



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

August 1, 2020

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

The Honorable Bill C. Ferguson
H-107 State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
H-101 State House
100 State Circle
Annapolis, Maryland 21401

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

Dear Governor Hogan, President Ferguson, and Speaker Jones:

Enclosed please find the 2019 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, 2019, 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 Mr. Jason Semanoff, Physical Education Program Specialist. Mr. R. Andrew Warner may be contacted at 410-767-0376 or robert.warner1@maryland.gov. Mr. Semanoff may be contacted at 410-767-0327 or jason.semanoff@maryland.gov.

Best Regards,

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

c: Sarah Albert, DLS Library (5 copies)

Fitness and Athletic Equity for Students with Disabilities MSAR# 8351

2020 Report

This is the eleventh 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, 2020, 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 2020

- 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 2019-2020 was completed.
- The MPSSAA submitted to the MSDE athletic participation results based on 2019-2020 participation survey.
- Local school systems' implementation fully operational.

August 2020

- 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 198 member schools. The survey breaks down the number of male and female interscholastic athletic participants by sport. In order to comply with the requirements of the Athletic Equity Law, the survey (Appendix A) has been broadened to include an accounting of any student with an 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 eleventh 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 students with disabilities in mainstream athletics. As of May 15, 2020, 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

June 1, 2020

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

August 1, 2020

- The MSDE submits the report to the General Assembly and continues to provide technical assistance to LSSs.

Providing Physical Education Services to all Students

The Maryland State Department of Education (MSDE) uses existing State data collection systems to monitor how local school systems (LSSs) are addressing compliance with the Act. The MSDE is able to extract information from the Student-Course-Grade-Teacher Data Collection tool (SCGT) data submission by LSSs 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 the number of students enrolled in a physical education class in:

- Grades K-8
- Grades K-8 with an IEP
- Grades K-8 with a 504 for accommodations or modifications
- Grades K-8 without an IEP or 504
- High school taking the required graduation course for physical education and any other electives for physical education
- High school taking physical education that have an IEP
- High school taking physical education that have a 504
- High school taking physical education that do not have an IEP or 504

Beginning with the 2019 report, the MSDE improved the collection of individual school system data by collecting the final course taking data from the complete 2017-2018 school year obtained from the 2018 end-of-year- SCGT data collection instead of the incomplete early SCGT data from February as recommended by the Division of Assessment, Accountability and Information Technology. This report continues to lag the physical education (PE) course participation data. Not only do the 2018-2019 course data reflect student enrollment in PE courses across the entire school year, but they are also validated and available for reporting by the reporting deadline. The final 2019 end-of-year data can be found by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix H)

Current data verifies that 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.

The MSDE's Physical Education Specialist from the Division of Curriculum, Instructional Improvement, and Professional Learning has attended and/or facilitated all adapted physical education professional development sessions and briefings across the state. He is familiar with the reporting requirements of the Fitness and Athletic Equity Act of 2008 and APE expectations.

The Physical Education COMAR is being revised with the intention of strengthening the APE language and to provide further clarification of the law's intent. The draft has been shared with LSS leaders as well as community stakeholders for input. It is pending internal MSDE approval and scheduling for presentation to the State Board of Education for consideration.

Progress Toward Inclusion of Students with Disabilities into Mainstream Physical Education

Local school systems are required by the Fitness and Athletic Equity Act to promote and protect the inclusion of students with disabilities into mainstream physical education. Each year the local school systems are asked to respond to a set of questions that address 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 2019-2020 school year and has been compiled and summarized. (Appendix J)

The 2020 responses reflect similar LSS initiatives to promote the inclusion of students into mainstream physical education. Some systems provide 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 paraeducator trainings.

New resources included assessment tools, such as: APE informal observation forms, gross motor skills assessments and screening tools, directions for writing APE reports, and guidelines for paraprofessionals in physical education.

The key challenges that were reported are similar to previous years. They include: time and scheduling conflicts to provide service at all levels (elementary, middle, high), funding for new APE resource/itinerant teachers, funding for professional development to all physical education teachers and paraprofessionals, funding for resources and staff to deliver necessary student services and support to teachers and students, and time to deliver APE services to students without affecting other student needs.

With the closure of schools due to the COVID-19 pandemic many school systems struggled to provide a continuity of learning for all students in physical education. The MSDE created PE specific continuity of learning standards and shared them with local school systems leaders. However, some systems did not require students to participate in PE and teachers saw a drop in

attendance for those that did. Many school systems allowed parents to choose if they wanted to continue with the APE services while distance learning from home, and most families opted not to continue APE services at home. While the buildings have been closed, LSSs have not been able to assess students' gross motor development virtually. LSSs are concerned if distance learning continues there will be a large gap in learning and a deficiency in identifying new students who need APE services.

The adaption and modification of activities by instructional assistants for students with special needs remains a challenge for LSSs. This challenge can be addressed through additional professional development and training; however, some local school systems reported they have experienced a 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.

LSSs requested further assistance from the MSDE in the following areas:

- Continue to provide opportunities and sharing of information on updates, assessment, evaluation, and best practices during State APE Briefings;
- Continue to provide localized briefings;
- Consider a variety of formats for briefings-coordination/collaboration between Maryland Adapted Physical Educational Consortium (MAPEC) and the APE Steering Committee;
- Make current essential documents, including APE literature and resources, available electronically on the MSDE website;
- Provide additional statewide opportunities such as webinars for professional development for teachers and staff;
- Provide funding for substitutes so PE and APE teachers can attend PD opportunities;
- Create an initiative for PE teachers to become Certified Adapted Physical Educators (CAPE) through the National Consortium for Physical Education for Individuals with Disabilities (NCPEID);
- Require Higher Education Institutions to provide more than one three-credit course to undergraduate students;
- Create guidelines on delivering virtual APE instruction; and
- MSDE support legislation to provide 150 minutes of elementary instructional physical education each week and 225 minutes per week in middle and high schools.

Adapted Physical Education Steering Committee

In 2014, the Division of Special Education and Early Intervention Services and the Division of Curriculum, Instructional Improvement, and Professional Learning created the APE Steering Committee. 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. This committee consists of one representative from each local school system. The committee collaborates with the Maryland Adapted Physical Education Consortium (MAPEC) and SHAPE Maryland on projects to disseminate and enhance APE, professional development presentations, and general adapted PE resources. This year the collaborative group began revising

“A Guide for Servicing Students with Disabilities in Physical Education” and anticipate its completion in November of 2020.

In the summer of 2019 the APE Steering Committee purchased and delivered one Test of Gross Motor Development-Third Edition (TGMD-3) kit for each local school system who requested one. The TGMD-3 has two subtests. The first subtest, Locomotor, measures the gross motor skills that require fluid coordinated movements of the body as the child moves in one direction or another. The second subtest, Ball Skills, measures the gross motor skills that demonstrate efficient throwing, striking, and catching movements. The TGMD-3 provides an overall composite score (Gross Motor). The two subtests scaled scores are combined to form the Gross Motor composite. The Examiner's Manual discusses the test's theoretical and research-based foundation, item development, standardization, administration and scoring procedures, normative tables, and guidelines for using and interpreting the test's results.

Physical Education Requirement Memorandum

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 PK-8 and to meet the high school graduation requirements as stated in COMAR 13A.04.13.01.

As advised by the Attorney General's office, the MSDE revised the memo for the 2019-2020 school year and publicly posted the memo upon completion. The current letter can be found in the appendix (Appendix K).

