modifications and strategies to successfully include students with disabilities. ○ September/February: Three Tienet Trainings were offered to physical education teachers new to the county or not previously trained. This training allows access to the on-line special education case management system for teachers to be able to document adapted physical education on the IEP. ○ Adapted Physical Education Resource Teachers attended: <ul style="list-style-type: none"> ▪ Maryland Association Health Physical Education Recreation and Dance Convention ▪ Society of Health and Physical Educators National Convention ● What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <ul style="list-style-type: none"> ○ Second edition Brockport Physical Fitness Test Manual purchased for each school ○ Fitness Data Summary Report Template ○ Physical Education Curriculum Enhancement and Modification Ladder Template
Calvert	<p>RESPONSE: The physical education and special education offices to take the opportunity to meet monthly to discuss students and services within our schools. Calvert County Public Schools currently has 2 APE Resource Itinerant Teachers who service students with disabilities throughout the entire county. The APE Resource Teachers meet with the counties physical therapists regarding students with 504 needs on a monthly basis. We take a look at the students we have and the barriers they face within the general PE setting, and we brainstorm appropriate accommodations and adaptations for our students so that they can most often engage within the mainstream setting. The APE Resource Teachers have also provided assistance and guidance to all new PE teachers within Calvert County. These opportunities allow teachers to share information, collaborate their thoughts and ideas. Calvert County Public Schools also provided APE services through home hospital visits, and the use of an online Edmodo classroom. Professional development associated with the roles of the instructional assistant have also been delivered. Additional resources and equipment are continually sought out and incorporated into instruction.</p>
Caroline	<p>The Physical Education Supervisor has continued to work with the Special Education Supervisor to strengthen our practices of including students with disabilities into mainstream Physical Education. Physical Education teachers have been provided with professional development, as needed, to support the inclusion of all students in Physical Education. CCPS has continued to strengthen adapted physical education by working with physical education teachers and Special Education teachers regarding progress monitoring of goals, and identifying needs of students. We have implemented and revised the guide we created last year for APE, and are monitoring its implementation to identify any changes, if necessary.</p>

<p>Carroll</p>	<p>Carroll County Public Schools employees a consulting teacher to adapted physical education and athletics that is housed under the Department of Special Education. This individual acts as a liaison between the Department of Special Education and the Physical Education Department for CCPS. Situations, concerns, and questions are shared with both departments to insure that the correct process/answers are given to all situations.</p> <p>Carroll County Public Schools has defined Adapted Physical Education (APE) as a service for students with disabilities who require specialized instruction in physical education. CCPS also implements modifications and accommodations in general education for those who need support vs. direct service provisions. All services are aligned with specific 504 or IEP goals. For students who require APE, two APE Specialists are available to assist the PE Teacher with instructional planning, delivery, and assessment of students for physical education. In addition, there are 6 APE teachers who provide services to students at schools with greater APE needs.</p>
<p>Cecil</p>	<ul style="list-style-type: none"> • 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? All Students with disabilities are included in physical education classes. Necessary accommodations and modifications are provided as identified in the student’s IEP. If the PE teacher has concerns regarding the student’s progress or participation a referral form can be completed, an evaluation ordered via a Screening Meeting if needed. CCPS operates a strong Corollary Athletic Program that supports inclusive athletics. • What new professional development opportunities have been provided in the area of physical education for students with disabilities? Professional Development for PE teachers occurs annually to provide information on servicing students with disabilities and APE. Topics have included The APE Process in CCPS 2014.15”, “Thinking Outside the Box for Inclusion for Secondary PE teachers”. Frequent TA for PE teacher is provided based on need. What were the outcomes achieved for those participants? Participants gained increased knowledge of working with students with disabilities, accommodations to the PE environment, and modifications to the PE curriculum in addition to the APE process. <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? CCPS website continues to be updated with APE resources for the APE teachers, such as, a template/hints for the PE teachers to use before writing on the IEP and power point information. We are presently looking at a brochure to hand to the parents of students who receive APE services. WE are presently looking at a flier to hand to parents of students with disabilities about the Corollary Sports Program in CCPS.</p>
<p>Charles</p>	<p>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:</p> <ul style="list-style-type: none"> • 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? 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. • What new professional development opportunities have been provided in the area of

	<p>physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>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</p> <ul style="list-style-type: none"> • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>This is year three of a new course entitled “Physical Education Leadership and Disability Awareness”.</p> <p>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.</p>
<p>Dorchester</p>	<p>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:</p> <ul style="list-style-type: none"> • 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? <p>Across Dorchester County Public Schools (DCPS), beyond monitoring for compliance with the directives of Individualized Education Programs and 504 plans, there is a concerted effort made by both the Physical Education teachers and the Special Education staff at each school to co-plan and adapt lessons to make sure students with disabilities are accommodated and afforded the opportunity to participate in physical education classes with their peers to the fullest possible extent. Physical Therapists are also consulted to provide input on the development of effective plans and activities. In cases where students demonstrate anxiety with new/unfamiliar teachers and students, staff members serving as instructional aides have been very involved with helping make introductions and provide comfortable transitions. Teachers at each elementary, middle, and high school now are particularly encouraged by the results they have observed with the adapted measures implemented in their instruction that have helped to include students in wheel chairs in various activities, use medicine balls with straps for students who struggle to grasp, and using lowered basketball hoops or softer / larger balls for greater success.</p> <p>Over the course of the 2014 - 2015 school year staff from Hurlock Elementary Schools assumed leadership responsibilities and attended state level Adapted Physical Education briefings, and the Supervisor of Physical Education attended the Physical Education briefings. Following these opportunities, our representatives returned to share information and best practice regarding the implementation of Adapted Physical Education with instructional staff at district wide professional development sessions.</p>

