



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

August 1, 2018

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

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 Report (MSAR# 8351)

Dear Governor Hogan, President Miller, and Speaker Busch:

Enclosed please find the 2018 Fitness and Athletic Equity for Students with Disabilities Report as required by §7-4B-06 of the Education Article of the Annotated Code of Maryland. This report, which outlines activities conducted as of May 15, 2018, provides insight on the implementation of mainstream athletic and mainstream physical education programs for students with disabilities in accordance with COMAR 13.A.04.13.01 and COMAR 13A.06.03.

If you have any questions or need additional information, please contact Mr. R. Andrew Warner, Executive Director for Athletics or Ms. Lea Jaspers, Consultant for Adapted Physical Education. Ms. Jaspers may be contacted at 410-767-0327 or [lea.jaspers@maryland.gov](mailto:lea.jaspers@maryland.gov). Mr. R. Andrew Warner may be contacted at 410-767-0376 or [robert.warner1@maryland.gov](mailto:robert.warner1@maryland.gov).

Best Regards,

Karen B. Salmon, Ph.D.  
State Superintendent of Schools

c: Chair Edward Kasemeyer  
Chair Maggie McIntosh  
Chair Joan Carter Conway  
Chair Anne R. Kaiser  
Sarah Albert, DLS Library (5 copies)

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

## **2018 Report**

This is the ninth annual report to the General Assembly providing information on the status of the Fitness and Athletics Equity for Students with Disabilities Act (§§7-4B-01 through 7-4B-06 of the Education Article of the Annotated Code of Maryland), which ensures 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 statute and regulations, both within the Maryland State Department of Education (MSDE) and within local school systems, the following activities were conducted as of May 15, 2018 in the areas of physical education and athletics.

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

The MSDE and Special Olympics of 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, the 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 2018**

- Local school systems reported to the MSDE on the progress of implementation plans that provide mainstream athletic opportunities for students with disabilities.
- The Maryland Public Secondary Schools Athletic Association (MPSSAA) Participation Survey for school year 20172018 completed.
- The MPSSAA submitted to the MSDE athletic participation results based on 2017-2018 participation survey.
- Local school systems' implementation fully operational.

##### **August 2018**

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

## **Data Collection**

Each year the MPSSAA 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 Individualized Education Program (IEP) or 504 plan who participated in the school athletic program. Data is collected near the end of the school year in order to gain full participation numbers 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 2010, the MSDE enacted regulations (COMAR 13A.06.03) (Appendix E) that provide greater athletic opportunities for students with disabilities and (COMAR 13A.06.04) (Appendix F) that provide 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 MSDE and SOMD collaborate on information and program offerings. SOMD serves as a liaison between the MSDE and local school systems through its accredited subprograms and experts on alternative sports offerings.

## **Model Policies**

During the ninth year of implementation, local school systems were asked to submit to the MSDE, Office of the Deputy for School Effectiveness/Office of Athletics, Executive Director, 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, 2018, 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, 2018**

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

### **August 1, 2018**

- The 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 compliance to the Act by providing information about physical education services to all students. The MSDE was able to collect information based on the SCGT data submitted to the MSDE on the number of students with IEPs and 504s 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); students with an IEP (number of students taking physical education that have an IEP); and students with a 504 (number of students taking physical education that have a 504 plan for accommodations or modifications). Staff from the Division of Curriculum, Assessment and Accountability collected and provided individual school system data as a component of the report for the General Assembly. All data collected during 2017-2018 school year can be found by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix H)

According to the current data, all local school systems are providing physical education for all students. The data also provides individual school system information on the number of students with IEPs and 504s that are receiving physical education instruction. Local school systems will continue to refine their policies and procedures regarding the provision of 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 was 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 MSDE 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 2017-2018 school year and has been compiled and summarized. (Appendix J)

Local school systems reported similar initiatives to promote inclusion of students into mainstream physical education. Many local school 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 PTs, understanding the PE teacher roles and responsibilities in APE, and para-educator trainings.

In the area of new resources, several school systems have added new assessment tools including: APE informal observation forms, gross motor skills assessments and screening tools, directions for writing APE reports, and guidelines for paraprofessionals in physical education. Local school systems are continuing to initiate the use of technology in APE classes through the purchase of iPads.

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 APE services to students without affecting other student needs has been an ongoing concern. Several local school systems again mentioned funding requests to add new APE resource/itinerant teachers to provide continued consultation and professional development to all physical education teachers and paraprofessionals.

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 local school systems reported they have experienced reduced number of professional development days allotted for staff. Providing staff development for the general physical education 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 MSDE could provide further assistance included:

- Continuing to provide opportunities and sharing of information on updates, assessment, evaluation, best practices and what other counties are doing in the area of APE during State APE Briefings;
- Providing more PD for students with severe and profound disabilities;
- Providing additional statewide opportunities for professional development for teachers and staff;
- Addressing APE home/hospital services;
- Collaborating and clarifying with the medical community regarding the requirements for participation in physical education for the State of Maryland; and
- Considering a variety of formats for briefings-coordination/collaboration between Maryland Adapted Physical Educational Consortium (MAPEC) and the new APE Steering Committee.

### **Adapted Physical Education Steering Committee**

An important contribution from local school systems around the State was the development of the APE Steering Committee that was created in 2014 in connection with the Division of Special Education and Early Intervention Services. The mission of the committee is to provide leadership supporting APE on behalf of students by promoting strategic collaboration with administrators, educators, families and other stakeholders. The Adapted Physical Education Steering Committee is supported by the Division of Special Education and Early Intervention Services. This committee consists of one representative from each local school system or their designee. The committee collaborates with Maryland Adapted Physical Education Consortium (MAPEC) on projects to disseminate and enhance APE, professional development presentations, and general adapted PE resources.

### **No Waiver of Physical Education**

Each year a letter from the MSDE 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 emphasizes that there is no waiver of the physical education requirement. The waiver letter can be found in the appendix (Appendix K).

## **Technical Assistance**

SOMD collaborated with 20 local school systems to sponsor, manage, and administer five Unified Sports: Unified Tennis (Fall), Unified Indoor Bocce and Unified Strength & Conditioning (Winter), Unified Track & Field and Unified Outdoor Bocce (Spring). Special Olympics of Maryland hosted 26 web-based and in-person coaches' trainings to aid in ensuring the readiness of 266 coaches. SOMD continues a well-established partnership with United States Tennis Association Mid-Atlantic and USA Track & Field for technical assistance. To further aid coaches' preparedness, SOMD creates and publishes coaches' resource guides for each of the aforementioned sports. These guides outline the governing rules – coaches and athletics school system professionals are provided the opportunity to submit rule change proposals for consideration. SOMD also provides resources which offer “best practices” when coaching and working with people with disabilities. Unified Sports are heavily concentrated in high schools. Unified Bowling and Unified Bocce is offered in 18 Anne Arundel County middle schools. Similarly, SOMD partnered with Montgomery County Public Schools to sponsor intramural Unified Bocce – 15 middle schools commenced in the 2017-2018 school year, with an additional 15 schools beginning in fall 2018.

## **On-line Courses**

Funding for the development of three general APE on-line courses was provided by Maryland Public Television and SOMD in 2010-2011. Three courses were offered for three credits during the 2017-2018 school year. With a gap in professional development relevant to Physical Education and especially APE, 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; and
- MSDE # 15-00-31 -Teaching Physical Education to Challenging Populations –3 credits.

A cadre of facilitators has been developed to teach the online courses, including teachers from Baltimore County, 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”, shadowed a current facilitator and have had experience teaching APE. All of the instructors are CAPE certified.

The Division of Special Education and Early Intervention 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 2015.

### **Adapted Physical Education Briefings**

MSDE holds the annual fall and spring briefing for APE resource teachers, supervisors and coordinators in various parts of the State. Presentations and resources for APE are made available to local school system personnel at these briefings to help local school system personnel promote guidance and support for students with disabilities in physical education.

The Maryland Association for Health, Physical Education, Recreation and Dance (MAHPERD) the professional organization in Maryland, holds an annual convention in October. As part of the convention, there were seven presentations specific for APE. A section chair on the convention planning committee oversees the convention program development for APE. These additional professional development opportunities are available to all teachers at the State Convention.

### **Maryland Adapted Physical Education Teacher Consortium (MAPEC) of Professionals Serving Students with Disabilities in Physical Education**

MAPEC was established during the 2009-2010 school year and it continues to be a workgroup during 2017-2018, providing resources for teachers who service students with disabilities. The mission of the consortium is to:

- 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; and
- Encourage the promotion and development of quality professional preparation programs of APE in higher education.

The consortium has developed a biannual newsletter that updates the membership on legislative news, best practices, technology, and events that occur throughout the State. The MAPEC wiki site (<https://mapec.wikispaces.com/>) has been updated to include documents the organization has developed and acts as a resource throughout the state. In December 2016, the group began to conduct a State-wide needs survey to gather information from physical education teachers, APE teachers, and supervisors. The survey is utilized to lead the development of new initiatives that support physical education teachers' professional growth and advocacy for students with disabilities.

## **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 APE. 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 for Health, Physical Education, Recreation and Dance (MAHPERD) and the Society of Health and Physical Educators (SHAPE America)

Matt Miscall, a teacher from Maryland School for the Blind, was selected as the MAHPERD Adapted Physical Education Teacher of the Year for the 2017 – 2018 school year.

Jody Zinn (Duff), 2016-2017 MAHPERD Adapted Physical Education Teacher of the Year, won the National Adapted Physical Education Teacher of the Year Award from Society for Health and Physical Education (SHAPE America) for 2017-2018 school year and was featured on the golf channel and in the Baltimore Sun:

<http://www.baltimoresun.com/news/maryland/howard/lisbon-fulton/ph-ho-cf-adapted-sports-cedar-lane-0111-story.html>.

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

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

APE 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 APE, legislation that addresses students with disabilities, and guidelines and strategies for appropriate inclusion in physical education.

Additional information about APE can be obtained by linking to the site at: <http://marylandlearninglinks.org>. Jessica Wilson, the 2015 MAHPERD Adapted Physical Education Teacher of the Year from Harford County has provided several blogs on the Maryland Learning Links website. Additional information about APE will be continually added to the site in the future.