Technical Assistance

Special Olympics of Maryland (SOMD) offered the Unified Champion Schools (UCS) National Recognition Program (NRP) for the second consecutive school year. This is Special Olympics version of the Blue Ribbon School Program. National Banner Unified Champion Schools demonstrate commitment to inclusion by meeting 10 standards of excellence that support the three overarching themes: Unified (inclusive) Sports, Inclusive Youth Leadership, and Whole School Engagement. The program was made available in 2018-2019 and 2019-2020 to all high schools that partner with Special Olympics Maryland to sponsor two or more seasons of Unified Sports. In 2019-2020, eleven (11) high schools across seven (7) school systems declared candidacy along with two (2) elementary schools that were hand-selected as pilot schools. The pool of schools narrowed to eight (8) schools (6 high schools; 2 elementary) soon after winter break. The schools were being closely vetted by the SOMD nomination committee when the process was halted because of the pandemic school closures. The discontinuance of the 2019-2020 process was disappointing; however, those schools will have the option of restarting the process in 2020-2021. SOMD is honored and humbled to have five schools earn national status during the inaugural year, 2018-2019 – from Anne Arundel County, Northeast High School, Old Mill High School, and Southern High School, as well as Washington County's Clear Spring High School, and Wicomico County's Mardela Middle and High School. Two of the five schools were able to host their banner raising ceremonies before the pandemic closures. The remaining ceremonies will take place in 2020-2021. SOMD will launch the Maryland Recognition (banner) Program (MRP) in 2020-2021 for all schools that partner with Special Olympics Maryland to sponsor two or more seasons of Unified Sports/activities. The MRP will recognize schools that accomplish four components and satisfy prescribed grant reporting requirements: 1) Unified Sports/Activity; 2) Youth Leadership and

Advocacy; 3) Whole School Engagement; and 4) Sustainability/Fundraising. The MRP will serve as a prerequisite for the NRP –schools will have to meet the state standards for no less than 2 years before being eligible for the NRP.

In 2019-2020, SOMD continued to offer the Young Athletes Program in elementary schools across the State. SOMD plans to expand the Young Athletes Program offerings through virtual sessions and at-home resources for parents, educators and caregivers in light of the COVID-19 pandemic. SOMD is seeking opportunities for the next school year to start Unified (activity-based, before, after and during school) clubs (e.g. running, fitness, Zumba, cross-training, development sports) free of charge to all elementary school students in Maryland.

SOMD is extending into more middle schools across the state, partnering with school systems to offer Unified programming. Interscholastic programs continued in Cecil (6 schools; spring - track & field) and Garrett (2 schools; spring – bocce) counties. Baltimore City commenced Interscholastic Unified Strength & Conditioning in two schools as a pilot. Unified Strength and Conditioning is a team scoring model allowing Unified pairs to compete in six different competition events that showcase strength, speed, jumping, agility, and endurance. Anne Arundel County Public Schools' Office of Interscholastic Athletics continued its ninth year of offering Unified Bowling, Unified Bocce, and Unified Tennis in all nineteen middle schools. The SOMD continues to seek opportunities to start Unified Sports in other school systems, physical education, interscholastic, or intramurals, during the 2020-2021 school year.

As a Health Impact Grant recipient in 2019, Special Olympics Maryland now offers resources and programming for improved fitness and overall health. Unified ® Fitness clubs encourage personal achievement in an inclusive environment. Additionally, the Special Olympics Fit 5 ® Guide is a resource that is easy to use and implement for all ages and grade levels. Encouraging participants to eat 5 fruits and vegetables a day, drink 5 bottles of water, and get physical activity 5 days a week, the Fit 5 ® model is easy to remember and even includes a tracker for students to chart their weekly progress!

The SOMD just celebrated its 12th anniversary of offering Interscholastic Unified Sports in High Schools. The high school Unified Sports programs are offered in twenty-one of Maryland's school systems.

Online Courses

The MSDE has completed revision of all online APE courses. Funding for the development of three general APE on-line courses was originally provided by the Maryland Public Television and the Special Olympics of Maryland in 2010-2011. 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 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).

The 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 EVERYONE –3 credits.

A cadre of facilitators teach the online courses, including teachers from Baltimore County, Prince George’s County, and a retired Frederick County teacher 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 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, 2015, 2019, and 2020. Three courses were offered for three credits during the 2019-2020 school year.

Adapted Physical Education Briefings

Each year, the MSDE holds fall and spring briefings for APE resource teachers, supervisors, and coordinators in various parts of the State and virtually. 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.

In addition to the SHAPE Maryland (Society of Health & Physical Educators) mini professional development sessions in various locations across the state, SHAPE Maryland also partnered with SOMD to host a state-wide convention for health and physical educators in Ocean City, MD from November 13-15th. The convention was attended by over 380 health and physical education professionals, higher education professionals, and school/district administrators. Each presentation included tips, tricks, and best practices for physical education and/or adapted physical education.

Maryland Adapted Physical Education Consortium (MAPEC)

Established during the 2009-10 school year, the MAPEC continues to provide resources for teachers who serve 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 bi-monthly newsletter continues to provide updates to the membership on legislative news, best practices, technology, and events that occur throughout the State. The [MAPEC website](#) has been updated to include documents the organization has developed and acts as a resource throughout the state. The MAPEC offered free professional development through their YouTube channel and hosted a virtual mini-convention on June 27, 2020.

Maryland Adapted Physical Education Teacher of the Year Award

Michelle Ignaszewski, a teacher from Charles County Public Schools, was selected as the SHAPE Maryland Adapted Physical Education Teacher of the Year for the 2019 – 2020 school year.

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 the SHAPE Maryland – The Society of Health & Physical Educators and the Society of Health and Physical Educators (SHAPE America)

Maryland Learning Links marylandlearninglinks.org

The Maryland Learning Links website 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. It houses 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

The Maryland Learning Links includes information on APE under the heading of "Individualized Education" and also 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.

Additionally, blogs by Jessica Wilson, the 2015 MAHPERD Adapted Physical Education Teacher of the Year from Harford County and John White, APE Steering Committee Chairperson, are posted on the Maryland Learning Links website. The MSDE will continue to update and enhance resources on the site.

Appendices

Appendix A
The Data Collection Tool

2019-2020 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 of 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 indicate the sport(s), and the number of schools and participants under the category of Sport-Other at the end of the form.
3. If your high schools include only 10th through 12th grades, but 9th grade students participate on any of your high schools' teams, please include their number in the participation figures.

BOYS

GIRLS

	Schools	Total Participants	Participants with IEP/504	Schools	Total Participants	Participants with IEP/504
Badminton						
Baseball						
Basketball						
Bowling						
Cross Country						
Field Hockey						
Football						
Golf						
Gymnastics						
Lacrosse						
Soccer						
Softball						
Swimming & Diving						
Tennis						
Indoor Track						
Track and Field						
Volleyball						
Wrestling						
Ice Hockey						

Appendix B
Participation Survey

2019-2020 ATHLETIC PARTICIPATION SURVEY
STATE ASSOCIATION SUMMARY REPORT

	BOYS			GIRLS		
	Schools	Total Participants	Participants with IEP/504	Schools	Total Participants	Participants with IEP/504
Badminton	19	233	18	34	533	60
Baseball	164	4,788	601	36	9	0
Basketball	197	5,466	748	191	4,098	350
Bowling	16	285	113	16	312	82
Cross Country	183	3,823	533	178	2,643	212
Field Hockey	0	0	0	114	3,583	313
Football	180	12,297	2,230	61	34	2
Golf	160	1,165	167	137	367	30
Gymnastics	0	0	0	8	136	18
Lacrosse	142	5,665	786	136	4,748	336
Soccer	181	6,727	627	176	5,801	328
Softball	19	94	6	157	3,918	337
Swimming & Diving	110	1,960	297	112	2,257	220
Tennis	151	1,879	166	149	2,007	96
Indoor Track	182	5,395	741	181	4,777	353
Track and Field	374	6,333	842	163	5,045	399
Volleyball	37	651	52	164	4,851	348
Wrestling	179	4,591	773	128	416	57
Ice Hockey	3	72	7	2	17	3
Totals		61,424	8,707		45,552	3,544
Total Participation	106,976					

- Please note this data does not include spring sports participation numbers from Prince George’s County Public School as well as all sports participation numbers from the SEED School.

Appendix C
Corollary/Allied/Unified Programs

**2019-20 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT
PARTICIPATION WORKSHEET**

	BOYS			GIRLS		
	Schools	Total Boys	IEP/504	Schools	Total Girls	IEP/504
Basketball						
Indoor Bocce						
Outdoor Bocce						
Bowling						
Cycling						
Golf						
Soccer						
Tennis						
Track and Field						
Strength Training						
Floor Hockey						
Indoor Softball						
Handball						
Corn Toss						
Sailing						

Appendix D

2019-20 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT

Composite Survey Results from the Local School Systems

	Schools	Total Boys	IEP/504	Schools	Total Girls	IEP/504
Basketball	11	70	57	11	62	27
Indoor Bocce	85	679	424	83	544	225
Outdoor Bocce	51	366	220	48	399	160
Bowling	75	733	483	76	635	285
Cycling	4	19	12	4	7	5
Golf	0	0	0	0	0	0
Soccer	26	195	171	26	136	91
Tennis	67	439	261	67	458	172
Track and Field	26	204	114	26	225	86
Strength Training	15	135	69	15	133	43
Floor Hockey	0	0	0	0	0	0
Indoor Softball	51	359	303	53	247	168
Handball	10	112	56	10	42	22
Corn Toss	3	7	5	2	4	2
Sailing	1	23	0	1	11	3
Totals		3,341	2,175		2,903	1,289
Total Participation	6,244					

- All sports listed are co-ed
- Please note this data does not include spring sports participation numbers from Prince George’s County Public School as well as all sports participation numbers from the SEED School.