	<p>Physical Education staff from Sandy Hill Elementary, Warwick Elementary, Mace’s Lane Middle School and North Dorchester Middle School implemented instructional strategies to better serve both our special education and general education populations in inclusive instructional settings they collected while visiting colleagues in Wicomico County the year prior (2013 – 2014).</p> <p>A number of student interns were assigned to DCPS this year. Our teachers were very appreciative of having this additional instructional capacity in their learning environments as well. Several teachers explained that providing more focused instruction to students with specific disabilities was made much easier with this additional assistance. Teachers greatly appreciated the extra opportunities for one-on-one interaction with their special education students.</p> <p>As school-based wellness plans were created and compiled during the 2014 – 2015 school year, physical education teachers made certain the activities accommodated special needs students, as well as, general education students.</p>
<p>Frederick</p>	<p>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:</p> <p><input type="checkbox"/> 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>We continue to meet on a bi-weekly basis with an Elementary Special Education Teacher Specialist, a Secondary Special Education Coordinator, and our Elementary and Secondary PE and Health Curriculum Specialists.</p> <p>Conduct Professional Development sessions with Special Educators.</p> <p>Provide information regarding APE services to include in the Special Edge, a newsletter developed by the Special Education department that is sent to administrators, special educators, and central office staff.</p> <p>Conduct Professional Development with OTs and PTs that has led to more collaboration.</p> <p>The Special Education and Physical Education office collaborated to add a unified track and field event at our county-wide track and field meet.</p> <p><input type="checkbox"/> 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>Developed and implemented a Professional Development session on data collection and how to analyze data to make decisions for the future. PE Teachers became more aware of the importance of data collection in regards to updating goals for annual IEP meetings, as well as determining if the service is still needed. PE Teachers also gained an understanding of how to collect data in regards to the amount of information needed, the difference between accuracy and the number of trials required to determine if the goal was achieved, and the importance of consistency.</p> <p>The Adapted PE Teacher Specialist in conjunction with Special Education Teacher Specialist and Coordinator had the opportunity to provide Professional Development to Principals and Assistant Principals at each level. Administrators were provided with scenarios that helped lead them through best practices of planning and implementing APE services. Administrators gained more awareness of the services and how it is being implemented at schools across the county.</p> <p>Provided professional development to new Special Education teacher’s mid-way through the school year to review the APE process and best practices for implementation, and also to provide them with an opportunity to ask questions now that many of them have begun the process at their school.</p> <p>While the professional development was not new, we had a new group of Tier One participants in our Adapted PE professional development group, and our previous Tier One participants got to experience our Tier Two opportunities. Our Tier One participants gained a better understanding of the importance of APE services, the entire process, as well as best practices. Our Tier Two participants had the opportunity to shadow the APE Teacher Specialist for a half day in which they gained firsthand knowledge about the daily responsibilities and complexities of the APE Teacher</p>

	<p>Specialist position.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>We have changed the format of our Physical Education Observation form; a tool used during screening meetings that describes student's current ability from the PE Teacher's perspective. The form is now a Google Doc in which PE Teachers can enter the student's information and that information is then organized into a Google Spreadsheet and shared with the APE Teacher Specialists.</p> <p>We have collaborated with Washington and Baltimore County on their best practices and how we can implement those within Frederick County.</p> <p>We have created a lesson plan template for Special Education Instructional Assistants (SEIA) to follow that outlines the expectations of the lesson, appropriate adaptations, as well as specific directions aligned to implementing the Adapted PE goals.</p> <p>We created a letter for PE teachers to provide to SEIAs that outlines their expectations, role within PE class, as well as best practices for adapting PE curriculum.</p> <p>We have added equipment to our Lending Library of adaptive PE equipment and have promoted the use of such equipment by including a screencast on our APE website.</p> <p>We have created data collection tools through the use of Google Docs in order to increase collaboration between PE teachers, Special Educators, and APE Teacher Specialists.</p>
Garrett	<p>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:</p> <ul style="list-style-type: none"> • 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? • All departments are in constant collaboration through monthly instructional administrative team meetings, monthly administrators and supervisors meetings which include principals, and meetings at the school level to develop plans for individual students. PE Teachers are invited to and attend IEP meetings as appropriate. Special Education staff is always included in all staff development and curriculum, development. GCPS has unified tennis and unified bocce programs that are successful and well attended. • 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? Because of the small number of students who require APE, professional development is provided to schools on an as needed basis when difficulties arise for specific students. Professional development was provided this school year to develop guidelines in accordance with information gathered from the state meeting. There is a designated PE teacher who attends the meetings and disseminates the information to the other PE teachers. The physical therapist consults on an as needed basis with PE teachers to ensure successful participation of our physically challenged students in the PE curriculum. • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? None needed.
Harford	<p>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:</p> <ul style="list-style-type: none"> • 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?

	<ul style="list-style-type: none"> • 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? <p>The Office of Special Education and the Office of Physical Education have a history of collaboration supported through regularly scheduled meetings at a variety of levels as well as open and ongoing communication.. An example of this collaboration is the application of the speech and language app utilized with the autism program being installed on the physical education teachers IPADS for consistency for student’s program.</p> <p>Harford County Public Schools held a countywide professional development conference in November that allowed teachers to select their professional development sessions. The Office of Physical Education offered a variety of adapted physical education sessions and the Office of Special Education provided a multitude of sessions. Teachers were thrilled with the opportunity to select what they needed for professional development and the sessions were well attended. Additionally, professional development has been developed and initiated on the topic of autism, specifically for teachers who are providing instruction at the three new centers. One session is open to all physical education teachers in the county. This professional development will be provided by the Office of Physical Education and supported by the Office of Special Education.</p> <p style="text-align: center;">Materials utilized during professional development are place on our SharePoint site as a resource for all teachers. The IPADS have been loaded with applications that support inclusion and provide the differentiation needed for an inclusive environment. Finally, resources are continually updated including electronic as well as materials of instruction to support inclusive learning environment in physical education.</p>
Howard	<p>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:</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ○ More than 90% of students who receive adapted physical education services, in comprehensive schools, are included in general physical education classes. ○ More than 90% of students who receive adapted physical education services are served through a direct adapted physical educator 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. ○ Physical education and adapted physical education collaborate in curriculum writing. ○ Physical education and adapted physical education leaders attend MSDE Physical Education and Adapted Physical Education yearly briefings. ○ The adapted physical education program presents current best practices and strategies to general physical education teachers throughout the academic school year. ○ Physical education and adapted physical education teachers frequently review IEP data and resources to monitor student growth. ○ Physical education and adapted physical education teachers meet on a weekly basis to plan inclusive opportunities for students with disabilities. • What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for