# Appendices

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

**2017-2018 ATHLETIC PARTICIPATION SURVEY**  
**STATE ASSOCIATION SUMMARY WORKSHEET**  
 Submit to MPSSAA Office

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

**INSTRUCTIONS:**

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

**BOYS**

**GIRLS**

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

**Appendix B**  
**Participation Survey**

**2017-2018 ATHLETIC PARTICIPATION SURVEY**  
**STATE ASSOCIATION SUMMARY REPORT**

	<b>Schools</b>	<b>Total Participants</b>	<b>Participants with IEP/504</b>	<b>Schools</b>	<b>Total Participants</b>	<b>Participants with IEP/504</b>
<b>Badminton</b>	17	207	19	34	499	28
<b>Baseball</b>	188	5,200	416	7	7	0
<b>Basketball</b>	197	5,650	561	192	4,368	264
<b>Bowling</b>	16	139	93	16	80	37
<b>Cross Country</b>	183	3,824	388	178	2,681	152
<b>Field Hockey</b>	0	0	0	122	3,843	257
<b>Football</b>	181	12,928	1,661	22	16	10
<b>Golf</b>	159	1,161	103	123	333	25
<b>Gymnastics</b>	0	0	0	8	119	8
<b>Lacrosse</b>	167	6,378	649	163	5,472	280
<b>Soccer</b>	181	6,764	420	174	5,839	270
<b>Softball</b>	1	2	1	183	4,811	294
<b>Swimming &amp; Diving</b>	111	1,865	158	112	2,327	152
<b>Tennis</b>	176	2,129	126	176	2,335	96
<b>Indoor Track</b>	178	5,320	539	178	4,687	253
<b>Track and Field</b>	192	6,924	718	190	5,717	324
<b>Volleyball</b>	34	658	34	185	5,229	267
<b>Wrestling</b>	182	4,557	644	92	161	18
<b>Ice Hockey</b>	3	69	4	2	7	1
<b>Totals</b>		63,775	6,534		48,531	2,736
<b>Total Participation</b>	112,306					

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

**2017-18 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT  
PARTICIPATION WORKSHEET**

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						
Strength Training						
Floor Hockey						
Indoor Softball						
Handball						
Corn Toss						
Cheerleading						
Dance						
Sailing						
<b>Total Participation</b>						

**Appendix D**

**2017-18 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT**

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

	<b>Schools</b>	<b>Total Boys</b>	<b>IEP/504</b>	<b>Schools</b>	<b>Total Girls</b>	<b>IEP/504</b>
<b>Basketball</b>	11	69	57	11	50	27
<b>Indoor Bocce</b>	86	546	330	87	580	212
<b>Outdoor Bocce</b>	57	387	265	56	398	165
<b>Bowling</b>	73	615	437	73	564	253
<b>Cycling</b>	3	16	14	3	9	5
<b>Golf</b>	9	31	17	9	5	3
<b>Soccer</b>	26	165	130	26	140	82
<b>Softball</b>	27	191	148	26	122	73
<b>Tennis</b>	69	339	244	69	404	147
<b>Track and Field</b>	44	318	196	45	380	150
<b>Strength Training</b>	15	109	65	15	108	29
<b>Floor Hockey</b>	0	0	0	0	0	0
<b>Indoor Softball</b>	28	179	144	28	192	98
<b>Handball</b>	11	111	48	11	48	19
<b>Corn Toss</b>	8	40	28	8	29	19
<b>Cheerleading</b>	1	1	0	2	105	8
<b>Dance</b>	2	3	0	14	125	10
<b>Sailing</b>	2	25	1	2	11	1
		3,145	2,124		3,270	1,301
<b>Total Participation</b>	6,415					

- 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.
- B. 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

### Synopsis of Local School Systems Reports

#### Section I – Mainstream Interscholastic Athletic Programs

LSS	Policies Related to Athletic Opportunities for Students w/Disabilities (Copies of Policies Available through MSDE)	(1)Assessment Criteria and (2) Appeals Process
<b>Allegany</b>	<p>Physical Education and Athletic Programs for Students with Disabilities</p> <p>III. PROCEDURES</p> <p>A. Interscholastic Athletics</p> <p>1. Student Eligibility Determination</p> <p>a. All students who meet state and local eligibility criteria are permitted the opportunity to try out for the Mainstream Interscholastic Athletic Program. Among those criteria are: enrolled student status, age, academic eligibility, medical approval, and parent permission.</p> <p>b. Students with disabilities who meet the eligibility requirements shall not be excluded from the tryout unless inclusion presents an objective safety risk to the student or others based on an individualized assessment of the student or fundamentally alters the nature of the mainstream athletic program.</p> <p>c. During the try out, students with disabilities shall be allowed to use whatever modification or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, special equipment, etc. A student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student’s ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>a. Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to maximize student opportunities and provide guidance for coaches.</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>The Committee shall include:</p> <ul style="list-style-type: none"> <li>(i) The supervisor of athletics</li> <li>(ii) A school athletic director</li> <li>(iii) An adapted physical education teacher</li> <li>(iv) A special education representative</li> <li>(v) A school-based administrator</li> </ul> <p>b. Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the Mainstream Interscholastic Athletic Program is referred to the Pathway to Play Committee who will consider the eligibility of each student on a case-by-case basis. The Committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</p> <p>c. To make its determination, the Committee shall apply the following four point criteria: Do the accommodations or modifications:</p> <ul style="list-style-type: none"> <li>(i) Fundamentally alter the sport?</li> <li>(ii) Provide a competitive advantage to the student?</li> <li>(iii) Competitively disadvantage other participants?</li> <li>(iv) Significantly increase the risk of injury for the student or other athletes?</li> </ul> <p>d. The Pathway to Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> <li>(i) The student is able to participate in the interscholastic athletic program with accommodations.</li> <li>(ii) The student is able to participate against or alongside other athletes in individual events with allowable accommodations or modifications.</li> <li>(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.</li> </ul> <p><b>B. Corollary Athletic Program</b></p> <p>1. Allegany County Public Schools shall offer a Corollary Athletic Program in each of the fall, winter, and spring seasons. The dates of these seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall be limited to a maximum of 8 consecutive weeks.</p>	
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	<p>2. The Corollary Athletic Program shall include co-ed teams comprised of disabled and non-disabled students who meet eligibility requirements.</p> <p>3. Allegany County Public Schools shall provide:</p> <ul style="list-style-type: none"> <li>a. Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program.</li> <li>b. Corollary Athletic Program coaches.</li> <li>c. Team uniforms and game equipment.</li> <li>d. Transportation for teams to travel in order to compete if appropriate.</li> </ul> <p>4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:</p> <ul style="list-style-type: none"> <li>a. Are secondary school students in grades 9-12.</li> <li>b. Are officially registered and attend an Allegany County Public School.</li> <li>c. Submit a parent/guardian permission form for participation.</li> <li>d. Submit a medical approval form.</li> <li>e. Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.</li> </ul>	
<p><b>Anne Arundel</b></p>	<p>Board Extra-Curricular Programs Policy Code 909 states: All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.</p>	<p>1. The following criteria was added to the Student Guide for Athletes and the Athletics Handbook: (1) Situations that arise will be handled on a case-by-case basis. (2) The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students. (3) If the disability or accommodations fall into one of the four designated areas which preclude a student's participation (the sport is fundamentally altered; the student gains a competitive advantage; the other participants are competitively disadvantaged; there is an increased 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</p>

		<p>of competition. A student may appeal the committee's decision following the school system's standardized appeals process up to the county Board of Education.</p>
<p><b>Baltimore City</b></p>	<p>Rules in Athletics Handbook, Section 1 B. Academic Eligibility (5). Individual special education students may be exempted by the local school Individualized Education Child Study Team when it is determined that a failure to meet the eligibility requirements is a direct result of the handicapping condition. All students with disabilities shall have equivalent opportunities for participation in interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided.</p>	<p>All students must be given an opportunity to compete for a roster spot provided their participation does not present a health or safety risk and does not fundamentally alter the sport.</p> <p>Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment.</p> <p>Pathway To Play Committee</p> <ul style="list-style-type: none"> <li>• Prior to the start of each athletic season, the school system shall convene a Pathway To Play Committee to provide to the fullest extent possible opportunities for disabled students and provide guidance for coaches. The committee shall include:       <ul style="list-style-type: none"> <li>The Coordinator for Interscholastic Athletics</li> <li>A school athletic director</li> <li>An adapted physical education teacher</li> <li>A special education representative with inclusion background</li> <li>A school-based administrator (principals or assistant principal)</li> </ul> </li> <li>• Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program and is denied that opportunity is referred to the Pathway to Play Committee. This committee will consider the eligibility and appropriateness of a student's appeal on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</li> <li>• To make its determination, the committee shall apply the following four point criteria:</li> </ul>

		<p>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?</p> <ul style="list-style-type: none"> <li>• The Pathway To Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> <li>* The student is able to participate in the interscholastic athletic program without accommodations.</li> <li>* The student is able to participate against or alongside other athletes in individual Interscholastic events with allowable accommodations or modifications.</li> <li>* The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.</li> </ul> </li> </ul>
<b>Baltimore County</b>	Policy 6702, Rule 6702, Office of Athletic Statement.	<p>1. Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team. (1) Extent of try-out period; (2) Criteria used to select team; (3) Number to be selected; (4) Practice commitment, if selected; (5) Game commitment.</p> <p>2. The Pathway to Play Committee will consult with the Maryland Public Secondary Schools Athletic Association and determine accommodations and/or modifications necessary to enable the individual students' participation.</p>
<b>Calvert</b>	Policy 3440	<p>1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. 2. Parents, guardians or 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</p>

		<p>alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation. The appeals process set forth in Policy 1600 Regarding Appeals shall govern the processing of the complaint.</p>
<b>Caroline</b>	<p>All LSS policies and regulations were adopted in December, 2010. Policy and Regulations are on file at MPSSAA.</p>	<p>1. Head Coach of the specific interscholastic sport decides on the assessment criteria and determines whether the student athlete's disability is either a safety risk or it fundamentally alters the nature of the mainstream interscholastic athletic program.  2. Athletics are under the supervision of the school's principal. An appeal, based on specific written allegations of discriminatory actions by the head coach in selecting student team members is submitted to the principal. The principal may, at his/her discretion, convene a hearing panel as defined in the Fitness and Equity Regulations as the "Pathways to Play Committee" with specific membership, who will convene, conduct an investigation and render a decision concerning the allegations within five (5) school days. The student would have recourse to appeal the "Pathway to Play Committee" decision to the superintendent of schools and his/her decision could be appealed to the local Board of Education for a hearing. The decision of the Board of Education may be appealed to the State Board of Education whose decision would be final.</p>
<b>Carroll</b>	<p>Board Policy IHBA.A.</p>	<p>1. The assessment criterion established by CCPS are: (1) Does the student meet the eligibility requirements? (2) Does the student's present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria &amp; determining how accommodations will be provided. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall (1) State the alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation.</p>