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
<p>Allegany</p>	<p>Board Policy JB and procedure JB-R1 - Equal Educational Opportunity. The Board of Education of Allegany County does not discriminate on the basis of race, color, gender, age, national origin, religion, or disability in providing access to educational programs and activities.</p> <p>Board Policy IHBA, procedures IBHA-1, 2 and 3 - Corollary Physical Education and Athletics. The Board of Education believes in the importance of offering physical education and athletic programs to all students. It is the policy of the Board of Education that all students with disabilities have equivalent opportunities for participation in mainstream physical education and interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided.</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. (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.(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. (d). The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student’s ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>(a). Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to maximize student opportunities and provide guidance for coaches. The Committee shall include:</p> <ul style="list-style-type: none"> (i) The supervisor of athletics (ii) A school athletic director (iii) An adapted physical education teacher (iv) A special education representative (v) A school-based administrator <p>(b). Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the</p>

		<p>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. (c). To make its determination, the Committee shall apply the following four point criteria: Do the accommodations or modifications:</p> <ul style="list-style-type: none"> (i) Fundamentally alter the sport? (ii) Provide a competitive advantage to the student? (iii) Competitively disadvantage other participants? (iv) Significantly increase the risk of injury for the student or other athletes? <p>(d). The Pathway to Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> (i) The student is able to participate in the interscholastic athletic program with accommodations. (ii) The student is able to participate against or alongside other athletes in individual events with allowable accommodations or modifications. (iii) The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program. <p>B. Corollary Athletic Program</p> <ol style="list-style-type: none"> 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. 2. The Corollary Athletic Program shall include co-ed teams of disabled and non-disabled students who meet eligibility requirements. 3. Allegany County Public Schools shall provide: <ul style="list-style-type: none"> (a). Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program. (b). Corollary Athletic Program coaches. (c). Team uniforms and game equipment. (d). Transportation for teams to travel in order to compete if appropriate. 4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program: (a). Are secondary school
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		students in grades 9-12. (b). Are officially registered and attend an Allegany County Public School. (c). Submit a parent/guardian permission form for participation. (d). Submit a medical approval form.(e). Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.
Anne Arundel	Board Extra-Curricular Programs Policy Code 909 states: All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.	1. The following criteria 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 of competition. A student may appeal the committee's decision following the school system's standardized appeals process up to the county Board of Education.
Baltimore City	Rules 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	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. 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

	<p>be provided.</p>	<p>team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment.</p> <p>Pathway To Play Committee</p> <ul style="list-style-type: none"> • Prior to the start of each athletic season, the school system shall convene a Pathway To Play Committee to provide to the fullest extent possible opportunities for disabled students and provide guidance for coaches. The committee shall include: <ul style="list-style-type: none"> The Coordinator for Interscholastic Athletics A school athletic director An adapted physical education teacher A special education representative with inclusion background A school-based administrator (principals or assistant principal) • Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program and is denied that opportunity is referred to the Pathway to Play Committee. This committee will consider the eligibility and appropriateness of a student's appeal on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation. • To make its determination, the committee shall apply the following four point criteria: <ul style="list-style-type: none"> Do the accommodations or modifications: <ul style="list-style-type: none"> Fundamentally alter the sport? Provide a competitive advantage to the student? Competitively disadvantage other participants? Significantly increase the risk of injury for the student or other athletes? • The Pathway To Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> * The student is able to participate in the interscholastic athletic program without accommodations. * The student is able to participate against or alongside other athletes in individual Interscholastic events with allowable accommodations or modifications. * The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Program.
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Baltimore County	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>
Calvert	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 alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation. The appeals process set forth in Policy 1600 Regarding Appeals shall govern the processing of the complaint.</p>
Caroline	All LSS policies and regulations were adopted in December, 2010. Policy and Regulations are on file at MPSSAA.	<p>1. Head Coach of the specific interscholastic sport decides on the assessment criteria and determines whether the student athlete's disability is either a safety risk or it fundamentally alters the nature of the mainstream interscholastic athletic program.</p> <p>2. Athletics are under the supervision of the school's principal. An appeal, based on specific written allegations of discriminatory actions by the head coach in selecting student team members is submitted to the principal. The principal may, at his/her discretion, convene a hearing panel as defined in the Fitness and Equity Regulations as the "Pathways to Play Committee" with specific</p>

		<p>membership, who will convene, conduct an investigation and render a decision concerning the allegations within five (5) school days. The student would have recourse to appeal the "Pathway to Play Committee" decision to the superintendent of schools and his/her decision could be appealed to the local Board of Education for a hearing. The decision of the Board of Education may be appealed to the State Board of Education whose decision would be final.</p>
Carroll	Board Policy IHBA.A.	<p>1. The assessment criterion established by CCPS are: (1) Does the student meet the eligibility requirements? (2) Does the student's present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall (1) State the alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation.</p>
Cecil	CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.	<p>1. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out period. Coaches determine the final roster based on skill testing, competitive demeanor and the student's ability to function in a team environment. 2. An appeals process as mandated by state law is available when necessary for each school.</p>
Charles	Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities: All students enrolled in Charles County Public Schools shall have the equivalent opportunity to participate in regular physical education and interscholastic athletic programs, regardless of ability or disability, subject to	<p>1. Upon the request of a student, teacher, parent or coach, any student with an IEP or 504 Plan who wishes to participate in the mainstream athletic program is referred to a system-based committee who will consider the eligibility of each student on a case by case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to</p>

	<p>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.</p>	<p>enable the individual student's participation. 2. To Assistant Superintendent/designee.</p>
Dorchester	<p>Policy fully adopted in May 2011.</p>	<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>
Frederick	<p>(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.</p>	<p>1. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: (a) present a safety risk; or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school's special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations. 2. All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school based administrator, and, when appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.</p>

Garrett	Policy 347.7 and Procedure JJA	1. All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options. 2. Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extracurricular Review Committee.
Harford	Physical Education and Athletic Programs for Students with Disabilities Policy.	1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach. 2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.
Howard	Physical Education and Athletic Programs for Students with Disabilities Policy.	1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach. 2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.
Kent	Eligibility for Participation in Extra-Curricular Activities; Procedure Number 600-85.	All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission. In addition, the athletic director and school administration will consult if there is any concern regarding a student's participation altering the mainstream interscholastic athletic program.

<p>Montgomery</p>	<p>(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i> http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf, establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) MCPS Policy IOB, <i>Education of Students with Disabilities</i> http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf, establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. (3) IQA-RA makes reference to athletic rules, regulations, and standards included in the <i>MCPS High School Athletics Handbook</i>. Athletic opportunities regarding students with disabilities will be included in this handbook.</p>	<p>1. The coach and the athletic director at the local school would initially determine if the student is able to participate without presenting a risk to self 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 would cause a fundamental alteration of the sport, the student will be referred to the Pathway to Play Committee. The Pathway to Play Committee would review the decision of the coach/athletic director and issue a recommendation. 2. The student would then appeal the decision to the Pathway to Play Committee. The committee would apply a three-pronged set of criteria that will result in one of three potential decisions/recommendations. The three-pronged criteria would 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 in 1) a mainstream interscholastic team sport, 2) a mainstream interscholastic individual sport, or 3) a sport in the Corollary Athletics Program.</p>
<p>Prince George's</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>Queen Anne's</p>	<p>(1) All students follow the regulations and policies contained in the Guide for Student Athletes and Parents. (2) Policy is on file with MPSSAA.</p>	<p>Student Eligibility Determination</p> <ul style="list-style-type: none"> a. All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream interscholastic athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission. b. Students with disabilities who meet the eligibility requirements shall not be excluded from the try out unless inclusion presents an objective safety risk to the student or others based on an individual assessment of the student or fundamentally alters the nature of the mainstream athletic program. c. During the try out, a student with disabilities shall be allowed to use whatever modifications or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, or special equipment. A student shall not be excluded from trying out merely for needing modifications or aids. 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>2. Pathway to Play Committee</p> <ul style="list-style-type: none"> 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>The committee shall include:</p> <ul style="list-style-type: none"> i. The Supervisor of Athletics for Queen Anne's County Public School ii. The school athletic director from the high school that student with disabilities does not attend. iii. A physical education teacher from the student with disabilities' high school iv. A representative from the Office of Special Education Services v. The Assistant Superintendent of Instruction <ul style="list-style-type: none"> 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
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		<p>eligibility of each student on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</p> <p>c. To make the determination, the committee shall apply the following four point criteria: do the accommodations, modifications or aids:</p> <ul style="list-style-type: none"> i. Fundamentally alters the sport? ii. Provide a competitive advantage to the student? iii. Competitively disadvantage other participants? iv. Significantly increase the risk of injury for the student or other athletes? <p>d. The Pathway To Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> i. The student is able to participate in the interscholastic athletic program with accommodations. ii. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids iii. The student is unable to participate in individual or team spots because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
Somerset	Physical Education and Athletic Programs for Students with Disabilities Policy.	<p>1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</p>
St. Mary's	IBHAA Physical Education and Athletic Programs for Students with Disabilities Policy. Adopted September 8, 2010.	<p>1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. A "COMPASS"</p>