	<p>those participants?</p> <p>Countywide professional development, where adapted physical education and general physical education teachers attend and present. Sessions included:</p> <ul style="list-style-type: none"> ○ Fitnessgram Modification-Participants received modification strategies to implement ○ Developing Student Learning Objectives (SLOs)-Participants were provided the opportunity to develop SLOs ○ Serving Students Who Receive Adapted Physical Education- New teachers reviewed the service delivery model for student with APE services ○ Applying Universal Design for Learning (UDL) Principles: Including all Learners in Physical Education-Participants reviewed strategies to embed UDL principles within physical education lesson plans ○ Go- Baby Go Presentation- Presenter -Cole Galloway – all students have the opportunity to play, explore and move. How to create motorized, safe and appropriate toy race cars to increase mobility for students with disabilities <p>Adapted Physical Education Training. Sessions included:</p> <ul style="list-style-type: none"> ○ IEP Technical Assistance and Supports-Participants reviewed IEP components and guidelines ○ Test of Gross Motor Development-2 Training- Participants reviewed testing protocols, skill analysis and scoring <p>Paraeducator Trainings. Sessions included:</p> <ul style="list-style-type: none"> ○ Serving Students Who Receive Adapted Physical Education- Paraeducators reviewed the service delivery model for students with APE services ○ Collaborating with Special Education and Related Service Providers-Paraeducators reviewed their roles and responsibilities when students with disabilities are in physical education ○ The Office of Physical Education has provided professional learning opportunities for paraeducators in the area physical activity (brain boosts) during the day for students with disabilities <ul style="list-style-type: none"> ● What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>Howard County has:</p> <ul style="list-style-type: none"> ○ Integrated technology for video modeling and instant corrective feedback ○ Continued training for APE staff to administer The Test of Gross Motor Development-2 ○ Developed IEP resources for APE staff to ensure compliance with IDEA and COMAR regulations. ○ Strength and Conditioning Best Practice Guide with UDL implementation strategies ○ Adapted physical education program developed a resource library for assistance when planning for students with disabilities in physical education
<p>Kent</p>	<p>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:</p> <ul style="list-style-type: none"> ● 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>The Physical Education and the Special Education offices have collaborated by planning professional development sessions, sharing resources, developing an APE Referral Process Document, sharing Community Resources with Parents and supporting teachers with writing SLOs. Due to our size, we share many responsibilities at Central Office. PE is supported through collaboration with many departments and school –based administrators to provide services to students.</p> <p>Also, our academic support classroom no longer exists and all students participate in program with support with their same age peers.</p> <ul style="list-style-type: none"> • 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>Professional Development Opportunities have included the following topics: assessment, adaptations for Fitness Gram Assessments, integration of literacy in PE, and differentiated instruction. Teams have revisited the state and national standards and we are determining which standards our system will continue to use. A staff member has attended APE and PE meetings and conferences and shared resources with teachers.</p> <ul style="list-style-type: none"> • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>We are continuing to work on assessments for all students in all grades.</p>
<p>Montgomery</p>	<ul style="list-style-type: none"> • 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>The Office of Curriculum and Instructional Programs (OCIP) and Department of Special Education Services (DSES) have collaborated to promote the inclusion of students with disabilities in physical education and delivery of adapted physical education services. The collaborative effort has facilitated the involvement of physical education teachers in Individualized Education Program (IEP) and 504 Plan 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 placements. 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. OCIP and DSES collaborate to secure grant funding to deliver professional development opportunities to physical education teachers on topics related to adapted physical education. OCIP and DSES collaboratively analyzed secondary special education programs at schools serving a critical mass of students with disabilities that may benefit from additional physical education allocations to support students with disabilities in physical education.</p> <ul style="list-style-type: none"> • 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>The following professional development opportunities were provided to physical education teachers in MCPS:</p> <p style="text-align: center;">OASIS/Special Services (O/SS) Access Training for Physical Education Teachers</p>

	<p>new to O/SS, May 21, 2014 & October 9, 2014 Professional Learning Description/Outcomes: This session is intended for physical education teachers new to O/SS who need access to the online IEP tool. O/SS is a module within OASIS that supports the Special Education process.</p> <p>Presented on Adapted Physical Education at the Secondary (Middle School and High School) Special Education Resource Teacher Meeting, July 7, 2014 Professional Learning Description/Outcomes: The session provided secondary special education resource teachers with opportunities to review the current state of adapted physical education in MCPS; explore secondary adapted physical education screening and assessment tools; identify the continuum of adapted physical education services; and review the MCPS Adapted Physical Education Collaboration Site and future professional development opportunities.</p> <p>Presented on Adapted Physical Education at the Secondary (Middle School and High School) Special Education Resource Teacher Meeting, July 9, 2014 Professional Learning Description/Outcomes: The session provided secondary health and physical education resource teachers with opportunities to gain a greater understanding for meeting the needs of diverse learners through their environmental set-up and implementation of instruction based on their knowledge of the students as individuals.</p> <p>Elementary Physical Education Teachers Shift from Fundamental Life Skills Curriculum (FLSC) to Curriculum 2 (C2.0) for Non-Diploma Bound Students, October 7, 2014 Professional Learning Description/Outcomes: The session provided elementary physical education teachers with information about the shift from the FLS to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes. The session provided opportunities for teachers to review and discuss IEP documents that will assist teachers in gaining an understanding of the strengths and needs of students with significant cognitive disabilities who are pursuing alternate learning outcomes, and initiate the planning process for an upcoming lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes.</p> <p>Strategies for Paraeducators Working Effectively with Students with Special Needs in Physical Education, October 31, 2014 & January 20, 2015 Professional Learning Description/Outcomes: The course provided paraeducators 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>Middle School Health & Physical Education Countywide Meeting, November 12, 2014; November 18, 2014; & December 4, 2014 Professional Learning Description/Outcomes: The session provided middle school physical education teachers with opportunities to collaborate and learn about updates in health education, physical education, and adapted physical education. During the session teachers identified and discussed methods for inclusion and differentiation for all students within a physical education lesson.</p> <p>High School Health & Physical Education Countywide Meeting, November 13, 2014 & November 19, 2014 Professional Learning Description/Outcomes: The session provided high school physical education teachers with opportunities to collaborate and learn about updates in health education, physical education, and adapted physical education. During the session teachers identified and discussed methods for inclusion and differentiation for all students within a physical education lesson.</p> <p>Middle and High School Physical Education Teachers: Adapted Physical Education (APE) Professional Learning, January 21, 2015</p>
--	---

Professional Learning Description/Outcomes: The session provided secondary physical education teachers with opportunities to examine adapted physical education's correlation to the IEP process and analyzed the continuum of services a student can receive physical education.; explore the components of the Brockport Physical Fitness Test and Functional Assessment for Students with Severe Disabilities; examine the implementation of the adapted physical education process; and examine the development of IEP goals and objectives.