<b>Cecil</b>	CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.	<ol style="list-style-type: none"> <li>1. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out period. Coaches determine the final roster based on skill testing, competitive demeanor and the student's ability to function in a team environment.</li> <li>2. An appeals process as mandated by state law is available when necessary for each school.</li> </ol>
<b>Charles</b>	Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities: All students enrolled in Charles County Public Schools shall have the equivalent opportunity to participate in regular physical education and interscholastic athletic programs, regardless of ability or disability, subject to rules adopted by the superintendent. The rules shall require that students with disabilities be provided with appropriate and reasonable accommodations for participation. The rules shall also ensure that, if a student who uses an accommodation or modification to play a sport that fundamentally alters the sport, provides a competitive advantage to the student, competitively disadvantages other participants, or significantly increases the risk of injury for the student or other participants, then that student shall be offered the opportunity to participate in alternative athletic programs with other disabled and non-disabled students.	<ol style="list-style-type: none"> <li>1. Upon the request of a student, teacher, parent or coach, any student with an IEP or 504 Plan who wishes to participate in the mainstream athletic program is referred to a system-based committee who will consider the eligibility of each student on a case by case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student's participation.</li> <li>2. To Assistant Superintendent/designee.</li> </ol>
<b>Dorchester</b>	Policy fully adopted in May 2011.	<ol style="list-style-type: none"> <li>1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy.</li> <li>2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</li> </ol>
<b>Frederick</b>	(1) BOE Policy 309 – Discrimination Unlawful; (2) BOE Policy 404 – Students' Responsibilities and Rights; (3) FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973; (4) BOE Policy 509 – Extracurricular Activities; FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students With Disabilities; (5) Regulation #400-56 – Establishment of New Athletic Activities; (6) Regulation #400-48 – Bullying-Harassment-Intimidation Complaint Process for Students; (7) Regulations #400-54 – Title IX Athletic Program Review; (8) Regulations #400-22 – School Individualized Education Program.	<ol style="list-style-type: none"> <li>1. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: (a) present a safety risk; or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school's special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations.</li> <li>2. All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school based administrator, and, when appropriate, legal counsel for FCPS. All appeals</li> </ol>

		must be processed according to all FCPS policies and regulations.
<b>Garrett</b>	Policy 347.7 and Procedure 347.71	<ol style="list-style-type: none"> <li>1. All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.</li> <li>2. Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extra-Curricular Review Committee.</li> </ol>
<b>Harford</b>	Physical Education and Athletic Programs for Students with Disabilities Policy.	<ol style="list-style-type: none"> <li>1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach.</li> <li>2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.</li> </ol>
<b>Howard</b>	Physical Education and Athletic Programs for Students with Disabilities Policy.	<ol style="list-style-type: none"> <li>1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach.</li> <li>2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.</li> </ol>
<b>Kent</b>	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.
<b>Montgomery</b>	(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i>	1. The coach and the athletic director at the school will initially determine if the student is able to

	<p><a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf</a>, establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) MCPS Policy IOB, <i>Education of Students with Disabilities</i></p> <p><a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf</a>, establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. (3) IQA-RA makes reference to athletic rules, regulations, and standards included in the <i>MCPS High School Athletics Handbook</i>. Athletic opportunities regarding students with disabilities will be included in this handbook.</p>	<p>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>
<p><b>Prince George's</b></p>	<p>Administrative Procedure 5159 and Administrative Procedure 5122.</p>	<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 superintendent of schools or his/her designee.</p>
<p><b>Queen Anne's</b></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>Student Eligibility Determination  a. All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream interscholastic athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility,</p>

		<p>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> <ul style="list-style-type: none"> <li>i. The Supervisor of Athletics for Queen Anne's County Public School</li> <li>ii. The school athletic director from the high school that student with disabilities does not attend.</li> <li>iii. A physical education teacher from the student with disabilities' high school</li> <li>iv. A representative from the Office of Special Education Services</li> <li>v. The Assistant Superintendent of Instruction</li> </ul> <p>b. Upon request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program is referred to the Pathway To Play Committee who will consider the eligibility of each student on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</p> <p>c. To make the determination, the committee shall apply the following four point criteria: do the</p>
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		<p>accommodations, modifications or aids:</p> <ul style="list-style-type: none"> <li>i. Fundamentally alters the sport?</li> <li>ii. Provide a competitive advantage to the student?</li> <li>iii. Competitively disadvantage other participants?</li> <li>iv. Significantly increase the risk of injury for the student or other athletes?</li> </ul> <p>d. The Pathway To Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> <li>i. The student is able to participate in the interscholastic athletic program with accommodations.</li> <li>ii. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids</li> <li>iii. The student is unable to participate in individual or team spots because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.</li> </ul>
<b>Somerset</b>	Physical Education and Athletic Programs for Students with Disabilities Policy.	<p>1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</p>
<b>St. Mary's</b>	IBHAA Physical Education and Athletic Programs for Students with Disabilities Policy. Adopted September 8, 2010.	<p>1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. A "COMPASS" Committee comprised of the supervisor of athletics, a high school activities director, an adapted physical education teacher, a special education representative, and a school-based administrator will consider the feasibility of including students with disabilities on a case-by-case basis. 2. A chain of command is outlined for parents or guardians to follow if they choose to file an appeal. Students with disabilities who are unable to access</p>

		the mainstream program will be encouraged to participate in the Physical Activity and Lifetime Sports Program (PALS).
<b>Talbot</b>	Corollary Athletic Program For Students With Disability POLICY CODE 9.16.	<p>1. Each coach submits/post sport specific skills assessment criteria utilized for team selection to the school athletic director, special education teachers, 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(s) 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>
<b>Washington</b>	<b>Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities.</b> The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for, and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions.	All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements. The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk and does not fundamentally alter the sport. The assessment criteria will be determined on a case by case basis and in conjunction with special education staff. If the disability or accommodations fall into one of the four-point criteria areas which preclude a student's participation, then the student or parent may request a meeting with the Pathway to Play Committee. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an

	<p><b>Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities.</b></p>	<p>Adaptive Physical Education Specialist, and a Special Education staff member. The four point criteria will include 1) whether there is an increased 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>
<p><b>Wicomico</b></p>	<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>
<p><b>Worcester</b></p>	<p>Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12</p>	<p>1. The criteria and how accommodations will be provided continues to be determined by the principal in consultation with the head coach, parents, and special needs staff as appropriate. Considerations include sports skills testing, competitive demeanor, and the student's ability to function within a team environment. Students with disabilities are granted the opportunity to compete for a roster spot based on the requirements of whether or not he or she (a) presents a safety risk to himself/herself or others or (b) his/her participation fundamentally alters the nature of the mainstream interscholastic athletic program. 2. Refer to Worcester County's "Complaints and Appeal Process."</p>

## Section II – Alternative Sports Programs

<b>LSS</b>	<b>Description of Types of Alternative Sports Programs and Structure</b>	<b>Needs Assessment</b>
<b>Allegheny</b>	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 2015-16, all three Allegheny County high schools conducted Unified Sports programs and participated in culminating Special Olympics Maryland Unified Sports State High School Invitational.	Will use surveys, school announcements, and local media.
<b>Anne Arundel</b>	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 is 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.
<b>Baltimore City</b>	Baltimore City continues to partner with Special Olympics Maryland and offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Outdoor Bocce in the spring. Coaches attend pre-season training seminars, and uniforms and equipment are provided to each school. Teams practice after school each week and participate in city competitions and at the Unified Tennis, Unified Indoor Bocce, and Unified Outdoor Bocce State High School Invitational. The Interscholastic Athletics Office will work with the Office of Specialized Services 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.	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.
<b>Baltimore County</b>	1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered	A thorough needs assessment is done through collaboration with the Office of

	<p>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. 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 two 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>Athletics, Special Education, Athletic Directors and other stakeholders.</p>
<b>Calvert</b>	<p>We are following the Special Olympics Maryland Unified Sports model. During the 2017-18 school year, Calvert County's high schools offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p>	<p>A thorough evaluation of interest among the special needs population.</p>
<b>Caroline</b>	<p>1. Caroline County Public Schools partners with Special Olympics Maryland and offered the following Unified Sports in 2015-16: 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 and schedules a minimum of two (2) competitions between the two high schools on a "home and home" basis. The high schools participate in culminating Unified Sports State High School Invitational at the end of each season. 4. Both high schools hold an appropriate recognition/culminating program for deserving athletes. 5. Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.</p>	<p>Caroline County Public Schools 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>
<b>Carroll</b>	<p>1. CCPS offered a Corollary Sports Program in the following sports in 2015 -16: Unified Bocce in the fall, Bowling in the winter and</p>	<p>To determine the level of interest &amp; ensure the sport is appropriate for the greatest number of students with various types of disabilities,</p>

	<p>Unified Track &amp; Field in the spring. CCPS evaluated the program and will be providing the following sports for the upcoming 2015-16 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>	<p>student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers and special education professional and resource teachers were taken into account when making the decisions.</p>
<b>Cecil</b>	<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>	<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.</p>
<b>Charles</b>	<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>	<p>The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.</p>
<b>Dorchester</b>	<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.</p>

		Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.
<b>Frederick</b>	<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 2017-18 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>
<b>Garrett</b>	<p>1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). During the 2017-18 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 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</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>

	practices after school both on and off school property. Competitive events occur as scheduled by Athletic Directors and meet MPSSAA Guidelines.	
<b>Harford</b>	1. Harford County Public Schools offered bocce, basketball, and bowling. 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. A county wide tournament is held at the end of each activity.	By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.
<b>Howard</b>	1. The HCPSS models an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA & HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided. 2. 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 regulations regarding allied sports.	(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School based interest surveys; (3) Collaboration with and expansion of “Best Buddies” Program; (4) Collaboration and articulation with middle schools; (5) Sign-up numbers at pre-season student meetings; (6) Post-season evaluation of student participation numbers; (7) Annual collaboration with special education instructional team leaders (8) Annual review of the Allied Sports Program by the Allied Sports Advisory Committee.

<b>Kent</b>	Kent County works in partnership with Special Olympics Maryland, providing Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Kent County High School's Unified teams participated in 2 local competitions each season as well as in the Unified Tennis, Strength and Conditioning, and Outdoor Bocce State High School Invitational.	Meetings were held with key school system administrators, the supervisor of athletics, the high school principal, and the coach to determine needs and develop plans for successful implementation of the program.
<b>Montgomery</b>	1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics 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).
<b>Prince George's</b>	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 2017-18 school year. 2. Students are expected to practice daily when school is in session. The sports season begin approximately 2 weeks later than the traditional interscholastic program. The teams participate in approximately 50 - 70% of the games the varsity sports teams would have.	Students, parents and adapted physical education staff will be surveyed.
<b>Queen Anne's</b>	Queen Anne's County 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 at the Unified Sports State High School Invitational at the end of the season.	Consultation with special educators, screening the parents and students, and utilizing a variety of communication methods. The Pathway to Play Committee will also be used as a resource.