		<p>Committee comprised of the supervisor of athletics, a high school activities director, an adapted physical education teacher, a special education representative, and a school-based administrator will consider the feasibility of including students with disabilities on a case-by-case basis. 2. A chain of command is outlined for parents or guardians to follow if they choose to file an appeal. Students with disabilities who are unable to access the mainstream program will be encouraged to participate in the Physical Activity and Lifetime Sports Program (PALS).</p>
Talbot	<p>Corollary Athletic Program For Students With Disability POLICY CODE 9.16.</p>	<p>1. Each coach submits/post sport specific skills assessment criteria utilized for team selection to the school athletic director, special education teachers, students and parents prior to tryouts. These include such things as speed, agility, endurance, passing/kicking/shooting/throwing accuracy, offensive/defensive strategies among others. (2) The school athletic director is notified in writing that a student with disabilities expresses an interest in trying out for a mainstream interscholastic team. The written notification should include the specific sport of interest, the disability and any necessary accommodations. (3) The athletic director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success. (4) The Pathway To Play Committee will be comprised of the Athletic Director, Special Education Teacher, Coach(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>
Washington	<p>Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities. The policy states that students with disabilities have equivalent opportunities for</p>	<p>All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements. The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk</p>

	<p>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.</p> <p>Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities.</p>	<p>and does not fundamentally alter the sport. The assessment criteria will be determined on a case by case basis and in conjunction with special education staff. If the disability or accommodations fall into one of the four-point criteria areas which preclude a student's participation, then the student or parent may request a meeting with the Pathway to Play Committee. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member. The four point criteria will include 1) whether there is an 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>
Wicomico	<p>While there are no policies specific to students with disabilities, there are policies applicable to all students. These policies are: (1) Co-curricular and extracurricular activity eligibility and (2) Wicomico County Athletic Handbook (Practice Regulations and Coaches' Responsibilities in Reference to Injuries). Students who participate in Unified Sports programs are not assessed an athletic participation fee due to the financial support that is currently offered from Special Olympics Maryland.</p>	<p>1. (1) The Departments of Athletics and Special Education will work together to appoint a task force consisting of specialists in the field of disability sports. The purpose of the taskforce will be to develop specific guidelines for determining the appropriateness of sports participation to ensure students are not at health or safety risk or that the sport is being fundamentally altered. (2) The Departments of Athletics and Special Education will be responsible for the oversight of the application of these criteria. (3) Determinations of the appropriate accommodations that need to be provided to students with disabilities are made by the IEP teams. 2. A Pathway to Play Committee is used to review appeals submitted by students and parents.</p>
Worcester	<p>Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12</p>	<p>1. The criteria and how accommodations will be provided continues to be determined by the principal in consultation with the head coach, parents, and special needs staff as appropriate. Considerations include sports skills testing, competitive demeanor, and the student's ability to function within a team environment. Students with disabilities are granted</p>

		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."
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Section II – Alternative Sports Programs

LSS	Description of Types of Alternative Sports Programs and Structure	Needs Assessment
Allegany	<p>1. We are following the Special Olympics Maryland Unified Sports model. During the 2019-2020 school year, all three high schools in Allegany County offered Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring.</p> <p>2. Each sports season consisted of three competitions and practices twice a week for eight weeks.</p> <p>3. ACPS provides (a.) Rules, guidelines and modifications for each activity or sport to ensure greater student participation and success within the program (b.) Corollary athletic program coaches (c.) Team uniforms and game equipment, (d.) transportation for teams to travel in order to compete.</p>	<p>All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.</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.</p>
Anne Arundel	<p>1. High school interscholastic programs were offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Outdoor Bocce in the spring. Corollary sports offerings of bocce and bowling is being offered at the middle school level through intramural programs.</p> <p>2. All three alternative sports programs model mainstream practices and competitions. Tennis and Bocce have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating county championship event. Additionally, these teams participated in the Unified Tennis and Unified Outdoor Bocce State High School Invitational. Bowling has 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event.</p>	<p>Discussions were held with Adapted Physical Education Resource Teacher, Special Education Coordinator, Athletic Coordinator, Special Projects person, and other LEA's. As a result of these discussions, sports were selected based upon active student involvement, greatest opportunity for inclusion and success, available accommodations, required participation numbers, safety, and facilities. Additionally, insights were sought from community groups and parents, and Anne Arundel staff researched Special Olympics offerings.</p>
Baltimore City	<p>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</p>	<p>The Unified Sports options offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic</p>

	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.	director and special education team at each school.
Baltimore County	1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in 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.	A thorough needs assessment is done through collaboration with the Office of Athletics, Special Education, Athletic Directors and other stakeholders.
Calvert	We are following the Special Olympics Maryland Unified Sports model. During the 2019-20 school year, Calvert County's high schools offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter (we will be starting Unified Bowling this winter in place of S&C), and Unified Outdoor Bocce in the spring.	A thorough evaluation of interest among the special needs population.
Caroline	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.	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.

	Both high schools hold an appropriate recognition/culminating program for deserving athletes. 5. Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.	
Carroll	<p>1. CCPS offered a Corollary Sports Program in the following sports in 2014 -15: Unified Bocce in the fall, Bowling in the winter and Unified Track & Field in the spring. CCPS re-evaluated the program in 2015-16. CCPS has been providing the following sports for the past four years and plans to offer these three corollary sports again for the 2019-2020 school year: Corollary Indoor Bocce in the fall, Corollary Bowling in the winter, and Corollary Corn Toss in the spring.</p> <p>2. Each sport will convene 1-2 practices per week for an 8-10 week regular season. This includes at least 1 competition for each school every week of the regular season and a culminating countywide tournament at the end of each sport season.</p>	To determine the level of interest & ensure the sport is appropriate for the greatest number of students with various types of disabilities, student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers, and special education professionals, and resource teachers were taken into account when making the decisions.
Cecil	<p>1. Cecil County participates in the Special Olympics Maryland Unified Tennis program in the fall and Unified Outdoor Bocce program in the spring. Bowling is offered in the winter.</p> <p>2. The bowling program is a shortened season consisting of 5-10 practice sessions with a culminating tournament between schools and counties (Harford and Cecil) while the Tennis and Bocce season involves interscholastic play culminating with a county tournament.</p>	The county maintains a Coordinator for Corollary Athletics who oversees the program. Consultation is done with each school's athletic director and building coordinator. Surveys are done after each season to look for improvements by the coordinator.
Charles	<p>1. Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competition. The Unified/Corollary athletic program includes co-ed teams comprised of students with and without disabilities who meet eligibility requirements. CCPS provides: (1) rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms and game equipment; and (4) the transportation for teams to travel in order to practice and compete.</p>	The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.