Elementary Physical Education Teachers: Adapted Physical Education (APE) Professional Learning, January 29, 2015

Professional Learning Description/Outcomes: The session provided elementary physical education teachers with opportunities to examine adapted physical education's correlation to the IEP process and analyzed the continuum of services a student can receive physical education.; explore the components of the Test of Gross Motor Development – 2nd Edition, Battelle Developmental Inventory - 2nd Edition, and Functional Assessment for Students with Severe Disabilities; examine the implementation of the adapted physical education process; and examine the development of IEP goals and objectives.

Presented on Adapted Physical Education at the Physical Disabilities Department Meeting for Occupational Therapists and Physical Therapists, March 25, 2015

Professional Learning Description/Outcomes: The professional learning session occupational therapists and physical therapists with opportunities to identify the current state of adapted physical education in MCPS; explore elementary and secondary adapted physical education assessments; identify the continuum of adapted physical education services; and review the MCPS Adapted Physical Education Collaboration Site and resources available to physical education teachers.

- **What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?**

The following adapted physical education resources for elementary and secondary physical education have been developed and are accessible to teachers through the *MCPS Adapted Physical Education Collaboration site on myMCPS*:

- Adapted Physical Education Articles and Research
- Adapted Physical Education Forms
- Adapted Physical Education Goals and Objectives Resource
- Assessments for Evaluating Students for Adapted Physical Education Services
- Community Organizations for Students with Disabilities
- IEP Process
- Instructional Resources for Adapted Physical Education
- MSDE Documents
- Professional Development Resources for Adapted Physical Education
- Sample Adapted Physical Education Evaluation Reports
- Sample Supplementary Aids and Services

All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. The resources include:

- 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.
- *Functional Assessment for Students with Severe Disabilities (FASSD)* by Martin E. Block. The assessment tool addresses eight areas: medical/health background,

	<p>functional position and movement analysis, functional mobility, functional physical fitness, ball skills, sensory processes and sensitivity, communication, and play behaviors and awareness of others.</p> <ul style="list-style-type: none"> • <i>Parent/Guardian Physical Activity Questionnaire</i> provides the physical education teacher with information about the student's physical activity outside of school to enhance movement skills and concepts, health-enhancing physical fitness and activity, and personal and social responsibility. • <i>Test of Gross Motor Development, Second Edition (TGMD-2) Examiners Manual</i> by Dale A. Ulrich and <i>Profile/Examiner Record Forms</i>. The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education. • Each middle school (38) and high school (25) physical education department received the resource, <i>A Teacher's Guide to Including Students with Disabilities in General Physical Education</i> by Martin E. Block. The resource provided information on instructional strategies for including students with specific disabilities in general physical education. <p>The high school physical education course, <i>Leadership Opportunities in Physical Education (Course #7700)</i>, is available to all high schools for the 2015-2016 school year. The course is designed to develop personal responsibility, social responsibility, and leadership skills within the physical education/adapted physical education setting. Throughout the course, typically developing students will have the opportunity to assist students who have various physical and learning disabilities with the development of movement skills and concepts, health-enhancing physical fitness and activity, and personal and social responsibility. Students will research and analyze a variety of disabilities, develop a personal and peer practice or fitness plan, and apply communication techniques and instructional strategies to assist students with disabilities with movement skill acquisition and/or improving fitness. All course materials will be made available to high school physical education teachers on the MCPS Instruction Center.</p>
<p>Prince George's</p>	<p>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:</p> <ul style="list-style-type: none"> • 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? <p>-We have collaborated in professional development opportunities for general and adapted physical educators.</p> <p>The APE Instructional Specialist presented at two sessions at the PE Back to School In-service on RTI in Physical Education and the APE Referral Process.</p> <p>APE teachers were included at the PE Back to School In-service and APE teachers presented at the new teacher workshops with non-tenured physical education teachers (Homework for PE, Classroom Mgt., Lesson Planning, and objective writing).</p> <p>APE/Physical Therapy Pilot class at the ECC level: Students identified and instructed in a co-taught format with APE and PT. Students identified as possible future candidates for PT. Pilot meant to add additional, focused APE to assist students in remaining in least restrictive environment.</p> <p>-The Danielson Framework for Teaching Observation Model and Student Learning Objectives (SLO's) are continually discussed specific to balance and suitability for diverse learners</p>

	<p>(Establishing Instructional Outcomes, Domain 1). Access to on-line exemplars shared between APE and PE.</p> <p>-APE Transition Plan: to assist families, post-graduation, with access to recreation/leisure activities</p> <p>Assessment Rubrics: to assist APE/PE teachers in assessing skills from the state standards</p>
<p>Queen Anne's</p>	<p>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:</p> <ul style="list-style-type: none"> • 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? Queen Anne’s County Public School District promotes full inclusiveness in it educational programs. All eligible students are provided with physical education services. A process is in place to determine the most operate educational setting for students with disabilities in physical education. The process includes a local school’s IEP team to develop students’ goals and a program that meets the students’ needs. 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 and train PE teachers along with special educators in the development of an Adaptive Physical Education (APE) program. • 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? During the professional development activities in August 2014, the Supervisor of PE and a selected lead teacher reviewed the Adaptive PE Policy[34 CFR § 300.108 Physical Education; Authority: 20 U.S.C. 1412(a)(5)(A), United States Code] 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. The physical education teachers gained knowledge and skills about: <ul style="list-style-type: none"> (a) the content of the regulations governing the physical education services for SWD. (b) how to identify and evaluate individual needs when developing an adaptive physical education program. (c) how to develop a modified physical educational program for students with disabilities and/or minor to severe injuries. (d) how to collaborate with an IEP team to develop instructional goals to accommodate SWD. • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? The District provides resources in the form of human capital in a collaborative development and evaluation of in-school and outer-school programs for SWD.
<p>St. Mary's</p>	<p>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:</p> <ul style="list-style-type: none"> • 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? The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the offices. Of Physical Education and Special Education. Emphasis is place on: 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.