<b>Somerset</b>	<p>1. Somerset County Public Schools offered program opportunities in Unified Strength and Conditioning and Unified Outdoor Bocce in 2016-17. It will be adding Unified Tennis for the 2017-18 school year. 2. All students have the opportunity to tryout and participate, if selected, for regular athletic teams.</p>	<p>During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested. Letters will also be sent out to inform parents.</p>
<b>St. Mary's</b>	<p>1. The Physical Activity and Lifetime Sports Program (PALS) offers Cycling in the fall, Bowling in the winter, and Bocce in the spring. 2. Length of the season is 4-6 weeks with the first two or three sessions devoted to practices and assessments and the remainder of the season devoted to bringing together participants for combined activities/competition.</p>	<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.</p>
<b>Talbot</b>	<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"> <li>• 2010, a Unified Bocce program was implemented.</li> <li>• 2010-11SY, the program was expanded to include Unified Tennis in the fall.</li> <li>• 2011-12SY, Unified Strength and Conditioning was added for the winter season.</li> </ul> <p>With the addition of Strength and Conditioning, we now offer Unified Sports programming for all three seasons. 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>	<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.</p>
<b>Washington</b>	<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</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>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>	
<b>Wicomico</b>	<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>
<b>Worcester</b>	<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, and/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

## MARYLAND STATE DEPARTMENT OF EDUCATION Division of Assessment, Accountability, and Information Technology

### SY 2018 Students Taking Physical Education by Grade Span and Special Education Status

LOCAL EDUCATION AGENCY	K-8 PE (ALL)	K-8 PE (IEP)	K-8 PE (504)	K-8 PE (NO IEP, NO 504)	9-12 PE (ALL)	9-12 PE (IEP)	9-12 PE (504)	9-12 PE (NO IEP, NO 504)
Allegany	5,663	970	53	4,640	874	113	20	741
Anne Arundel	55,712	4,799	2,733	48,180	13,283	1,287	1,064	10,932
Baltimore City	49,466	7,172	1,081	41,213	6,191	1,323	215	4,653
Baltimore County	77,220	9,331	3,254	64,635	13,970	1,913	1,013	11,044
Calvert	10,236	907	636	8,693	1,888	156	200	1,532
Caroline	3,442	350	100	2,992	773	66	31	676
Carroll	16,619	1,866	934	13,819	4,865	437	401	4,027
Cecil	10,175	1,529	220	8,426	2,762	309	87	2,366
Charles	17,311	1,700	366	15,245	3,752	381	124	3,247
Dorchester	3,164	264	71	2,829	555	72	23	460
Frederick	28,045	2,843	1,310	23,892	3,211	330	191	2,690
Garrett	2,244	231	99	1,914	462	40	25	397
Harford	25,363	3,128	698	21,537	7,334	908	306	6,120
Howard	37,997	3,339	1,000	33,658	5,987	523	282	5,182
Kent	1,131	151	41	939	249	38	14	197
Montgomery	108,912	11,797	2,648	94,467	22,274	2,560	659	19,055
Prince George's	87,897	8,995	1,452	77,450	15,954	2,099	377	13,478
Queen Anne's	5,167	557	205	4,405	1,004	96	83	825
SEED	212	38	14	160	80	7	9	64
Saint Mary's	7,784	725	154	6,905	2,057	192	127	1,738
Somerset	1,486	222	31	1,233	507	66	22	419
Talbot	2,985	315	109	2,561	670	47	45	578
Washington	14,714	1,286	310	13,118	2,577	300	88	2,189
Wicomico	9,171	1,116	251	7,804	2,578	309	102	2,167
Worcester	4,307	455	103	3,749	811	102	46	663
Totals	586,423	64,086	17,873	504,464	114,668	13,674	5,554	95,440

Data Source: SCGT 2018 February Collection  
 Data for this report is provided by the Local Education Agencies (LEAs) and includes student course information from school year 2017-2018.  
 The Physical Education courses identified are based on School Codes for Exchange of Data (SCED) Version 3.0: Subject Code 08-Physical, Health, and Safety Education.  
 Not for public dissemination.  
 As of 20180709

## Appendix I

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

**Reporting Period: September 1, 2017 through May 15, 2018**

#### 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, 2018.

#### 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: [susan.spinnato@maryland.gov](mailto:susan.spinnato@maryland.gov) by May 15, 2018.**

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 have the physical education and special education offices 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: Susan Spinnato, (410) 767-0349; [susan.spinnato@maryland.gov](mailto:susan.spinnato@maryland.gov) .**

## Appendix J

**1. What new initiatives have 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 1
<b>Allegany</b>	<p>ACPS continues to consult with the Maryland Coalition for Inclusive Education (MCIE). The first cohort of four schools (Cash Valley, West Side, South Penn and Washington) worked with MCIE to create school centered action plans in 2012. These action plans focused on improving co-planning, tiered intervention and specially designed instruction practices at each school. ACPS continues this work with a second cohort of four schools (John Humbird, Cresaptown, Mt. Savage Middle and Mountain Ridge). Last year, an additional cohort was added with four more schools (Fort Hill, Westernport, Beall, Mt. Savage Elementary).</p> <p>All teachers received professional development on Focused Instruction and Guided Instruction, the first two components in the Gradual Release of Responsibility (GRR) framework. GRR is used in an integrated manner with the guidelines, principles, and checkpoints of Universal Design for Learning (UDL). This priority aligns very well with SWIFT priorities, implemented last year, for improving student achievement outcomes for all students.</p> <p>During staff development, SEFs worked with principals and teachers to evaluate inclusive practices in all schools and classrooms and identified three indicators to be the most important: specialized instruction with pre teaching and/or reteaching that is based on student performance; assignments and tasks are differentiated based on student abilities; and purposeful, flexible grouping of students.</p> <p>Special Olympics of Maryland (SOMD) has a continued partnership with ACPS and corollary athletics/unified sports are present in all 3 high schools. 104 students participated in Corollary Sports: Indoor Bocce, Tennis, and Track &amp; Field for 2017-18.</p> <p>The 14<sup>th</sup> Annual Hooley Plunge was held on March 3, 2018 at Rocky Gap State Park and has become the largest single day fundraising event in the county raising over \$168,000 for Special Olympics and other programs in Allegany County that help the developmentally disabled.</p>

<p><b>Anne Arundel</b></p>	<p>How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>● Unified Physical Education and Leadership course proposed and accepted for High School students – curriculum will be written in Summer 2018</li> <li>● Unified Dance and Leadership course proposed and accepted for High School students – curriculum will be written in Summer 2018</li> <li>● Monthly staff meetings with Coordinator of Physical Education, Health, Dance, and Physical Education and Coordinator of Special Services/Special Education and Physical Education Resource Team.</li> <li>● Physical Education Department Chairs Meetings- continue.</li> <li>● Center Based Staff meetings to update information/forms</li> <li>● Continue consultations with staff as needed</li> <li>● Attend APE Professional Learning Network meetings</li> <li>● Presentation to Special Education leadership team regarding adapted physical education</li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> <li>● New teacher orientation – “Adapted PE 101” – Teachers planned adaptations for selected lessons.</li> <li>● Annual Professional Development-Adapted PE sessions: topics selected based upon teacher needs including SPARK Inclusion book introduction, behavior challenges in PE, and Collaboration with Physical Therapy</li> <li>● Professional development on early dismissal days/PD days: Elementary &amp; Secondary PE– Make it, Take it session – Participants created visual supports for their classes. Elementary – Introduction to SPARK Inclusive PE guide – Participants used the resource guide to plan adaptations and learn more about students with disabilities. Secondary PE – “Adapting to Adapted PE” – Teachers participated in an authentic lesson and adaptations were provided for a variety of disabilities.</li> <li>● School Based Professional Development for paraprofessionals – This PD brought the PE teachers, Dance teachers, and paraprofessionals together to talk about expectations in PE. Following the presentation, the adapted PE resource teacher went to PE with the paraprofessionals to help them implement the practices.</li> </ul> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> <li>● New Adapted Physical Education Informal Observation Form</li> <li>● Modified Fitnessgram report</li> <li>● Data collection template</li> <li>● Progress note template</li> <li>● New AACPS Adapted PE brochure</li> <li>● All schools were provided a copy of the SPARK Inclusive PE Guide</li> </ul>
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<p><b>Baltimore City</b></p>	<p>How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>● In Baltimore City Public Schools (City Schools) adapted physical education (APE) is under the Chief Academic Officer, and managed by the Related Services Unit.. City Schools general education physical education (PE) program is managed by the Office of Teaching and Learning, which also falls under the auspices of the Chief Academic Officer. From these offices, the Coordinator of Health and Physical Education and the Educational Associate for Adapted PE work to plan relevant teacher trainings and professional development activities.</li> <li>● Currently there are 5 itinerant adapted physical education teachers who provide APE service either directly to students or via consultation with the student and/or school-based PE teacher. The district also has 4 APE teachers who support special education schools. In addition to supporting general education students, the school-based PE teachers work with special education students, typically within a general education setting, in accordance with IEP requirements.</li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> <li>● The itinerant APE teachers and the Educational Associate for APE planned and conducted a systemic professional development session with school-based physical education teachers in August 2017. During this session, the APE teachers provided special education information, training, and skill adaptations related to physical education for students with disabilities.</li> <li>● Professional Development sessions for APE teachers, with topic areas that included: enhancing the Special Olympics program, development of school-based strategies related to collaborating with PE teachers, review of APE goal(s), and report writing and documentation requirements. These sessions were conducted in August 2017 and February 2018.</li> <li>● Monthly Special Olympics trainings are held for the school Special Olympic coaches and coordinators (many who are PE teachers) to provide skill-specific training as well as competition procedures specific to each sport. Coaches and coordinators are also provided concussion and heat-related injury training as well as Coaching Special Olympics Athletes and Protective Behaviors as required by Special Olympics Maryland.</li> </ul> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> <li>● The Unified Interscholastic Athletic Program continued for School Year 2017-2018. The following unified sports were offered this year: tennis, indoor bocce, and outdoor bocce. The unified sport with the largest student response this year was indoor bocce, with 8 schools participating.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Each athletic season, the APE Educational Associate who coordinates the Unified Athletic Program and the Baltimore Area Director of Special Olympics Maryland, work together to conduct trainings 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. The teachers also receive interscholastic updates on topics such as concussion prevention and heat exhaustion. In addition, as needed, policies, and required deadlines and competition requirements are reviewed.</li> <li>● The district’s <u>Adapted Physical Education Guide</u> was revised and updated in August 2017, to refine guidelines for the adapted physical education program and to assist both APE and school-based PE teachers with: IEP practices and policies, teaching techniques and adaptations, assessment tools, and MSDE guidelines for APE. The guide also includes clinical documentation requirements.</li> <li>● A co-teaching model, with the APE and PE teachers working collaboratively, is continuing with 60 students in several different schools. The APE teacher assists the school-based PE teachers with adaptations and modifications for students with APE on their IEPs. This model allows students to receive their APE services in the least restrictive environment, with general education students.</li> </ul>
<b>Baltimore</b>	<p>Part 1</p> <ul style="list-style-type: none"> <li>● APE Resource Teacher Team Leader attends monthly Related Service meetings</li> <li>● Location of both offices in the same building allows for on-going collaboration between the Adapted Physical Education Team and Special Education</li> <li>● Adapted PE Strategic Plan developed with county special education system-wide initiatives</li> <li>● Collaboration with Physical Therapy for specific students</li> <li>● Collaboration with Vision Services for specific students</li> <li>● Adapted Physical Education Resource Teachers attend monthly Special Education Compliance meetings</li> <li>● Collaboration with Health Services on the development of medical forms</li> </ul> <p>Part 2</p> <p>Professional Development provided to Physical Education Teachers by Adapted Physical Education Team:</p> <ul style="list-style-type: none"> <li>● All New Teachers - Adapted Physical Education Orientation</li> <li>● Four New Teacher meetings with a variety of topics discussed relating to adapted physical education</li> <li>● Student Planning System (online IEP system) training for new teachers - all physical education teachers have access to the IEP system</li> <li>● All Physical Education Teachers -Teaching ALL Students in PE (August PSD)</li> <li>● Professional Development provided to PE teachers teaching Separate Adapted Physical Education Class (August PSD)</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional Development provided to IEP Chairs by Adapted Physical Education Team</li> <li>• APE Information provided to Instructional Assistants by member of Adapted Physical Education Team</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Increased understanding of the process of identifying and implementing adapted physical education.</li> </ul> <p>Part 3</p> <p>Adapted PE forms and templates updated and uploaded on county intranet for use by PE teachers to support adapted physical education.</p>
<b>Calvert</b>	<ul style="list-style-type: none"> <li>• All of our Calvert County students with disabilities are fully inclusive into the mainstream (general education) physical education setting in 22 of our 23 schools (1 Special Education School – Calvert Country School). All regional program students in the 22 schools (diploma-bound and certificate bound) attend physical education class with their same-aged typical peers in the general education PE setting. The physical education and special education offices meet monthly to discuss students and services within our schools regarding the PE setting. Calvert County currently has only two APE Resource Itinerant Teachers who service direct and consult students throughout the county. The Calvert Country School (special education school) has its own APE Teacher who stays at that school and teaches those students each and every day. The itinerant APE Resource teachers continue to meet with the two physical therapists within the county. Each end of the county (north and south) has one physical therapist and one APE Resource teacher. They collaborate to discuss the challenges many students face accessing the general education PE setting.</li> <li>• Both of the county’s APE Resource teachers attended the MAHPERD Convention at the beginning of the school year. Our APE Resource teachers also conducted a professional development session on the importance of movement/activity in the classroom for all students to relay the benefits of physical activity outside of the PE setting.</li> <li>• New APE equipment has been provided once again through funding by the special education and physical education office for the 2018 school year. The county’s APE Resource teachers continue to promote activities offered outside of the school setting by Joy Weir (Therapeutic Recreation Specialist) as these two work together throughout the school year by planning Adapted Aquatics trips to the Prince Frederick pool and developing the county’s Young Athletes event. One new resource that we piloted this year in the county is a “Fundamentals of Movement” class offered at Calvert High School. In this course, the TAM students (Teacher Academy of Maryland) work with our regional program students (certificate bound) on developing locomotor skills, object control skills, social skills, and modified gameplay activities. This course was offered for just one semester (half a school year). This course was a great success and will be offered next year as well with possible expansion to another high school (Patuxent High School).</li> </ul>