Dorchester	<p>1. Dorchester County Public Schools offered Corollary Athletic Programs to students in the following sports: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. 2. Two practices per week are held with two competitions between the county high schools and a culminating state tournament.</p>	<p>An awareness campaign was conducted through Special Olympics Maryland during student lunch periods. Physical Education teachers, Athletic Directors and Administration will work together to promote the corollary programs. During the IEP process the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.</p>
Frederick	<p>1. FCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There are no cuts. Students who are members of a mainstream Junior Varsity or Varsity interscholastic athletic team are ineligible for a Corollary Athletic Program that is conducted during the same sports season. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports offered by all 10 of the Frederick County high schools in 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>
Garrett	<p>1. Historically, students with disabilities have participated in the extracurricular programs of their choice (if they meet eligibility criteria). During the 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</p>	<p>All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.</p>

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

Kent	Kent County works in partnership with Special Olympics Maryland, providing Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Kent County High School's Unified teams participated in 2 local competitions each season as well as in the Unified Tennis, Strength and Conditioning, and Outdoor Bocce State High School Invitational.	Meetings were held with key school system administrators, the supervisor of athletics, the high school principal, and the coach to determine needs and develop plans for successful implementation of the program.
Montgomery	<ol style="list-style-type: none"> 1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics programs for students with disabilities and students without disabilities: Team Handball in the fall, Unified Bocce in the winter, and Allied Softball in the spring. 2. Seasons are approximately 8 weeks in length, including two weeks of practice before the first game, followed by 6 weeks of contests and practices. Generally, after the first two weeks, there are approximately four days of practices and one contest per week. Teams compete for both division and countywide championships. 	A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based in this input, the group recommended potential sports to include: Unified Track and Field in the fall, Unified Bocce in the winter, and Allied Softball in the spring. The sports that were ultimately chosen were appropriate using a number of criteria, including level of interest, facilities, number of students who could participate, and the status of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics).
Prince George's	<ol style="list-style-type: none"> 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.
Queen Anne's	Queen Anne's County partners with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams	Consultation with special educators, screening the parents and students, and utilizing a variety of communication methods. The Pathway to Play Committee will also

	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.	be used as a resource.
Somerset	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.	During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested. Letters will also be sent out to inform parents.
St. Mary's	1. The Physical Activity and Lifetime Sports Program (PALS) offers Cycling in the fall, Bowling in the winter, and Bocce in the spring. 2. Length of the season is 4-6 weeks with the first two or three sessions devoted to practices and assessments and the remainder of the season devoted to bringing together participants for combined activities/competition.	Following a period when the Corollary Sports programs are advertised, a pre-season meeting will be held and students will be asked to express their interest by completing a survey form. Feedback from participants, coaches and parent/guardians will be solicited at the close of each season. All post-season analysis of each sport offers along with feedback from coaches, athletes and parents will be shared with the Office of Special Education and Athletic Directors.
Talbot	<p>1. TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School.</p> <ul style="list-style-type: none"> • 2010, a Unified Bocce program was implemented. • 2010-11SY, the program was expanded to include Unified Tennis in the fall. • 2011-12SY, Unified Strength and Conditioning was added for the winter season. <p>With the addition of Strength and Conditioning, we now offer 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>	The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.

Washington	<p>WCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and it is co-ed. There will be no cuts. Students must meet most MPSSAA and WCPSSAA athletic eligibility criteria. Sports are offered at all seven MPSSAA participating Washington County high schools. WCPS offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Appropriate funding is provided to maintain coaches' stipends, transportation, equipment, supplies and uniforms. All three programs will model mainstream practices and competitions using the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter consisting of two practices per week, 4-6 competitions including a county championship and a state competition.</p>	<p>1) Pre-season meetings and training sessions with athletic administrators, coaches, teachers, students, and parents; 2) Collaboration with special education team leaders; 3) Collaboration and articulation with middle schools and "Best Buddies" Programs; 4) Sign-up numbers at pre-season student meetings; 5) Post-season evaluation of student numbers and annual review of the WCPS Unified Sports program.</p>
Wicomico	<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. 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>
Worcester	<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, Corn Hole, 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 2019 Students Taking Physical Education by Grade Span and Special Education Status

LOCAL SCHOOL SYSTEM	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	5656	908	72	4676	1398	167	29	1202
Anne Arundel	57869	5612	3259	48998	15767	1546	1365	12856
Baltimore City	52752	8111	1557	43084	7710	1553	373	5784
Baltimore County	78267	10316	3737	64214	19201	2476	1137	15588
Calvert	10466	981	718	8767	2061	193	237	1631
Caroline	3887	387	111	3389	1026	87	54	885
Carroll	16780	1980	1021	13779	5319	494	391	4434
Cecil	10098	1662	256	8180	2948	384	96	2468
Charles	17724	1717	403	15604	3696	347	125	3224
Dorchester	3205	280	77	2848	609	83	20	506
Frederick	29253	2948	1217	25088	6290	638	439	5213
Garrett	1642	151	43	1448	492	35	30	427
Harford	25704	3145	897	21662	7647	837	399	6411
Howard	38642	3609	1580	33453	7265	665	446	6154
Kent	1053	172	53	828	280	27	27	226
Montgomery	109936	12747	3631	93558	29341	3244	1288	24809
Prince George's	91899	9604	1629	80666	17994	2068	431	15495
Queen Anne's	5145	564	265	4316	988	81	100	807
Saint Mary's	11898	1303	466	10129	2113	198	131	1784
Somerset	1588	248	52	1288	437	91	16	330
Talbot	2993	308	121	2564	716	52	46	618
Washington	14869	1390	370	13109	3394	346	131	2917
Wicomico	9080	1126	291	7663	2787	313	109	2365
Worcester	4375	444	110	3821	942	120	43	779
Totals:	604781	69713	21936	513132	140421	16045	7463	116913

Data Source: SCGT 2019 End of Year Collection

Data for this report is provided by the Local School Systems (LSSs) and includes student course information from school year 2018-2019. 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 20200527

Appendix I

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

Reporting Period: September 1, 2019 through May 15, 2020

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, 2020.

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

All information must be entered on this form and submitted to: jason.semanoff@maryland.gov by Friday, May 15th, 2020.

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 Local School Systems are expected to maintain supporting documentation of reported information. Based on last year's feedback MSDE will acquire the physical education grade span and special education enrollment data internally.

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 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?**

LSS	Response to Question 1
Allegany	<ul style="list-style-type: none"> ● Allegany County Public Schools continues to consult with the Maryland Coalition for Inclusive Education (MCIE). ACPS worked collaboratively with MCIE to create school centered action plans. These action plans focused on improving co-planning, tiered intervention and specially designed instruction practices at each school. ACPS staff have been working with and supporting four cohorts, which cover sixteen of our schools to date. It is regular practice for physical education and Special Education Departments and individual teachers to collaborate and discuss issues if 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. P.E. Teachers are included as members of the IEP Team. They collaborate and consult with Physical Therapists, Occupational Therapists, and others, to develop individual students' goals. Where adaptations are needed, our physical education teachers are actively involved in planning and delivering the instruction, including accommodations and modifications as appropriate. ● All teachers received professional development on Focused Instruction and Guided Instruction and Collaboration, three 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, for improving student achievement outcomes for all students. During staff development, Special Education Facilitators 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. Physical education teachers are also encouraged to take part in PD opportunities

LSS	Response to Question 1
	<p>provided by SHAPE and MSDE.</p> <ul style="list-style-type: none"> Special Olympics of Maryland (SOMD) has a continued partnership with ACPS and corollary athletics/unified sports are present in all 3 high schools. Students participated in Corollary Sports: Indoor Bocce, Tennis, and Track & Field for 2019-2020. Funds are also given to ACPS SLE programs. The 16th Annual Hooley Plunge was held on March 7, 2020 at Rocky Gap State Park and has become the largest single day fundraising event in the county raising money for Special Olympics and other programs in Allegany County that help the developmentally disabled. All physical education staff have been provided SPARK Inclusive Guide and access to the Maryland Adapted Physical Education Consortium website.
Anne Arundel	<ul style="list-style-type: none"> Unified Physical Education courses offered at 5 high schools; Unified Dance course offered at 4 high schools; 3 high schools recognized as Unified Champion Schools by Special Olympics; 0.9 additional staffing for APE submitted in 2020-21 school year budget through special education; continual increase in number of students identified who need APE service on their IEPs; created APE FAQ document for physical therapists to use in IEP meetings when questions arise; Presented at a Special Ed professional development for Teaching Assistants and Temporary Support Assistants on expectations in PE 20 Elementary School PE teachers were provided a 3-hour APE PD on a PD day – those teachers also received an APE tool kit with adapted equipment and visual supports. Funding for the tool kits was provided by special education. (Increased knowledge of adapted equipment and best practices for teaching students with disabilities) Professional development for Teaching Assistants and Temporary Support Assistants on expectations in PE. (more collaboration between PE teacher and teaching assistants) Professional development on inclusion to school PE staff and special education staff (Increased collaboration and understanding of expectations in PE); Full day PE PD in August – conference style PD which included APE sessions each hour including Weight Training for students with disabilities, Inclusion best practices, Unified PE, Working with Paraprofessionals, Beep Baseball and Working with students with emotional disabilities Adapted PE FAQ document for IEP teams; Resource folder for modified activities and cognitive assessments for elementary and secondary PE
Baltimore City	<ul style="list-style-type: none"> In Baltimore City Public Schools (City Schools) Adapted Physical Education (APE) is managed by the Office of Special Education, Related Services Unit which sits in Academic Office. General education physical education (PE) teachers are managed by the Office of Teaching and Learning which sits in the Academic Office. 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. The district has four (4) school-based APE teachers who support the separate public day schools. Currently there are five (5) itinerant adapted physical education teachers who