	<p>Programmatic changes deemed appropriate to ensure that SMCPS follows the law outlined in the Fitness and Equity Act.</p> <ul style="list-style-type: none"> • 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>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. 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> <ul style="list-style-type: none"> • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>We have not made any new revisions to our previous documents. However, for the 2015-16 school year, I plan on making several changes to keep current with Adapted PE instruction.</p>
<p>Somerset</p>	<p>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:</p> <ul style="list-style-type: none"> • 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? <p>SCPS has partnered with Special Olympics of Maryland to expand its athletic offerings for individuals with special needs. This year SCPS has implemented special Olympic teams in the areas of Tennis, Bocci Ball, and fitness conditioning. This program has also increased the number of training opportunities for both general education and special education staff in the identified sports above.</p> <p>In conjunction staff have also been offered the opportunity to visit adapted PE classes in nearby districts to give them the opportunities to learn how to adapt the physical education curriculum for individuals with special needs.</p>
<p>Talbot</p>	<p>We have no new initiatives or programs this year. It is regular practice for Physical Education and Special Education Departments and individual teachers to collaborate and discuss issues if they arise.</p>

	<p>Talbot has long been a county that emphasizes inclusion, so it is regular practice for Special Education students to be included in Physical Education classes as a normal part of their school lives. P.E. teachers are included as members of the IEP Team. They collaborate and consult with Physical Therapists, Occupational Therapists, and others, to develop individual students' goals. Where adaptations are needed, our Physical Education teachers are actively involved in planning and delivering the instruction, including accommodations and modifications as appropriate.</p>
Washington	<ul style="list-style-type: none"> • 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>The Adapted Physical Education Staff works under the Supervisor of Physical Education and are housed in our Special Education School so they can consult with Special Education staff daily. The APE staff acts as a liaison between special education and physical education for WCPS. Situations, questions and concerns are shared with both departments to insure that correct process and answers are provided for all situations.</p> <ul style="list-style-type: none"> • 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>The APE staff works attends workshops and professional development to gather new information from MSDE, Special Education Department and other counties. This information is brought back to Washington County and shared with the physical education staff on Supervisor of Physical Education professional development days. This has allowed schools to work to develop modified classes to better support our students with physical disabilities.</p> <ul style="list-style-type: none"> • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>Washington County has seen an increase in our modified physical education classes at the high school levels and we have increased our Pre-Kindergarten programs causing an increase in our APE caseloads. As a result WCPS has started lending or sharing equipment that is housed centrally at our special education center so all students may have access to needed adapted equipment no matter the location. This process is coordinated by the APE team.</p>
Wicomico	<p>This school year we have a number of initiatives that are going on: we have included elementary education students in our In-County Special Olympics day program competitions, and this year our numbers are growing- we now have 6 elementary schools participating, with a total of 10 in-county schools; participation in our Unified sports is continuing to grow yearly also, 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- both unified and day programs, and field day activities; and the APE teachers are continuing to represent WCBOE at the MAPEC conferences, and we have initiated the use of technology in APE classes thru the use of IPADS and Movbands. This year all students continued to work on the SLO initiative- with most of the special needs students participating and showing growth in their target areas. APE Students at Salisbury Middle School were introduced to a dance unit this year – first time in their curriculum, which matches more closely with the General Physical Education Curriculum. APE students at Pinehurst Elementary participated in a Special Olympics torch run around the school to kick off the games, students and teachers are piloting a new TGMD-3 assessment, and groundwork has been up for a peer/buddy program in physical education classes.</p>
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"> • 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? <ul style="list-style-type: none"> •The special education coordinator has continued to open in-services and professional development workshops to all teachers including physical education

	<p>teachers.</p> <ul style="list-style-type: none"> •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. •Schools are continuing to invite physical education teachers to the IEP meetings and provide input to the IEP development, when applicable. •We continue to work with Special Olympics in providing various sporting activities for students at our Special School. •This was our first FULL year of implementing the Unified Sports Program. Our County Athletic Director, Mr. Tyrome Mills has been instrumental in beginning the Unified Sports program in Worcester County for all three high schools. He is working with each school Athletic Director directly to offer the activities at our high schools. Sports are being offered during all three athletic seasons (bocce, bowling, and tennis). We have actually had a few teams who have gone to the state level and this has been VERY exciting for our schools. <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ▪ A fall 2014 workshop was held for PE teachers to continue to learn about APE and students in their classes with disabilities. ▪ 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. <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"> • In 2013, our county developed all new skill assessments for our K-8 PE curriculum. Because these skill assessments are individualized, each student, with or without a disability, can be assessed on their individual performance. In 2014, all of these skill assessments were uploaded into Curriculum Loft, an online curriculum repository for ease of access for teachers. The documents in Curriculum Loft included the APE guide for teachers from MSDE. In 2015, we have revised our UDL model for lesson planning, incorporating more opportunities for teachers to personalize instruction based on student need. <p>All PE teachers received a tablet/laptop hybrid device this year to assist with record keeping, and curriculum planning for their class. It also allows teachers to download android apps which will assist them with students with disabilities, as well as general ed students.</p>
--	---

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?

LEA	Response to Question
Allegany	ACPS has an outstanding team of educators and administrators that work to ensure that all students are afforded an educational experience that is inclusive and meets the IEP expectations.
Anne Arundel	<p>Students with special need continue to be placed in large classes without support. Often times support has not been trained.</p> <p>There is only one physical education adapted resource teacher who services 78 elementary schools, 19 middle schools, 12 high schools, 3 charter schools, 3 alternative schools, and 3 special centers. Our resource teacher cannot see every school and every student to offer support. AACPS would benefit from at least one other adapted resource specialist to assist with creating IEP goals and providing modifications for the struggling teacher to support students with adapted needs.</p> <p>Coaching/Outreach/Technical Assistance across all grade levels in a proactive manner</p> <ul style="list-style-type: none"> • Staffing enhancements will continue to be requested • Para Educator flexibility • 2nd APE Specialist <p>NOTE: Students with disabilities are included in mainstreamed physical education routinely. In fact, Anne Arundel County 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> <ul style="list-style-type: none"> • Limited Professional Development Days/opportunities • Equitable distribution of state-of-art APE materials to all PE Educators – Promotion of UDL Planning Time at the Elementary Level
Baltimore City	<ol style="list-style-type: none"> 1. City Schools continues to work toward greater collaboration and planning for professional development regarding APE strategies and activities for general physical education teachers. 2. The model of adapted physical education service delivery and associated documentation has changed to be more consultative, which requires the school-based physical education teacher to adapt the curriculum to appropriately serve students with disabilities in the general education setting. The adapted physical education itinerant teachers are currently working with their general education counterparts to: <ul style="list-style-type: none"> ➤ Complete student logs ➤ Write and submit IEP report cards ➤ Complete all APE assessments and reports ➤ Update IEP records ➤ Attend IEP meetings ➤ Changing class schedules make consultative training between school-based physical education teachers and itinerant adapted physical education teachers difficult. City Schools is employing standardized scheduling modules for high schools that should support quality service delivery. ➤ Access to non-portable physical education equipment such as basketball goals, balance beams, volleyball nets and standards, and fitness equipment has been challenging at some schools. The Office of Special Education previously purchased mobile equipment kits for each adapted physical education teacher. In the current school year, additional items such as beeper balls, scarves, scooters, foot/handprints (spot markers), and timers were added to each kit. 3. The number of adapted physical education students has increased throughout the district. City Schools will ensure the increased number of physical education teachers are trained to employ the adapted physical education model.