<p><b>Caroline</b></p>	<ul style="list-style-type: none"> <li>• Adapted Physical Education Teacher Specialist working with PE teachers throughout the county</li> <li>• CCPS has a more effective and consistent tracking system for students who have APE services</li> <li>• CCPS has a consistent evaluation of students who need APE services since there is one person completing all evaluations, reports, and providing support during meetings</li> <li>• APE teacher specialist has attended APE PLN meetings, state briefings and steering committee meetings</li> <li>• Continuing to work on processes for identifying students needing APE services</li> <li>• Provided professional development for PE teachers about the IEP process</li> <li>• Collaboration with Special Education Teacher Specialists, APE teachers and Supervisor to review potential programs/training needed, and to review needs of the district.</li> </ul> <p>Purchased SPARK Inclusive PE manual and materials and will provide professional development to improve inclusion of students with disabilities in PE class</p>
<p><b>Carroll</b></p>	<p>A) PE and Special education offices continue to provide professional development opportunities as well as resources to parents and staff. IEPs are developed based on student needs regardless of PE placement. Adaptive PE consultant is provided to all PE staff to provide support to all staff with mainstreamed and non-mainstreamed students</p> <p>B) Professional development opportunities such class observation in other counties and classroom observation within our counties has been provided. Literature has been bought and issued to Adapted PE staff on working with students with disabilities. An office 365 folder was created as a resource for all staff. Information contained in this folder include: testing materials, modification and accommodations, pic symbols, data collection charts, informational PowerPoints, etc.</p> <p>C) New resources and literature provided to staff, conferences made available for staff to participate, Adapted PE consultant continues to attend MSDE meetings and MAPEC meeting to stay current with all things APE in order to share with staff.</p>
<p><b>Cecil</b></p>	<ul style="list-style-type: none"> <li>• APE consultant and PTs are meeting weekly/monthly to discuss students with concerns and breakthroughs</li> <li>• Development of templates for the PE teachers to use easier and faster forms for referral, IEP areas, etc.</li> <li>• Professional Development Days are: 1. Updates on APE State meetings and review steps and procedures 2. Writing SMART APE goals and objectives 3. Discuss, develop and review Peer Mentoring Programs</li> <li>• APE/PE teachers receiving information from County Special Education monthly meetings.</li> <li>• Corollary Sports (Tennis, Bowling, and Bocce Ball): athletes are growing in numbers.</li> <li>• More matches/games are provided with the county for Corollary Sports.</li> <li>• Local coverage in newspapers for Corollary Sports.</li> </ul> <p>Contact and update Parent Resource Center for Special Education Coordinators to keep them informed of the APE program and Corollary Sports Program.</p>

<p><b>Charles</b></p>	<p>How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>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.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>In a grant partnership with Special Olympics Maryland, Charles County Public Schools has piloted the Young Athletes program; an early development gross motor skills program geared for students ages 2-6 years of age. The program was introduced during an evening staff development to pre-kindergarten teachers, physical education teachers, special education teachers and related service providers who work with early childhood students. The participants were trained in implementing and collecting data for the program. Follow up support is also being provided to all participants.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>The Young Athletes Program- gross motor skills and screening tool and overall program and two new resources available for physical education staff.</p>
<p><b>Dorchester</b></p>	<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 aids have been very involved with helping to 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>For a third year, during the 2017 – 2018 school year all Physical Education teachers participated in district level professional development utilizing the Adapted Physical Education Guide to ensure best practices were being implemented in meeting the needs of students with disabilities. Several teachers shared that</p>

	<p>providing more focused instruction to students with specific disabilities was much easier due to this resource. As school-based wellness plans were reviewed during the 2017 – 2018 school year, physical education teachers made certain the activities accommodated special needs students, as well as general education students.</p>
<p><b>Frederick</b></p>	<p>How have the PE and SPED offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream PE?</p> <ul style="list-style-type: none"> <li>• PE supervisors, APE Teacher Specialists and a member of the SPED Department meet bi-monthly to discuss concerns, special cases, upcoming meetings, and much more.</li> <li>• APE Teacher Specialists attend monthly SPED meetings, meet with SPED Teacher Specialists and Coordinators regularly.</li> <li>• Continued discussions about how to increase PLN for PE teachers and Case Managers on APE process, data collection, IEP Process, Submitting forms in a timely manor</li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> <li>• The Adapted PE Teacher Specialists met with PE teachers from the elementary level who teach specialized programs. Teachers were able to share what they have found to be successful when teaching those programs, what they would like for additional support and what type of equipment would be helpful. A group of Unified PA High School Teachers met with the Adapted PE Teacher Specialists to discuss how the classes are taught and what needs they have looking into the next school year. Teachers were also able to share information that would be beneficial for new teachers this fall.</li> <li>• Multiple trainings were provided for special education instructional assistants in FCPS to provide information on Adapted PE, data collection, implementing APE Goal/Objective Practice during PE or outside of PE class.</li> <li>• Multiple PE teachers were taken to neighboring counties to observe other Adapted PE Programs. Teachers were given time to talk with the teachers with whom they visited and also share resources. FCPS Teachers came back from visits motivated and implemented some of the things they had seen when they were in other schools.</li> </ul> <p>What new resources have you developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> <li>• The Adapted PE Teacher Specialists created a new FCPS PE Inventory Assessment for Adapted PE. The assessment directly aligns with the FCPS curriculum and is now grade level appropriate.</li> <li>• Documents for the Adapted PE Process were updated and added to the website.</li> <li>• Goals and data collection sheets have been moving to align with the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>● Screencasts were developed to explain the new Quarterly Progress Reporting tool.</li> <li>● Developing kits of equipment to help simplify skill units that are taught by teachers at all levels (striking with implement, striking with hand, backyard games). These kits will be finalized at summer curriculum and will include visuals, equipment, station signs, and lesson plans.</li> <li>● Increased opportunities for students with disabilities to participate our county track meet and county cross country meet</li> </ul>
<b>Garrett</b>	<p>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 are always included in all staff development and curriculum, development. GCPS has unified tennis and unified bocce programs that are successful and well-attended.</p> <p>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.</p> <p>None needed.</p>
<b>Harford</b>	<p>Harford County Public Schools have established long standing tools for communication and collaboration between the Office of Special Education and the Office of Physical Education. These tools include representation of both departments at meetings, planning of initiatives and professional development as indicated. Examples of this include, but are not limited to; professional development sessions, teacher specialist for APE attending department meetings for special education as appropriate, Supervisor of Physical Education meeting to problem solve scheduling needs and visitation to feeder schools for planned articulation for the needs of students for the following school year. Professional development regarding adapted physical education is a part of the adapted physical education teacher’s duties as they work with teachers and departments on a daily basis. Beyond this expectation, the following professional development opportunities have occurred:</p> <p>* For the 2017-2018 school year we provided multiple Professional Development sessions focusing on Adapted Physical Education. Each of our Early dismissal Professional Developments offer teachers at all levels access to Adapted Physical Education instructional goals and strategies. Evaluation of this session was extremely positive and included posted resources for teachers to access in the future. Our professional development opportunities include tools and strategies to</p>

	<p>assist with students with disabilities. The John Archer School received a MAPHERD Demonstration School award for their Adaptive Physical Education Program. Our internal website “Sharepoint” continues to be living adapted physical education site that is constantly updated and refreshed. Our staff have adjusted well to the medical form change which HCPS approved the year prior. The form is to be utilized through the Office of Nursing and Adapted Physical Education that has assisted with focusing adapted physical education plans.</p>
<p><b>Howard</b></p>	<p>How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>• More than 90% of students who receive adapted physical education services in comprehensive schools are included in general physical education classes.</li> <li>• More than 90% of students who receive adapted physical education services are served through a direct adapted physical educator in general physical education classes.</li> <li>• Leaders from physical education and adapted physical education meet on a regular basis to collaborate on best practices for all students in physical education.</li> <li>• Physical education and adapted physical education leaders attend MSDE Physical Education and Adapted Physical Education yearly briefings.</li> <li>• Leaders in adapted physical education and special education meet on a regular basis to stay current in best practices for IEP writing, progress notes, and service delivery.</li> <li>• Adapted physical education leader serves as liaison between special education and physical education.</li> <li>• APE referral checklist is updated yearly and PE teachers/Special education teams have access to necessary documents for referral through CANVAS site.</li> <li>• APE works with teachers to help support students with disabilities, who not qualify for APE services, but still have unique learning needs.</li> </ul> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p><u>New Teacher Orientation</u> New teachers were given information on our APE services and procedures as well as some general tips on working with students with disabilities.</p> <p><u>School-Based Special Education Team Training</u> Provided school-based special education teams an opportunity to learn functional and appropriate ways to better serve students with APE services.</p> <p><u>Physical Education Professional Development Days</u></p>