LSS	Response to Question 1
	<p>provide APE service either directly to students or via consultation with the student and/or school-based PE teacher. In addition to supporting general education students, the school-based PE teachers work with students with disabilities, typically within a general education setting, in accordance with IEP requirements.</p> <ul style="list-style-type: none"> • Through a variety of professional learning workshops, general physical education teachers are taught best practices such as physical education is for every “body,” that EACH student should have an equal opportunity to participate and be successful in physical education through the adaptation and modifications of activities, and progress should be monitored via personal bests – not by athletic ability. The itinerant APE teachers and the Educational Associate for APE jointly planned and conducted a systemic professional development session with school-based physical education teachers in October 2019. During this session the APE teachers shared: special education information, training, and skill adaptations related to physical education for students with disabilities, enhancing the Special Olympics program; development of school-based strategies related to collaborating with PE teachers; review of APE goals; report writing and documentation requirements <p>In addition, monthly Special Olympics trainings are (September 2019-May 2020) held for the school Special Olympic coaches and coordinators (many of whom are PE teachers). In these meetings teachers are provided with: skill-specific training as well as competition procedures specific to each sport (Ten-pin/Duck-pin bowling, speed skating, IUS indoor/outdoor bocce, snow shoeing and track/field competitions; concussion and heat-related injury training; Coaching Special Olympics Athletes and Protective Behaviors as required by Special Olympics of Maryland</p> <ul style="list-style-type: none"> • The Unified Interscholastic Athletic Program continued for School Year 2019-2020 with support from the Interscholastic Athletics Office. 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. <p>The district’s Adapted Physical Education Guide was revised and updated in August 2019, 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. It is anticipated this guide will be revised again in July 2020.</p> <p>A co-teaching model, with the APE and PE teachers working collaboratively or consultatively, is continuing with 50% of APE students in several different schools. The itinerant adapted physical education team has larger caseloads and more interaction with the general education physical educators. The APE teacher assists the school-based PE teachers</p>

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	<p>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 peers.</p>
Baltimore	<ul style="list-style-type: none"> • The members of the Adapted Physical Education (APE) Resource Team are assigned a contact person within the different divisions/areas of Special Education (Teaching and Learning, Compliance, and Related Services). The APE Resource Teachers reach out to their contact person with any questions related to their division of Special Education. Both the Special Education and Physical Education offices are in the same building to allow for on-going collaboration among the departments. The program, “Move to Work,” a collaboration with the Office of Physical Therapy and other related service providers, provides high school special education students in self-contained programs with activities to develop skills needed for work after they leave the school environment. This collaboration continued this year as we were also able to offer an additional after-school workshop which provided equipment and professional development for teachers teaching adapted physical education. • At countywide professional development sessions, physical education teachers that teach students in self-contained special education programs were given information about IEPs and compliance. At each physical education meeting for high school department chairs, middle school content leaders, and elementary teachers, information on resources, the IEP process, and equipment was presented. New teachers are provided with an overview of the APE process prior to the start of the school year. New teacher meetings held throughout the year provided attendees with information on a variety of topics on teaching students with disabilities. Teachers also receive specialized training regarding APE information on the online IEP system, Student Planning System (SPS). A professional development opportunity was held for high school physical education teachers that teach students in the self-contained special education programs. This additional learning opportunity included strategies to teach a modified version of the high school fitness course, warm-up ideas, instruction in the weight room or fitness center, and best practices for utilizing weighted bars in class. • Adapted PE forms, templates, and other resources have been created/updated and uploaded onto Schoology (the BCPS Learning Management System) for use by PE teachers to support adapted physical education. In the summer of 2019, a modified curriculum of the high school Fitness Foundations course was developed for students with intellectual disabilities and autism in the self-contained programs. The APE Team also coordinates, organizes, and conducts four regional Awesome Activity Days where APE students from local schools come to a central school to participate in PE activities along with dancing and social opportunities. This occurs with the help of students and teachers from the host school. Due to the school closures, the planned Awesome

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	Activity Days had to be canceled.
Calvert	<ul style="list-style-type: none"> • Our local school system has continued to implement and protect the inclusion of students with disabilities into the mainstream PE setting. All of our regional program students (both diploma and certificate bound) attend physical education in the general education setting with their typically aged peers. • In November 2019, the county’s two APE Resource Teachers, Itinerant teachers, and six general PE teachers provided a professional development for our Instructional Assistants (paraprofessionals) that work directly with our students with disabilities in the general PE setting. These IAs were provided modifications for physical fitness testing, gross motor skills, and how to support students with complex physical assistance needs. • Recently, our day school (Calvert Country School) has been sending some students out to other mainstream schools for recess, resource (PE) and lunch to get more exposure to their typical peers. Calvert County is also finishing year two of MCIE which ensures students are included in the general education setting to their maximal potential.
Caroline	<ul style="list-style-type: none"> • Supervisor of PE and Supervisor of Special Ed meet quarterly to discuss student needs and the needs of the APE program. CCPS protocols are being updated to ensure student needs are met in the least restrictive environment. A shared district drive is utilized to collect data so that supervisors are kept involved in the student plan. Supervisors meet monthly with the APE Teacher specialist for updates and continued needs assessments. • The APE Teacher Specialist provided PD on data collection, goal assessments, and support staff use in the classroom. Specialist models lessons within the classroom for PE teachers that need additional support. A calendar was created for PE teachers to request support from the APE Specialist in their classroom or to plan. Since the creation, all teachers have asked for assistance with increased inclusion for students with disabilities, as well as an increased stated comfort level of teachers. • Additional materials and lessons were provided to elementary and middle school PE teachers to utilize within their classroom. APE equipment inventory was completed and an order for needed equipment has been placed. As the need change, additional equipment will be purchased. A full time APE Teacher specialist was hired to support all PE teachers and students. Coaching and meetings are held with all teachers on a weekly basis to address concerns and support needs. APE Teacher specialist completes all assessments, creates goals, and attends all IEP meetings as part of the IEP team.
Carroll	<ul style="list-style-type: none"> • PE Weekly meetings/Check-ins with the PE supervisor and the Instructional consultant of Adapted PE. 2. Instructional consultant provides PD to general education PE teachers for support. 3. Work with schools on the TIES grant. 4. Lending Library is provided for all PE staff associated with APE. Materials include professional development literature to assist teaching students with disabilities. 5. Inclusive PE

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	<p>books have been bought and distributed to several schools. 6. Inclusion Day- County-wide High School day of activities for APE students.</p> <ul style="list-style-type: none"> • Staff from PG County came to Carroll Springs to provide specific professional Development for our most challenging/involved students. 2. Inclusive PE books bought and distributed. 3. Staff utilized the MAPEC website for documents / webinars. 4. Teachers meet with APE instructional consultant to discuss TIES grant and how improve lessons for students with disabilities. 5. Adapted PE delivered a session during the back to school in-service to provide information/updates/documents for APE teachers to start the year. 6. APE instructional consultant attends MSDE and MAPEC meetings to gather information to share with all CCPS staff. • Implementation of the new TGMD -3 assessment. 2. Variety of poster size instant activities with visuals. 3. Purchase of 2 off-road wheelchairs for students to use to participate on the field with PE classes. 3. During school closure – Individual Continuity of Learning plans have been created for students with IEPs. 4. Log sheets/other documents/PDs have been created to assist all teachers with the ICLP and services during this time.
Cecil	<ul style="list-style-type: none"> • Utilizing an employee devoted to the implementation and execution of the Adapted Physical Education program • Continued and ongoing review of the APE process • Expansion of Unified Athletics program, new supplies
Charles	<ul style="list-style-type: none"> • The Adapted Physical Education Resource Teachers’ positions continue to be are listed under the Special Education Department in Charles County Public Schools. These individuals collaborate with compliance officers, special education directors, program coordinators, 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. Every effort is made for students with disabilities to be mainstreamed in physical education. Our special education programs are fully included amongst our schools in the school system allowing students with disabilities direct access to their same-age peers in both the school culture and, specifically, the physical education setting. • Annually teachers are given professional development opportunities in adapted physical education. New teachers are provided orientation on adapted physical education specific to Charles County during the New Teacher Orientation as well as sessions are offered to staff during professional development days on various topics in special education and adapted physical education. The outcomes are for participants to get a better understanding of their students with disabilities and provide strategies to fully include them in physical education. We are also continuing our grant partnership with Special Olympics Maryland and the Young Athletes Gross Motor program targeted at early childhood/PreK