Baltimore	<ul style="list-style-type: none"> • 3.6 Adapted physical education resource teachers being able to effectively provide to 375 physical education teachers for appropriate instruction to students of all abilities. • Many times the physical education teachers who would benefit the most from professional development related specifically to adapted physical education do not take to opportunity to attend trainings. • The quality of the support provided by the para-professionals in physical education.
Calvert	<p>RESPONSE: After reflecting upon our challenges from last year, we feel our county has done an excellent job with addressing these challenges. Last year, 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 were major challenges. While considered a relatively small county with regards to student enrollment, the geography of the county made it challenging to service more than a few schools in a given day. The general PE teachers have more opportunities to work together with the APE Resource Teachers to service our students. As last year, fiscal resources still remain a concern.</p>
Caroline	<ul style="list-style-type: none"> • Appropriate training in the field of Adapted PE for staff members • Scheduling difficulties for LRE and placement • Assessment process and reporting • Community outreach or agency linkage to support APE • Assessment and report writing • Time for completing assessments, writing reports, and attending meetings on top of normal teaching responsibilities • Need for more knowledge/training for APE by general PE teachers • Need for more knowledge of the IAEP process/expectations/laws • Need for additional APEA specialist/consultant
Carroll	<p>Throughout the year, the APE specialists works to share with PE teachers any new information gathered from resources at MSDE, other counties, and the Department of Special Education. The Physical Education Supervisor provides specific sessions for APE teachers during county Professional Development opportunities. For example: MSDE updates, data collection, IEP monitoring, differentiated student learning activities, inclusion strategies. As a result of these Professional Development initiatives, APE teachers are able to provide effective learning activities that are aligned with student IEP goals and MSDE guidelines</p>
Cecil	<p>Finding time in the PE teachers schedule (ALL levels of PE, elementary, middle and high schools) to deliver the APE direct services and work on the IEP and attend IEP meetings. Have these challenges changed since last year? Not really.</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>As our Corollary Sports Program in DCPS continues to develop, it has been noted that a need to enhance this program persists. In some instances, the schedule, equipment, and resources need improvement. We will continue to work toward providing additional opportunities for appropriate competition for the athletes on these teams. This challenge has not changed from last school year, however staff are purposely now seeking to obtain interest from enough students to offer corollary sports competitions.</p>
Frederick	<p>The reduction of Physical Education Teachers for the next school year (2015-2016), especially at the Elementary level and school based staff wanting to use this information to make decisions about APE service delivery. This current school year (2014-2015) several Elementary PE Teachers have used extra planning periods to provide APE services outside of the general education setting; with a reduction in staffing, this service may not be delivered in the same manner or services may be delivered by Instructional Assistants.</p> <p>The lack of flexibility in Secondary PE Teacher's schedules, especially at the Middle School level, continue to cause issues when needing to provide APE services outside of the general education setting.</p>

	<p>The lack of awareness of APE services on a student's IEP and not being delivered when a student transitions to the next level. This was more of an issue this year as students initially identified at the Elementary level have now begun to transition to the Middle School level.</p> <p>PE Teachers continue to demonstrate a lack of planning and therefore, they are not prepared to provide adaptations or modifications to the PE curriculum.</p> <p>PE Teachers and Special Educators continue to have a lack of understanding of when to begin the APE process for Pre-Kindergarten and Kindergarten students.</p> <p>The lack of communication and collaboration between Special Educators, PE Teachers, and OTs and PTs within schools, which causes for unnecessary assessments, inconsistency in working with students, and failure to follow the IEP process</p>
Garrett	<p>Challenges continue to be the provision of accommodations and modifications for a wide array of disabilities and physical needs that differ in each school. There is no funding available to support an APE specialist even on a limited basis.</p>
Harford	<p>. Harford County Public Schools Physical Education department has hired new teachers and had retirements of master teachers resulting in a need of additional professional development and support. We are projected to have a similar situation again this year. The Office of Physical Education has been creative and successfully supported and provided the needed professional development to meet this challenge.</p>
Howard	<p>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?</p> <ul style="list-style-type: none"> o Increased number of students requiring adapted physical education services o Providing appropriate services to meet IEP demand of students who are included in the "general" physical education setting. o Inclusion requires more staffing as students are dispersed among 76 schools and classes throughout the day
Kent	<p>Key challenges to continue to be our size and resources. Our Special Education Supervisor has met with all schools to refine our SST process and reporting documents. Physical Therapy continues to support our programs. We continue to face the challenge of shared responsibilities with leadership at Central Office limiting the amount of attention to any one task. Once positive factor is these forces shared responsibilities and more collaboration.</p> <p>Another challenge is the limited number of students with significant disabilities; each one presents its own school based challenge.</p>
Montgomery	<p>The challenges facing MCPS and individual schools in delivering physical education to students with disabilities have not changed since last year. The challenges include:</p> <ul style="list-style-type: none"> • Staff (physical education teacher) allocations • Space/facilities and specialized equipment • Support staff (paraeducator) allocations • Communicating the adapted physical education process to all physical education and special education teachers throughout the county (202 schools) • Substitute coverage to provide physical education teachers with time to implement the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.
Prince George's	<p>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?</p> <p>We continue to experience the same barriers as previous years. Scheduling is still a significant problem. Some of our students with more severe disabilities participate in community based programming and are out of the building often. This lessens the opportunity for participation in physical education with non-disabled peers. As a result students are participating in more non-inclusive APE classes. We are in the exploratory stage in beginning to develop a secondary physical education elective course for students with disabilities and non-disabled peers.</p>