	<p>Working with Support Staff: Collaboration of teachers presenting on how to work with support staff in Physical Education.</p> <p>APE Updates: APE presented to general PE on the referral and assessment process, IEP process and what qualifies someone for APE services.</p> <p>APE teachers supporting sessions: APE teachers worked in sessions to give input on how to adapt the activities for students with disabilities.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> <li>• Observation sheet to be used by adapted physical education teacher observing a student for possible adapted physical education assessment</li> <li>• Present Level of Academic Achievement and Functional Performance template</li> <li>• Parent input letter for physical activity</li> <li>• Procedures for dismissal from APE</li> <li>• Updated adapted physical education data collection form for physical education teachers for students who may need APE assessment</li> <li>• Updates HCPSS Adapted Physical Education brochure and resources for parents and shared them with the special education community advisory council.</li> <li>• Implemented middle school assessment tool (CTAPE)</li> <li>• IEP guideline document to help APE teachers with IEP writing and to determine service minutes.</li> <li>• Provided SHAPE outcomes to help develop IEP objectives.</li> <li>• Adapted Physical Education CANVAS site - linked to PE CANVAS site and Special Education CANVAS site</li> </ul> <p>Includes:</p> <ul style="list-style-type: none"> <li>○ Assessment documents</li> <li>○ Modifications</li> <li>○ Best practices in APE</li> <li>○ Links to resources</li> </ul>
<b>Kent</b>	<p>The Physical Education and the Special Education offices collaborate regularly. This year the Special Education Office has assisted with planning and delivering professional development sessions, sharing resources with parents and teachers. We have collaborated on assessment writing and delivery. Due to our size, we share a plethora of responsibilities at Central Office. PE is supported through collaboration with many departments and school –based administrators to provide services to students. Collaborative Management Team meetings are held monthly where PE updates and initiatives are shared. Parent meetings are held monthly and PE topics are included.</p> <p>Professional Development Opportunities have included the following topics: assessment, adaptations for Fitnessgram Assessments and formative assessments. There has been a focus on the integration of literacy in PE, and the use of brain boasts to impact student achievement. Special Education worked extensively with our team to discuss the IEP process and worked with school teams to include PE teachers in all meetings and ensure they receive any changes or updates to the</p>

	<p>student’s academic program. The SST process was another area that Special Education assisted PE teachers in understanding the process especially the data compilation.</p> <p>We are continuing to work on refining assessments for all students in all grades now that we have baseline data.</p>
<p><b>Montgomery</b></p>	<p>How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <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 support four hours of stipend pay for physical education teachers at schools serving students in specific special education programs. The substitute allocation supported physical teachers with:</p> <ul style="list-style-type: none"> <li>• Conducting and preparing adapted physical evaluations,</li> <li>• Developing and updating Present Level of Academic Achievement and Functional Performance in physical education,</li> <li>• Developing or updating adapted physical education IEP goals and objectives, and</li> <li>• Documentation of quarterly progress</li> </ul> <p>OCIP and DSES collaboratively analyzed secondary special education programs at schools serving a critical mass of students with disabilities that may benefit from additional special education adapted physical education allocations to support students with disabilities in physical education.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>The following professional development opportunities were provided to physical education teachers and special educators in MCPS:</p>

- Monthly Physical Education Collaborative Learning Voluntary Session Adapted Physical Education Collaborative Learning Sessions
- Creating Opportunities for Measuring and Improving Health-enhancing Physical Fitness for Individuals with Disabilities
- Professional Learning Description/Outcomes: This session will focus on creating learning tasks that promote the development of health-related fitness components in individuals with disabilities. The session will provide structured opportunities for teachers to collaborate and learn from colleagues throughout MCPS about this topic.
- Strategies to Support Students with Disabilities in Physical Education and Adapted Physical Education
- Professional Learning Description/Outcomes: The session will provide structured opportunities for teachers to collaborate and learn from colleagues throughout MCPS. The session focused on adapted physical education and included topics such as:
  - Visual supports (visual schedule or mini schedule) used to teach a specific physical education skill or concept
  - Behavioral management strategies to meet the behavioral needs of a student
  - Modification to equipment or learning task to assist a student with a disability with movement skill acquisition
  - Class structures that promote inclusion in physical education
- Maryland Online Individualized Education Program (MOIEP) for Physical Education Teachers
- Professional Learning Description/Outcomes: The Department of Special Education Services (DSES) provided a professional learning session for physical education teachers on the Maryland Online Individualized Education Program (MOIEP) tool. The session prepared participants for navigating MOIEP and documenting adapted physical education (APE) services in the MOIEP tool.

Alternate Learning Outcomes Curriculum 2.0 for New Elementary School Physical Education Teachers

Professional Learning Description/Outcomes: The session provided new elementary physical education teachers with information about the shift from the Fundamental Life Skills Curriculum (FLSC) to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes (ALO). 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.

Alternate Learning Outcomes Curriculum 2.0 for New Middle and High School Physical Education and Health Teachers

- Professional Learning Description/Outcomes: The session provided middle and high school physical education teachers with information about the shift from the Fundamental Life Skills Curriculum (FLSC) to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes (ALO). 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.

Strategies for Working Effectively with Paraprofessionals in Physical Education and Adapted Physical Education (Webinar)

Professional Learning Description/Outcomes: This webinar offered in collaboration with the Maryland Adapted Physical Education Consortium (MAPEC) and Maryland State Department of Education (MSDE) provided participants with strategies for working effectively with paraprofessionals to maximize learning in physical education for students with disabilities.

Adapted Physical Education 3-Credit CPD/0.4 CEUs (HE-16)

Professional Learning Description/Outcomes: This course is designed to provide education professionals providing students with disabilities with extended knowledge and skills in the area adapted physical education. The participants will deepen their understanding of student behaviors for application of instructional strategies, and the development implementation of the IEP process.

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 or updated, and are accessible to teachers through the MCPS Adapted Physical Education Collaboration site on my MCPS:

- 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, functional position and movement analysis, functional mobility, functional physical fitness, ball skills, sensory processes and sensitivity, communication, and play behaviors and awareness of others.

Parent/Guardian Physical Activity Questionnaire 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.

- *Battelle Developmental Inventory Second Edition (BDI-2)* by Jean Newborg and Item Test Book. The assessment measures a child’s abilities and skills across multiple developmental domains: Adaptive (ADP), Personal – Social (PS), Communication (COM), Motor (MOT) and Cognitive (COG). For the purpose of the referral, gross motor was the area of focus. The Gross Motor subdomain measures the child’s ability to use and control the large muscles of the body. The results are reported as percentiles, scaled scores and age equivalents.
- *Test of Gross Motor Development, Second Edition (TGMD–2) Examiners Manual* by Dale A. Ulrich and Profile/Examiner Record Forms. The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education.

The high school physical education course, *Leadership Opportunities in Physical Education (Course #7700)*, was available to all high schools for the 2017-2018 school year. This 0.5 credit, semester-long course is designed to develop leadership skills within the physical education setting for individuals interested in pursuing careers in education/teaching or physical therapy. Throughout the course, participants will have the opportunity to assist students who have various physical and learning disabilities in their development of sport/movement skills and fitness.

	<p>Participants will explore and analyze a variety of disabilities and develop sport/recreation goals or fitness plan for her or his peer with a disability. The course will focus on disability awareness, communication, instructional, and feedback techniques, as well as goal-setting. All course materials will be made available to high school physical education teachers on the MCPS Instruction Center.</p>
<p><b>Prince George's</b></p>	<ul style="list-style-type: none"> <li>• How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</li> </ul> <p>The Adapted Physical Education Program has been working to increase the percentage of students included in general physical education classes. We have done this by scaling back our service to non-APE IEP students in Special Education programs and making sure they are enrolled in general physical education courses. APE teachers still provide services to APE IEP students in these programs. The goal is to increase LRE based on student needs. APE teachers also provide consult and support services to physical education teachers to assist them in providing a successful experience for all students in their classes.</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul> <p>We are piloting the 'Fit 4 Work' program with our Adapted Physical Education staff. The program focuses on career/job related activities and the exercises that will increase success in a work environment. This will be a focus on transitioning from school to work in the High Schools, although all levels will be trained. The lead teacher in the pilot has provided two professional development sessions for our APE staff on the program. He also presented to the Physical Therapists at a section meeting. We are pairing with the PGCPs Physical Therapy Program for this program.</p> <p>The Physical Education Department had a professional development activity with Sportime and it focused on their Inclusive Curriculum. APE teachers were invited along with Physical Education teachers.</p> <p>The General Physical Education Program has included APE in its professional development sessions this year and an APE teacher is included in the workgroup for curriculum review in Physical Education.</p> <ul style="list-style-type: none"> <li>• What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</li> </ul> <p>We have been revising our Adapted Physical Education Transition Plan, in partnership with the Maryland National Capital Park and Planning Commission, in order to assist our certificate track students with the transition to life after graduation. We are beginning a pilot program in sy2018 which will allow our students to participate and explore the activities offered by the Therapeutic</p>

	<p>Recreation Program with MNCPPC. The goal is to familiarize our students with the programs so that they may participate in the lifetime sports and leisure activities after graduation. We have completed three out of five planned training sessions.</p> <p>Our Standards Based Rubrics were revised this school year to include a 5 point rubric for scoring skills. National Physical Education Standards are the basis for the assessment criteria.</p> <p>The Adapted Physical Education Office has been working on clarifying the impact of 504 services on the APE Program and teachers. We have produced a document on the differences of an IEP to a 504 and how it relates to Adapted Physical Education. Questions that should be asked at the meeting are included to assist the team in applying the correct document to the student based on the student's needs.</p> <p>We have also updated our IEP services chart. This chart is used by our APE teachers to assist in the elementary/middle/high school IEP transitions. In order to match the various school block schedules and semester planning practices, we give suggestions for hourly and weekly APE services, consultative services, and communication requirements between schools to make the IEP transitions smooth and eliminate the need for IEP amendment meetings.</p> <p>We also have a team updating our Adapted Aquatics Curriculum. This document will include Best Practices, along with regulations from the Health Department, maintenance and custodial guidelines, and mandated safety and scheduling information to streamline to one source of information to the aquatics program.</p>
<b>Queen Anne's</b>	<p>How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>• Professional Development provided to Physical Education Teachers by Adapted Physical Education Team</li> <li>• APE Professional Learning Network – monthly meetings.</li> <li>• Continued work on processes for identifying students needing APE services, as well as a parent component</li> <li>• Collaboration with Special Education Teacher Specialists, APE teacher and Supervisor to review potential programs/training needed, and to review needs of the district.</li> <li>• Creation of a shared adapted physical education folder. All PE teachers have access to the information in the folder. Presentations, IEP information, assessments, accommodations/adaptations are available in the folder to be used as a resource.</li> </ul>
<b>St. Mary's</b>	<p>#1. The Coordinator of Adapted Physical Education, Supervisor of Physical Education, Health and Athletics and Supervisor of Special Education conduct ongoing meetings to monitor students with disabilities participation and progress in the least restrictive environment (i.e., general physical education, separate adapted physical education class and one-on-one sessions).</p>