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	<p>programs as a supplement to physical education and gross motor instruction.</p> <ul style="list-style-type: none"> For the 2019-2020 school year, we continue to develop and improve our PE Leadership Inclusion course at the high school level and encourage all high schools to offer this course for students. In addition, we continue to provide Young Athletes Program resources and training annually to any individual interested in conducting the program.
Dorchester	<ul style="list-style-type: none"> 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 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. For a fifth year, during the 2019 – 2020 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 providing more focused instruction to students with specific disabilities was made much easier due to this resource. During the 2019 – 2020 school year, the Supervisor of Special Education as well as the special education staff provided detailed and thorough professional development for the Administrator and Supervisor staff, as well as for all faculty at each school regarding IEP and 504 expectations as well as state and federal updates. The protocols and expectations for addressing the adaptive physical education needs is also housed on the 2019 – 2020 Physical Education Instructional Expectations document. We started revising the PE curriculum and will continue the work to revise the PE curriculum over the summer.
Frederick	<ul style="list-style-type: none"> 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. APE Teacher Specialists attend quarterly SPED meetings, meet with SPED Teacher Specialists and Coordinators regularly. Continued discussions about how to increase PLN for PE teachers and Case Managers on APE process, data collection, IEP Process,

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	<p>Submitting forms in a timely manner</p> <ul style="list-style-type: none"> • FCPS has expanded to 6 Middle School Inclusive PE/Health classes • Developed and hosted online sessions for Adapted PE Teachers, as a means to establish collaboration across a national platform in the United States
Garrett	<ul style="list-style-type: none"> • Physical education and special education offices collaborate through monthly instructional and administrative meetings. These meetings include directors, supervisors, administrators, and other personnel as needed. The physical education staff is also invited and attend IEP meetings at schools, as needed, to help plan for inclusive physical education classes based on individualized student needs. The special education staff collaborates with the physical education staff to help plan and implement adapted physical education activities. Related service providers are also included in IEP and collaborative meetings to help plan for adapted physical education. • Due to the small number of students who require adapted physical education, professional development is provided to teachers on an as-needed basis. Our county representative attends the state adapted physical education meetings and disseminates the information to the other physical education teachers in the county. We also include a physical therapist to consult with the physical education teacher on the unique needs of specific students in regards to movement. • Adapted physical education resources have been provided to our physical education teachers to provide them with ideas of activities and lessons for students with disabilities. Our adapted physical education teacher has also worked with a physical therapist and special education teacher to help plan adapted physical education activities for a student with a visual impairment.
Harford	<ul style="list-style-type: none"> • Preplanning transition to middle school and alternate dressing areas needed. Planning with special educators and facilities all fields, gymnasiums, fitness labs to make sure access can be made for all areas. • APE dept. presented training for writing progress reports, log sheets, and collecting data. Reports improved in data collection quantity and quality. • Included modified and adapted equipment in the bowling kits and golf kits for elementary schools. Purchased modified and alternate equipment (mouth release, trigger release for archery unit to allow participation by all students)
Howard	<ul style="list-style-type: none"> • APE staff members participate in countywide professional learning with PE staff. This is a collaboration between special education and PE because APE is part of special education. APE staff presented to PE staff who teach in schools with regional programs for students with various types of disabilities, on successful inclusion strategies. APE Program Head regularly attends special education leadership meetings and reports special education updates back to APE staff, and PE staff as needed. APE staff has participated and contributed to PE Leadership meetings, working

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	<p>on resource development and planning professional learning for the county. PE staff receive training from special education teachers on how to implement Behavior Intervention Plans and Supplementary Aids as documented on the IEP.</p> <ul style="list-style-type: none"> • During a fall 2019 professional learning day, APE staff presented to PE staff who teach in schools with regional programs for students with various types of disabilities. This presentation included inclusion strategies for students with physical and cognitive disabilities. APE teachers consult regularly with PE teachers to provide suggestions on how to appropriately modify activities to include students with disabilities. APE Program Head created and shared a tip sheet for support staff (paraeducators and student assistants) on inclusion of students with Autism in PE. • Developed: APE staff is in the process of developing modified skill and activity checklists, and visual supports to support the inclusion of students with disabilities in PE, though this work has been paused during Distance Learning and may be revised depending on the future model of instruction for PE. Some of these resources were used by PE programs prior to the school building closure. During Distance Learning, APE Program Head created and shared various fitness visuals to support appropriate modifications for students with disabilities during virtual PE. During Distance Learning, APE Program head developed multiple guideline resources on creating and implementing APE instruction virtually. Early in the 2019-20 school year, APE Program Head created and shared a tip sheet for support staff (paraeducators and student assistants) on inclusion of students with Autism in PE. Revised: The APE department has a “Community Resource Page” that continues to be revised as new programs are advertised. This page is handed out to parents and students at IEP meetings, and lists many physical activity opportunities in and near Howard County that are appropriate for students with disabilities. The “IEP Guideline” document created by APE Program Head is revised regularly to keep APE teachers informed about appropriate IEP documentation on APE (Present Levels, Goals and Objectives, Supplementary Aids, Services). APE Assessment Report templates are revised as we receive feedback from parents, to include language that is curriculum-based but can be understood by parents and IEP teams.
Kent	<ul style="list-style-type: none"> • There have been no new initiatives for 2019 – 2020 SY, however, the Physical Education and Special Education offices in KCPS continue to work collaboratively to train staff on physical limitations of students with medical conditions that impact their involvement in the PE curriculum. The continues to staff meet annually at the beginning of the year, and again as needed, to review IEPs, physical limitations, other health concerns, and how to approach the curriculum to meet the learners needs. The Physical Therapist and Occupational Therapist continue to work collaboratively with all PE teachers to adapt the curriculum as needed for children with disabilities.

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	<ul style="list-style-type: none"> • Physical Education teachers work annually during county level professional development days on including all students to be involved in the PE curriculum. The staff of the Department of Student Services and Instruction worked collaboratively with PE and Special Education teachers to complete the opioid curriculum and the sexual abuse prevention. • Although no new resources have been developed, our inclusion assistants and instructional assistants are trained by the PE and Special Education teachers to help adapt the curriculum as needed. Few students in Kent required a true adaptive PE curriculum, however, modifications to the curriculum are always made in conjunction with the Supervisor of Special Education and Special Education teachers.
Montgomery	<ul style="list-style-type: none"> • 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 promote training of physical education teachers to adapt and modify curriculum for Alternative Learning Outcomes (ALO) through a systematic training program and support on determining appropriate curricular goals and approaches to learning and assessment. • The following professional development opportunities were provided to physical education teachers and special educators in MCPS: Monthly Physical Education Collaborative Learning Voluntary Sessions Adapted Physical Education: 1. 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. 2. 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

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	<p>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.</p> <p>3. 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.</p> <p>4. Strategies for Working Effectively with Paraprofessionals in Physical Education and Adapted Physical Education Professional Learning Description/Outcomes: This session provided participants with strategies for working effectively with paraprofessionals to maximize learning in physical education for students with disabilities.</p> <p>5. 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.</p> <p>6. Strategies for Paraprofessional Supporting Adapted Physical Education Professional Learning Description/Outcomes: This session provided paraprofessionals with strategies for working effectively with physical education teachers in physical education. The participants will explore strategies, visual schedules, visual symbols, and best practices for motivating students to engage and achieve in physical education movement tasks. Paraprofessionals worked on creating items to “make and take” with them.</p> <p>7. Separate Courses: ES and Secondary Adapted Physical Education: Best Practices and APE Evaluation: Topics include: assessment aligned to scope and sequence, an introduction to restorative practices, break out session for evaluations for adapted physical education, and best practices for classroom management. Teachers reviewed multiple Adapted Physical Education Assessments, report writing, and determination of services for students.</p> <ul style="list-style-type: none"> • The following adapted physical education resources for elementary and