Queen Anne's	<p>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?</p> <ul style="list-style-type: none"> (a) A shortage of funding for para educators to assist the regular educators with supports for students with disabilities in physical education. (b) Limited technology for use and gymnasium equipment to enhance SWD motor skills. (c) Ongoing training of physical educators in the process of creating physical education IEP goals for SWD.
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>The key challenge is the lack of funding for new adaptive equipment and class sizes. SCPS offers PE courses in an inclusive setting with both special education and general education students which leads to large class sizes. Due to limited staff it makes it difficult to address the individual needs of the students during class.</p>
Talbot	<p>No Response</p>
Washington	<p>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? Challenges continue to be adequate funding to support needed staffing to provide a manageable student to teacher ratio. Moreover, WCPS continues to provide all students an appropriate physical education program, including those with disabilities. Space during winter months can be a challenge; however, APE staff is working with each school staff to coordinate best times to provide services in appropriate spaces. The need for continued professional development and limitations of staff time for to access professional develop continues to be a challenge.</p>
Wicomico	<p>Time is always a challenge, but the APE teachers are working to meet and plan when possible. This year we met 2-3 times to work and plan technology incorporation and special events for the students. Most communication is done through email and phone conversations. SPACE is a big issue at the high school level. I am working with PE supervisor to provide students with more suitable space to participate in for next school year- as this is an on-going issue at high school level. General Education PE teachers and APE teacher have worked closely this year in planning out appropriate space when needed. Both of these concerns are on-going and carry over from year to year</p>
Worcester	<p>We are a small, rural school system which 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 open to ALL students and at one school in particular, we work with Special Olympics and our County Athletic Director (director of the new unified sports program) to integrate regular ed and special ed students in competitive sports activities. Challenges instructionally include planning time for teachers and funding for new equipment. (These challenges are similar to years past, as we have not seen much change in our county regarding special areas)</p>

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?

LEA	Response to Question
Allegany	Funding to staff a full time Athletic Trainer would be a huge asset in helping to determine the physical expectations and capabilities of students with disabilities as well as to offer engaging adaptive alternate activities.
Anne Arundel	State Professional Development Options APE Certification Cohort investigation – RTC framework MSDE Grants related to APE awareness/implementation expansion State summary of the Goals Creator Software Creation of a written policy that requires all students attending developmental centers have gross motor goals and objectives on their IEP's.
Baltimore City	1. Currently, 1 of 3 planned online courses have been adapted to meet City Schools' continuing education "Achievement Unit" requirement. "Helping All Students Succeed in PE-And the IEP Process" has been revised and is currently being offered 2-3 times per year. The remaining two courses are currently being reviewed and revised with an anticipated completion date of fall 2015. These online courses will be used to provide increased training opportunities for school-based physical education teachers, for them to better understand the IEP process, how to conduct appropriate assessments and how to write IEP goals and objectives.
Baltimore	<ul style="list-style-type: none"> • Collaborate and clarify with the medical community regarding the requirements for participation in physical education for the State of Maryland.
Calvert	<ul style="list-style-type: none"> • Address APE home hospital services • Continue information sharing through edmodo website • Continue to provide opportunities for collaboration and information sharing during State Briefings.
Caroline	<ul style="list-style-type: none"> • provide funding for training • provide professional development in locating and procuring grants • support with community outreach • support through professional development opportunities
Carroll	Carroll County Public Schools has implemented half day Pre K at 20 of the 23 elementary schools. A Pre K physical education curriculum is in place that is developmentally appropriate with a guided discovery approach. Student progress is monitored and specific students can be identified for APE assessment. CCPS utilizes a lending library to share APE equipment
Cecil	Additional PE Teachers.
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	The physical education staff in DCPS would like to thank MSDE for their presence during the 2013 – 2014 school year, which allowed a county level Physical Education Curriculum Handbook to be developed this year (during the 2014 – 2015 school year) to address curricular and assessment needs to help our instructional staff better serve our special education population and all students.
Frederick	Finalized Pre-Kindergarten assessment Resources that describe the PE Teacher's responsibility for implementing services, collecting data and reporting progress.
Garrett	Continued support and training would be appreciated.

Harford	Continued willingness to provide professional development when requested
Howard	Continue training for non-professionals on the importance of movement throughout the day.
Kent	Continue to support us with professional development. MSDE assisted us with our Fall Professional Day planning and delivery. This was greatly appreciated! Also, continued support with SLOs.
Montgomery	The Maryland State Department of Education could provide funding to support substitute coverage to provide mandatory trainings and support physical education teachers with implementing the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.
Prince George's	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? Grading Policy: The APE Leadership Team in PGCPSS has been discussing the potential for report card grading in APE classes. Our diploma track students are not an issue; however our certificate track students (CRI and Regional) are an issue. We would appreciate assistance in defining the relevance of grading students that will not receive a diploma and may have been in a regional school from age 5-21. MSDE has been very supportive to the Physical and Adapted Physical Education programs in Prince George's County.
Queen Anne's	MSDE can help Queen Anne's County School District with continuous supports in developing a successful APE program, methods of measuring SWD growth and fitness assessments, and development of student learning objectives (SLO). MSDE can offer ongoing training to the district's physical educators to support our development of APE initiatives for SWD.
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	Increased funding for equipment and staffing would increase the opportunities for students with special needs in the PE setting.
Talbot	No Response
Washington	Are there any areas in which the Maryland State Department of Education could provide further assistance that would address your key initiatives and challenges? MSDE has been a great support for our APE program and the progress of Adapted Physical Education at the state level. MSDE should continue to share best practices, both from a nation-wide perspective and a state perspective as well as continue to provide statewide opportunities for professional development for teachers and staff. We would like MSDE to push for statewide designation of physical education as a core subject or legislation that would push for the increase of physical education time.
Wicomico	Keep providing opportunities for APE professionals to meet, share ideas, and keep updates on the latest initiatives, trends and practices.
Worcester	Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education. We are excited about receiving an updated APE guide from MSDE. This gives us helpful direction about updates and changes. The secure transfer website is fantastic and a wealth of information.

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: Specialist for Physical Education
From: Coordinators and Supervisors of Physical Education
Re: No Exemption from Physical Education

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 410-767-0354. Thank you for continued cooperation.