	<p>This year, our Compliance Supervisor along with the Coordinator of Adapted PE worked together regarding compliance issues for students with disabilities that participate in General or Adapted PE programs.</p> <p>Discussion includes:</p> <ul style="list-style-type: none"> <li>• Reports on monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in SMCPS.</li> <li>• Data collected from all SMCPS regarding student participation in adapted physical education that is conducted throughout the school year</li> </ul> <p>In order to offer our students a diverse learning environment, physical educators participate in ongoing professional development training conducted throughout the school year. All of our professional development programs relating to Adapted PE and Corollary Sports for students with disabilities are conducted by the Coordinator of Adapted Physical Education and Corollary Sports. This specialized training provides all of our physical educators and coaches with the necessary tools to positively and effectively incorporate students with and disabilities into general physical education and sports. We practice inclusion both in general physical education and Corollary Sports. This allows all of our students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities.</p> <ul style="list-style-type: none"> <li>• A comprehensive website for Physical Education/Adapted PE teachers along with a Corollary Sports School based website. Both web sites have pertinent information that directly relates to teaching and coaching students with disabilities.</li> <li>• A resource guide for Adapted PE along with a Corollary Sports Handbook. Both documents provide our PE/APE Teachers and Corollary Sports coaches with the latest information pertaining to teaching/coaching students with disabilities.</li> <li>• Webinars that are offered by MSDE to all of our Physical Educators.</li> <li>• Books and Articles associated to Adapted PE and Disability Sports have been disseminated to all physical educators and coaches.</li> </ul>
<b>Somerset</b>	<p>We have no new initiatives or programs this year.</p> <p>In a small county such as Somerset, it is common practice for collaboration to take place between departments at the Central Office level and at school levels. At the Central Office level collaboration takes place through monthly instructional administrative meetings and monthly Administrators &amp; Supervisors meeting which includes building principals. At the school level, Special Education teachers work closely with general education teachers, fine arts teachers, and PE and Health teachers in order to provide strategies for special education students across the curricula. Our PE/ Health teachers and Special Education teachers are active</p>

	<p>members of student IEP meetings along with School Improvement Meetings. Special Education teachers are also active members of weekly grade level team meetings across the grade levels.</p> <p>This year SCPS was able to have a teacher and supervisor attended a few APE meetings held by MSDE. The valuable information will be shared with other PE and Health teachers, as well as comprehensive teachers, during summer professional development. It is my hope that next year this information will lead to new initiatives.</p>
<b>Talbot</b>	<p>It is regular practice for Physical Education and Special Education Departments and individual teachers to collaborate and discuss student needs as they arise. It is regular practice for Special Education students to be included in Physical Education classes as a normal part of their school lives with their age appropriate peers. 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 student goals. Where adaptations are needed, our Physical Education teachers are actively involved in planning and delivering the instruction, including accommodations and modifications as appropriate. When needed, the IEP team can request an Adapted Physical Education Assessment. If the student needs supplementary aids or services or special education services, based on the results of the assessment, they are included on the student's IEP.</p> <p>TCPS collaborates with Special Olympics to provide students with opportunities to participate in Unified Sports Programs. This includes Tennis, Strength &amp; Conditioning, and Bocce.</p>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• The Adapted Physical Education Staff continues to work 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, physical therapists and physical education for WCPS. Situations, questions and concerns are shared with all departments to insure that correct process and answers are provided for all situations.</li> <li>• The APE staff 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. This PK has added to the case load for working with staff to modify instruction. For the 2018-19 year we are planning on our APE staff reviewing and understanding the processes, goal setting and modifications to our regular Physical Education staff district professional development day in August.</li> </ul> <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. This sharing of equipment</p>

	<p>has become the culture for our schools to access equipment for the students with disabilities. In addition we have reserved more money in our equipment budget earmarked for APE equipment.</p>
<b>Wicomico</b>	<p>Over the past year, the physical education and special education supervisors have collaborated with building administrators and physical education teachers to provide all students daily physical education and opportunities for physical activity. Physical education teachers continued to receive professional development opportunities in providing modifications to students who have disabilities. In addition, all teachers were provided professional development in the Brockport Assessment, TGMD-3 assessment for students who were unable to test in the Fitness Gram. Data from the Fitness Gram and Brockport Test are being used to show the association between student’s fitness levels and academic achievement in Wicomico County Public Schools. Adapted Physical Education Webinars were available for teachers provided through M.S.D.E. The MAPEC website was provided to all physical education teachers and building administrators. Each school’s Physical Education department has the Brockport Assessment Guide to accompany the Fitness Gram guide as resources. Wicomico County held two unified sports competitions including bocce ball and soccer. Special Olympics competitions were also held in Wicomico County.</p>
<b>Worcester</b>	<ul style="list-style-type: none"> <li>• How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education? <ul style="list-style-type: none"> <li>○ The special education coordinator has continued to open in-services and professional development workshops to all teachers including physical education teachers.</li> <li>○ 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.</li> <li>○ Schools are continuing to invite physical education teachers to the IEP meetings and provide input to the IEP development, when applicable.</li> <li>○ We continue to work with Special Olympics in providing various sporting activities for students at our Special School.</li> <li>○ This was our fourth year of implementing the Unified Sports Program. Our County Athletic Director, Mr. Ty 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). Again this year, we have had a few teams who have gone to the state level and this has been VERY exciting for our schools.</li> </ul> </li> </ul> <p>We also had an elementary school that started a unified sports team this year!</p>

	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Cedar Chapel Special School has provided their APE teacher with professional development training with Core Boards and PODDs for communication with students with disabilities in the APE classroom. This APE teacher has also been invited to and attended several APE trainings this year.</li> </ul> <p>ALL PE teachers were given PD on formative assessment in the PE classroom, for students with and without disabilities.</p> <ul style="list-style-type: none"> <li>• What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</li> <li>• 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. During the 2016-17 school year, the skill assessments were all revised and uploaded in to our LMS, Engrade.</li> </ul> <p>All PE teachers received a tablet/laptop hybrid device in the 14-15 school 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. The PE teachers have requested ipads for the next round of device deployment. They would prefer them over the hybrid device that they received. Our APE teacher does have his own ipad, smart board and music equipment for his classroom. SO, in 2016-17, we have completed revisions to the Prek-8 PE curriculum and we have a lead teacher who will be updating the assessments and realigning them to new SHAPE standards this summer. In the 2018-19 school year, we will be tackling the job of updating the high school PE curriculum and assessments.</p>
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**2. What are the key challenges your school system and individual schools face in delivering physical education opportunities to students with disabilities? Have these challenges changed since last year?**

<b>LEA</b>	<b>Response to Question 2</b>
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<b>Allegany</b>	<p>Training for paraprofessionals to support the needs of students in physical education classes to ensure the child has a sense of belonging is critical to fulfilling the needs expressed on the IEP.</p> <p>Teaching staff have become creative in adapting PE programs to meet the needs of children with accommodations, but funding to purchase adaptive equipment through the PE department is very limited.</p>
<b>Anne Arundel</b>	<p>The challenges faced by AACPS have not changed from the past year. The biggest challenge remains with Adapted Physical Education staffing. We have one full-time 10 month (195 day) resource teacher who provides support for the entire county (120 schools)- grade K-12 and Special Education Centers.</p>
<b>Baltimore City</b>	<ul style="list-style-type: none"> <li>• To be able to provide a series of APE trainings for the general education physical education teachers in the area of providing the least restrictive environment (LRE) for their APE students. An Educational Specialist II for Physical Education was recently hired by the district to oversee physical education. It is anticipated that this concern can now be more directly addressed.</li> <li>• The model of adapted physical education service delivery and associated documentation continues to move toward being more consultative. This requires knowledge of students with disabilities and adaptations by the PE teachers. The APE teachers continue to support PE teachers by: <ul style="list-style-type: none"> <li>➤ Completing student logs</li> <li>➤ Writing and submitting IEP report cards, as needed</li> <li>➤ Writing and submitting requested progress reports</li> <li>➤ Completing APE assessments and assessment reports</li> <li>➤ Updating IEP records</li> <li>➤ Attending IEP meetings</li> </ul> </li> </ul>
<b>Baltimore</b>	<ul style="list-style-type: none"> <li>• 3.8 APE resource teachers faced with the challenge of effectively providing support to 375 K-12 physical education teachers to ensure appropriate instruction for students of all abilities</li> <li>• Large class numbers of students in separate adapted physical education classes</li> </ul>
<b>Calvert</b>	<ul style="list-style-type: none"> <li>• Compared to last school year, we have had better results from our support staff (instructional assistants) understanding their role in the PE setting and supporting not only the students, but also the general PE teachers. Our main challenge we face is funding for additional staff in many of our regional programs. Some of our regional programs have students with severe behaviors and require more support. With only having two APE itinerants and only two physical therapists throughout the county, this makes servicing all PE classes in need very difficult. With more special education students entering our county and classroom sizes growing, additional support is our biggest concern for this upcoming school year.</li> </ul>

<b>Caroline</b>	<ul style="list-style-type: none"> <li>• A continued need to educate teachers, administrators, paraprofessionals, and parents about APE services and how they can benefit a student.</li> <li>• Revisiting the schedule to ensure proper service delivery at the secondary level</li> <li>• In CCPS, we are still working on acceptance and understanding of APE expectations with instructional support for students who receive APE services.</li> </ul>
<b>Carroll</b>	<ul style="list-style-type: none"> <li>• The main challenges are funding to have enough staff and the amount of time required for special ED paperwork.</li> </ul>
<b>Cecil</b>	<ul style="list-style-type: none"> <li>• More funds to provide more support for the PE teachers, such as planning time and more APE/PE teachers (our county lost 3 PE teachers this year).</li> <li>• Planning time for secondary PE teachers for direct services, data collection, writing IEP's and for attending IEP meetings.</li> <li>• We are 100% inclusion with no center schools. They are now pulling paras from PE classes. We need more funding to keep our PE classes safe.</li> </ul>
<b>Charles</b>	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.
<b>Dorchester</b>	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.
<b>Frederick</b>	<p>Challenges:</p> <ul style="list-style-type: none"> <li>• Our current PE staffing formula does not account for the delivery of APE special education services. Funding of salary dollars from the Special Education Department has yielded some support to fund teacher delivery of services, but simply not enough. Hence, our PE instructional staff are challenged with increasing workloads without adequate time to plan and prepare for the delivery of services.</li> <li>• This challenge has not changed in the last year, but more discussion about this topic has brought this issue to the forefront in the collaboration between Curriculum &amp; Instruction and Special Education. We are hopeful to have a revised staffing formula that better meets the needs of service delivery.</li> </ul>
<b>Garrett</b>	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.
<b>Harford</b>	Dealing with the transitional stages of new staff is a challenge. Teaching and learning the APE process is a big learning curve. We are fortunate to have a great dedicated Adapted Staff and our Professional Development office allows us ample time to offer training opportunities.

<p><b>Howard</b></p>	<ul style="list-style-type: none"> <li>• Working with a direct service model brings its own set of challenges with scheduling for 13 APE staff in 76 different schools. This is a challenge that continues year to year.</li> <li>• Another continuing challenge for HCPSS is to provide more support for our physical education teachers in collaborating with their special education teams with regard to working with individual students and bringing ideas that are working in the classroom to the gym.</li> </ul> <p>The APE department would also like to continue to provide professional learning for the PE teachers in modifications, visual supports and behavioral strategies, especially for those students that do not qualify for APE service but may have difficulties in PE.</p>
<p><b>Kent</b></p>	<p>Key challenges continue to be our size and resources. Our main challenge is our lack of human resources. It seems each year brings a new set of challenges with changes in personnel and school needs. We do not have enough staff to be able to attend all of the PE, Health and APE briefings. It is just not possible for us. Another challenge is the limited number of students with significant disabilities; each one presents its own school-based challenge.</p>
<p><b>Montgomery</b></p>	<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"> <li>· Staff (physical education teacher) allocations</li> <li>· Space/facilities and specialized equipment</li> <li>· Support staff (para-educator) allocations</li> <li>· Communicating the adapted physical education process to all physical education and special education teachers throughout the county (205 schools)</li> </ul> <p>Substitute coverage or an afterschool stipend 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.</p>
<p><b>Prince George's</b></p>	<p>Scheduling is the biggest hurdle to providing opportunities.</p> <ul style="list-style-type: none"> <li>• Scheduling conflicts based on staff covering multiple school sites.</li> <li>• Scheduling around mandated testing windows.</li> <li>• Scheduling service times around IEP meeting dates/times at various schools.</li> </ul>
<p><b>Queen Anne's</b></p>	<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> <ul style="list-style-type: none"> <li>• Training for paraprofessionals to support the needs of students in physical education classes to ensure the child is participating and being successful</li> <li>• PE teachers writing the IEP progress reports and or taking the data</li> <li>• Funding for a full time APE specialists to focus on the APE program and the amount of accommodation and modification with the many different disabilities with physical needs at each school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication between Special Education Case Manager, PE Teacher, and Adapted PE Teacher Specialist; communication is lacking or not in a timely manner.</li> <li>• Lack of understanding about the process still exists throughout the county.</li> <li>• Our size of county and resources</li> </ul>
<b>St. Mary's</b>	One challenge for elementary physical education students and students with disabilities is the minimal amount of time they receive in physical education. Based on SHAPE America's recommendation, is that elementary children should receive 150 minutes a week of daily, quality physical education instruction. Students in SMCPS do not receive enough daily quality physical education to effectively and efficiently teach cognitive, affective and psychomotor development and adhere to the State and National Standards recognized by SHAPE America.
<b>Somerset</b>	<p>Somerset County faces several key challenges that are probably similar to other counties in the state.</p> <p>Staffing- Full inclusion in physical education requires additional personnel in the learning environment which we continue to lack. It is imperative that for staff that work in the inclusion setting are fully trained to work with students with special needs. We do not have the manpower to be able to attend all of the PE, Health, and APE briefings that require significant travel time.</p> <p>Facilities and Specialized equipment – All schools are not fully equipped with adaptive PE equipment.</p> <p>Scheduling/Class sizes – In our Middle School and High Schools, class size is an issue due to scheduling conflicts and other academic requirements.</p>
<b>Talbot</b>	This is not a new issue but one that is persistent. Time is always an issue in planning instruction to meet student needs. Teachers in TCPS are creative in finding opportunities to collaborate so as to best program for the students they serve. However, we are always looking for strategies that others may be using to improve our efforts.
<b>Washington</b>	Our challenges remain the same as last year. 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 to access professional development continues to be a challenge. One of the biggest challenges is the increase of students needing additional help and the lack of regular time for Physical Education staff to meet with APE staff for continued and timely professional development. For 2018-19 the even greater increase of Pre-K will continue to add to the number on our caseloads and referrals without the addition of new staff. However, our staff does a great job and will continue to meet the needs of all our students within their time constraints.
<b>Wicomico</b>	The key challenges our school system faces are having enough funding to provide additional staff and additional special education equipment for physical education class. In addition, teachers find it difficult to provide modifications to students without impacting the success of each lesson. Training provided over the last year continues to help facilitate a positive learning environment for all students in physical education. This has been our challenge in the past and that is why we will

	continue to focus our attention on providing more professional development that highlights inclusion.
<b>Worcester</b>	<ul style="list-style-type: none"> <li>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 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 unified sports program) to integrate regular ed and special ed students in competitive sports activities.</li> <li>Challenges instructionally include planning time for teachers and funding for new equipment. <ul style="list-style-type: none"> <li>(These challenges are similar to years past, as we have not seen much change in our county regarding special areas.)</li> </ul> </li> </ul>

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

<b>LEA</b>	<b>Response to Question 3</b>
<b>Allegany</b>	APE meetings, minutes, and information shared should be widely dispersed to ensure that more people are aware of briefings, resources, and information pertinent to mainstreaming. The more people that are informed, the more aware and confident teachers and staff will become in developing supports for students in the inclusive PE setting.
<b>Anne Arundel</b>	<ul style="list-style-type: none"> <li>Continue to provide MSDE APE Briefings</li> <li>Provide directive or guidance to LEAs regarding IEP APE Goals and Objectives for centered based students enrolled in special education centers</li> <li>Continue to provide online professional development for staff working with Center Based Students</li> <li>Continue to provide online professional development for general education physical educators</li> </ul>
<b>Baltimore City</b>	<ul style="list-style-type: none"> <li>Continue to increase training opportunities, perhaps online, for school-based physical education teachers. Suggested PE training sessions are: Understanding of the IEP process, co-teaching, accountability, assessments, and how to write and document IEP goals and objectives with fidelity.</li> <li>Provide guidance and best-practices through a series of APE trainings for the general education physical education teachers in the area of providing the least restrictive environment (LRE) for their APE students with fidelity.</li> </ul>
<b>Baltimore</b>	<ul style="list-style-type: none"> <li>Continue APE State Briefings</li> <li>Update the MSDE website to reflect current PE and APE resources</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to provide online courses for APE and opportunities for professional development</li> </ul>
<b>Calvert</b>	<ul style="list-style-type: none"> <li>Continue MSDE APE briefings</li> <li>Information for general education PE teachers for responding/interventions to students with severe behaviors in the general education PE setting</li> <li>Continue to provide online professional development opportunities</li> </ul>
<b>Caroline</b>	<ul style="list-style-type: none"> <li>More training on how to create a plan for students with extreme physical disabilities</li> <li>PLN is fantastic</li> <li>Briefings are most helpful for networking and getting ideas</li> <li>Need Maryland Standards posted on the website</li> </ul>
<b>Carroll</b>	<ul style="list-style-type: none"> <li>It would be beneficial for MSDE to provide PE and APE professional development opportunities, sub days for conferences, financial support to increase FTE's</li> </ul>
<b>Cecil</b>	Please continue having the State briefings. They are very informative.
<b>Charles</b>	Provide examples of how a multi-level curriculum can facilitate inclusion as well as how to incorporate disability awareness into regular physical education units.
<b>Dorchester</b>	The DCPS physical education staff would greatly appreciate it if MSDE would continue to incorporate changes made at the state level into the Adapted Physical Education guide and disseminate the guide to LEAs prior to the start of the school year. Our first professional development session prior to the start of the school year is spent reviewing district expectations and reviewing this guide is a part of that process. This tool allows physical education teachers to better serve our special education population and all students. If this resource could be reviewed and modified annually (especially to address changes in special education laws) as needed to reflect MSDE expectations and disseminated before the school year begins, the physical education teachers would feel more confident about the work they are doing with students with disabilities.
<b>Frederick</b>	<p>MSDE Assistance</p> <ul style="list-style-type: none"> <li>A set of guidelines that correlate service time with teacher workload would be helpful. What is the suggested caseload (ratio of student service hours) for a teacher responsible delivering APE services?</li> </ul>
<b>Garrett</b>	Ongoing opportunities for training in the area of APE and PE assessments along with continued support
<b>Harford</b>	The MSDE APE briefings are helpful along with the webinars and open dialogs.
<b>Howard</b>	Please continue with the MSDE APE briefings. They provide valuable learning and sharing opportunities. The creation of the official APE Steering committee will provide more insight and guidance as we move APE forward in Maryland. We can always use more professional learning opportunities for our APE and PE staff!
<b>Kent</b>	We appreciate the updates and resources provided by MSDE. Consider variety of formats for MSDE Briefings. Continue to support as needed.

<b>Montgomery</b>	The Maryland State Department of Education could provide additional funding to support substitute coverage or an afterschool stipend 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.
<b>Prince George's</b>	Please continue the MSDE briefings and the coordination/collaboration between MAPEC, MAHPERD, and the APE Steering Committee. These meetings are very informative and we appreciate the free sharing of ideas.
<b>Queen Anne's</b>	<p>Are there any areas in which the Maryland State Department of Education could provide further assistance that would address your key initiatives and challenges?</p> <ul style="list-style-type: none"> <li>• Continue with APE Briefings</li> <li>• Online PD for PE teachers in regards to IEPs, co-teaching, assessments, modifications</li> <li>• The more people that are informed, the more aware and confident teachers and staff will become in developing supports for students in the inclusive PE setting.</li> </ul>
<b>St. Mary's</b>	<p>#3. It is our hope and contention that MSDE would support legislation to increase the amount of time in physical education recommended by SHAPE America. SHAPE America's Physical Education Guidelines recommend elementary schools provide 150 minutes of instructional physical education each week and that middle and high schools provide 225 minutes per week.</p> <p>Students receiving the minimal amount of physical education goes against current research findings and recommendations by the Surgeons General Report on Physical Activity and Health and the Centers for Disease Control and Prevention to improve the current and future health of our students.</p> <p>MSDE and local schools can implement physical activity programs that maximize opportunities for students to be physically active and help them meet the national recommendation set by SHAPE America.</p> <p>MSDE can provide further assistance in:</p> <ol style="list-style-type: none"> <li>1. Making sure students are engaged in additional vigorous or moderately intense physical activity throughout the school day through recess, dedicated classroom activities, and other opportunities.</li> <li>2. Making sure that additional opportunities for physical activity before and after school hours are available and accessible to all students.</li> </ol>
<b>Somerset</b>	Continue to provide professional development opportunities.
<b>Talbot</b>	It would be helpful to receive periodic overviews of promising practices other counties are implementing.
<b>Washington</b>	<ul style="list-style-type: none"> <li>• Access to a Pre-K assessment</li> <li>• Updated version of the Maryland Physical Education Inventory</li> <li>• Opportunity for collaboration with other school systems</li> <li>• Opportunity for professional development that shares new ideas</li> <li>• Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education</li> </ul>

<b>Wicomico</b>	<p>Our goal is to increase the number of physical education teachers certified in CAPE. The initial fee to take the examination is \$150.00 per examination with 200 hours of work with adapted students. \$1200 per year would allow us to have up to 8 teachers a year. If MSDE could provide grant funding to pay for teachers to take the assessment this would improve our program. In addition, M.S.D.E. could partner with state and national SHAPE organizations to facilitate additional training opportunities specific to Adapted Physical Education.</p>
<b>Worcester</b>	<ul style="list-style-type: none"> <li>• Anything you can do to help with professional development for teachers that is FREE, or to provide funding for counties to come to PD is desperately needed. Our local level PD has been cut so drastically that we are unable to provide all of the PD necessary to special area teachers.</li> </ul> <p>Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education.</p>

## APPENDIX K



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State Superintendent of Schools

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**To:** Coordinators and Supervisors of Physical Education

**From:** Christopher Hersl, Educational Specialist for Physical Education

**Date:** August 21, 2017

**Re:** Waiving the physical education graduation requirement

This is to advise you that under the Maryland State Board of Education regulation 13A.04.13.01 for physical education, there is no ability to waive the physical education graduation requirement established by each local school system. 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 call the office at 410-767-0327. Thank you for your continued cooperation.