Appendix L

Fall 2014 Adapted Physical Education Briefing October 1, 2014

Agenda

Introductions

Announcements

CAPE Certification

Secure Transfer Site Update

Handout with Password and User Name with new updates to the site

National Consortium Update - Brad Weiner

MAHPERD Convention APE Sessions Update – Shannon Whalen

Special Education State Steering Committee – Linda Webbert or Scott Geist

Brockport Assessment 2nd Edition - Lisa Caswell, Jen Hill, Linda Webbert, Cyndi Naylor

TGMD-3 Update- Brad Weiner

TGMD-3 Video

<https://www.youtube.com/watch?v=9WggHyZpX10>

TGMD -2

TGMD-2 Directions

<https://www.youtube.com/watch?v=1Sw-0GKzsJw>

Score sheet

IEP Data Collection Discussion -All

Corollary Sports Update - Nate Garland/MSDE

SB 857 Update

Lunch

1:00 Non-Public School Placements

Sarah Spross, Chief, Nonpublic School Approval Branch

Cynthia Amirault, Section Chief, Nonpublic Special Education

Updates from the 4 Workgroups

Corollary Guides - Contact Person: Rocco Aiello - raaiello@smcps.org

Early Childhood - Contact Person: Ryan Kelly - RWKELLY@carrollk12.org

Best Practices - Contact Person: Shannon Whalen - Shannon_Whalen@hcpss.org

Local School System APE Guides: Contract Person: Melanie McManus-
melanie.mcmanus@pgcps.org

Workgroups Meet and Plan for the Year

Winter Meeting

School System Visit Howard County

Appendix M

MSDE APE Spring Briefing Meeting Thursday April 23, 2015 9 - 3 5451 Beaverkill Road, Columbia, MD (Old Cedar Lane Building Pine Room)

Greetings –Introductions/Activity 9:00 - 9:20

Announcements – Deborah Grinnage-Pulley 9:20 – 9:30

- Fitness and Athletic Equity Act
- Grant Update
- 2015 CCR Conferences
 - Master Teachers

Guide for Serving Students with Disabilities in Physical Education – Update – Linda Webbert and Brad Weiner 9:30 – 9:45

- Small Group Review – 9:45 – 10:00
- Large Group Discussion 10:00 – 10:15

10:15 – 10:30 Break

Sharing Resources – All -10 minutes each LEA - Answers to the following questions:

1. What resources are available in your local/ on your website – available to share with teachers/others - public vs. private- How do you share resources/ applications?
2. What expertise are you willing to share with other local? Personal/electronically/PD
3. What resources/needs do you have?

10:30 – noon –LEAs' share at your table

90 minutes – sharing

12:00- 12:45 Lunch on your own

**Sharing Resources 12:50 – 2:30 Large Group Sharing and
Questions**

New Work Groups Discussion/Suggestions

MAPEC Discussion – Moving forward – Debbie Marcus, Brad Weiner and Cyndi Naylor

Announcements:

Next MSDE Meeting: October 15, 2015 9 AM – 3:00 PM MDOT 7201 Corporate Center Drive Hanover, MD 21076 9 – 3:00 pm. (Hughes Suite 1)

Health and Physical Activity Institute – James Madison University (Festival Conference and Student Center July 13 – 15, 2015 (Registration opened in March)

NCPEID Conference – July 16 – 18, 2015 Crown Plaza, Tyson Corner, VA

March/April 2016 MSDE briefing meeting date TBD

Thank you Shannon for making this site available to us – We miss you!



We are almost there!

Appendix N

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

Allegany		
Anne Arundel	Afterschool Workshop – Make it, Take it: Differentiation Ideas for Elementary Physical Educators A Teacher’s Guide to Including Students with Disabilities in General Physical Education by Martin E. Block Teachers and staff	AACPS staff
Baltimore City		
Baltimore	What’s new in Adapted PE Three Tienet Trainings	Baltimore Co. Staff
Calvert		
Caroline	Progress Monitoring of goals PD	Special Education Staff
Carroll		
Cecil		
Charles	Administering APE assessments	APE Resource Teachers
Dorchester		
Frederick	Data Collection and decision making Best practices of planning and implementing APE services. Teachers/ Principals/Asst. Principals	APE Specialist
Garrett		
Harford	Autism PD Teachers at the centers	Office of PE and Special Ed.
Howard	Go-Baby Go Presentation Teachers	Cole Galloway
Kent	APE referral process Teachers	PE Office and Special Ed.
Montgomery	MS/HS APAE Teachers	APE Specialist
Prince George’s	Assessment Rubrics – to assist APE/PE teachers in accessing skills from the state standards Teachers	Prince George’s Staff
Queen Anne’s	How to develop a modified physical educational program for student with disabilities Teachers	Supervisor of PE
St. Mary’s		
Somerset		
Talbot		
Washington		
Wicomico	Technology incorporation – IPADs and Movbands Teachers	APE teacher
Worcester		

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
- 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
- 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)
 - Local School System Personnel

Appendix P

MAPEC 2015 Winter Meeting

Welcome and Introductions

Schedule for the Day Deb Marcus

Announcements

Fitness and Athletic Equity Act –Mike and Deborah
IEP/APE/PT State Data - APE Trifold–Mike and Deborah
Flow Charts for APE Process – Mike and Deborah
On Line APE Courses - Classes starts February 28
Special Education Leadership Conference/Steering Committee Update- Linda Webbert
APE School System Needs Survey – Brad Weiner
Qualified APE Teacher Position Paper - Brad Weiner
Work Load/Contact Data Logs for APE –Mike and Deborah
Go Baby Go – APE/PT Collaboration Shannon Whalen
Fall Meeting Follow-up Discussion on Assessments
Discuss a standardized assessment which I can use for all students with a disability which is inexpensive, short (about 30 minutes) and uses little equipment for students ages 11 and up? Compile a list of assessments to use for each grade level, standardized and non-standardized

Workgroup Update

Each work group will present their progress and share their next steps. There is an opportunity for other members to ask questions, share information, or respond to the work done by each group.

New Work to be considered

Video Library
LEA Physical Activity Resources for MLL Site

Marley Glen School Visit/Workgroup Work Time

10:45-11:15 and 11:15-11:45 Deb Marcus Classroom and Marley Glen Pool
Two work groups have 30 minutes to visit the classroom and pool
Other 2 work groups work in their small groups and then change places

Lunch

Summer Camp/Camp Inspire Discussion – Rocco

Promote this idea/program in other counties in MD.

1. Brief video on Camp Inspire
2. Overview of Camp Inspire

3. If interested in promoting Camp Inspire in your county, Rocco can provide all of the logistical materials for getting started.
4. Camp Inspire Brochure to all in attendance.

Marley Elementary School Visit/Workgroup Work Time

1:20-1:50 and 1:50-2:20 Marley School Inclusion Setting /Deb Marcus and Amy Mueller
Two work groups have 30 minutes to visit the inclusion setting
Other 2 work groups work in their small groups and then change places

Closure/ Next Meeting

Thursday, April 23rd Old Cedar Lane Building (OCLB) Pine Room
OCLB's address: 5451 Beaverkill Road, Columbia, MD 20144