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	<p>secondary physical education have been developed or updated, and are accessible to teachers through the MCPS Adapted Physical Education Collaboration site on myMCPS: Adapted Physical Education Articles and Research Adapted Physical Education Forms Adapted Physical Education Goals and Objectives Resource Assessments for Evaluating Students for Adapted Physical Education Services Community Organizations for Students with Disabilities IEP Process Instructional Resources for Adapted Physical Education MSDE Documents Professional Development Resources for Adapted Physical Education Sample Adapted Physical Education Evaluation Reports Sample Supplementary Aids and Services. All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. The resources include: Middle school and high school physical education departments received the resource The Brockport Physical Fitness Test Manual by Joseph P. Winnick and Francis X. Short. The assessment allows the teacher to: identify health related concerns; determine the components of fitness to be measured; create physical fitness profiles; and apply standards associated with desired levels of health-related physical fitness. Functional Assessment for Students with Severe Disabilities (FASSD) by Martin E. Block. The assessment tool addresses eight areas: medical/health background, 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–3) Examiners Manual - 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</p>

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	<p>sport/movement skills and fitness. 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>Prince George's</p>	<ul style="list-style-type: none"> • The Adapted Physical Education Program in continuing to work 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. We are in the process of shifting the ED (Emotional Disability) class programs over to general physical education programs. At this time, all high school, middle school, and one of the two elementary ED site students are participating with peers in general physical education classes. We are continuing 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. We participated in a professional development activity with US Games and MSDE Physical Education focused on their Inclusive Curriculum. All PGCPs APE teachers participated in the day long workshop which centered around inclusion, early childhood, and IEP processes. • We participated in a professional development activity, sponsored by US Games and MSDE Physical Education, focused on their Inclusive Curriculum. All PGCPs APE teachers participated in the day long workshop which centered around inclusion, early childhood, and IEP processes. 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. We also provided training in adapted aquatics, statewide, this year through SHAPE MD and at Salisbury University, to expand the knowledge base on the benefits of adapted aquatics to special needs students. At the university level, our outcome was to spark interest in physical education majors in entering the field of adapted aquatics. • The Adapted Physical Education Program has been working expand

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	<p>inclusionary practices with adapted equipment engineering. We have partnerships with the Kenmoor Middle School (PGCPS) Makerspace class and the Engineering class at Elizabeth Seton HS (Archdiocese of Washington) to create adapted equipment which allows our lowest functioning students to access physical education and rec/leisure activities. We are making inroads with the University of Maryland College of Education and College of Health and Human Performance to bring university interns into these classes to eventually grow the programming to other school sites. The Adapted Physical Education Specialist for PGCPS presented a piece of adapted equipment at the MSDE DEI/SES Conference in November 2019 to expand the knowledge base of adapted equipment and show the inclusion possibilities of such equipment.</p>
<p>Queen Anne's</p>	<ul style="list-style-type: none"> • The supervisor of Physical education, Adapted Physical Education Teacher Specialist and Supervisor of Special Education are in constant communication on how we can better serve the students within physical education class. We are continuing to provide Professional Development to Physical Education Teachers by the Adapted Physical Education Teacher Specialist as well as continuing to work on the process for identifying students needing APE services. • For the few years, the physical education and special education supervisors have collaborated with the APE specialist to provide our physical education teachers PD's on the proper ways to provide all students daily physical education and opportunities for physical activity within the general education environment and looking at the IEP. Physical education teachers continued to receive professional development opportunities in providing modifications to students who have disabilities by the APE specialist. Physical Therapists are also consulted to provide input on the development of effective plans and activities. The APE Teacher Specialist consults 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, as well as coming up with plans, accommodations, and modifications for the PE teacher to implement with certain students who require specially designed instruction within the PE class. The Adapted PE Specialist continues to attend MSDE meetings, APE-PLN's, and MAPEC meeting to stay current with all things APE in order to share with staff. Shared resources of conferences, classes, or other things to participate in is made available to all the PE staff. • Resources are still the shared adapted physical education folder. We have updated with resources. Presentations, IEP information, assessments, accommodations/adaptations are available in the folder to be used as a resource. A modified weight lifting machine that was hand made by the APE specialist for a high school student for weight lifting class this past year. The APE specialist continues to send out information on lessons and resources for continued knowledge and support.

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St. Mary's	<ul style="list-style-type: none"> • The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the offices of Physical Education and Special Education. Emphasis is placed on: <p style="margin-left: 40px;">Report on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in all SMCPs.</p> <p style="margin-left: 40px;">Report on MSDE Adapted PE briefing that are conducted by the Consultant for Adapted Physical Education Maryland State Department of Education.</p> • In order to offer our students a diverse learning environment, physical educators participate in ongoing professional development training that is conducted throughout the school year. All of our professional development programs are conducted by the Coordinator of Adapted Physical Education and Corollary Sports. This specialized training provides general and adapted physical educators with the necessary tools to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation. For example, a student with cerebral palsy (CP) participates in sitting volleyball with her general physical education class. The student with CP participating in sitting volleyball helps to increase his/her physical activity, build self-confidence and foster friendships. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing an adapted sport like sitting volleyball can create excitement and desire for students with a disability to allow them to appreciate their full potential and become more physically active during their lifetime. • Revision of our Adapted PE and Corollary Sports School-based website along with our Adapted PE and Corollary Sports Handbooks.
Somerset	<ul style="list-style-type: none"> • Together special education and physical education offices work to share ideas and funding to promote inclusion of students with disabilities into mainstream activities. • There has been no major change in Somerset County public schools delivery of physical education to students with disabilities. The challenges such as professional development are still highest on the list of needs for teachers and administrators. The next level of challenge is time to create the adaptive physical education lessons. • Funding from Title IV have been used to adapt lessons for students with disabilities.
Talbot	<ul style="list-style-type: none"> • None this year • None this year • None this year

LSS	Response to Question 1
Washington	<ul style="list-style-type: none"> • The Adaptive Physical Education (APE) Staff is housed and works out of our Special Education center. The team travels to schools and works closely with regular education teachers. This set up has allowed our APE staff to collaborate with regular education teachers as well as physical education teachers to provide services, answer questions and ensure correct processes are being followed for all students. The APE staff regularly collaborates with the Physical Education Supervisor to push out resources and any updates to staff. • The APE staff attends professional development opportunities to learn new processes and information from MSDE and colleagues across the state. Information is then brought back and shared with the regular education and physical education teachers through workshops and professional development days. Our continuous professional development has aided in our regular classroom teachers being able to modify to meet the needs of our students. PreK has expanded to most of our elementary schools and has put a larger load on our APE staff. As a result, the trainings from APE staff, on how to modify and meet the needs of our PreK students has become increasingly important in order to meet the growing needs of students and maintain equitable caseloads with staff in our district. • As our student population continues to grow at the PreK level, we will continue to use our lending and sharing program of resources we implemented this year. This allows us to utilize materials that meet the specific needs of students no matter the school they attend. This process is again coordinated by our APE staff. The sharing of equipment, that is centrally stored, has allowed schools to access equipment that is needed to meet specific disabilities where prior to this process students simply had access to what was physically in their school.
Wicomico	<ul style="list-style-type: none"> • The Physical Education and Special Education departments work together to ensure that all services are met for all students. Collaboration between both departments is ongoing. Physical Education teachers ensure all students are included in daily lessons and students with disabilities needs are met. • Over the last three years all physical education teachers are provided specific professional development and resources related to inclusion and methods of adapting physical education instruction to meet the needs of all students. • All physical education personnel have been provided the Maryland Adapted Physical Education Consortium website and Sparks Inclusive Guide
Worcester	<ul style="list-style-type: none"> • In Worcester County, physical educators often attend IEP meetings and provide input to parents, special educators, and school administrators regarding adapted physical education strategies to meet the needs of students with disabilities. • During the 2019-2020 school year, all physical education and health teachers were made aware of any online Adapted Physical Education

LSS	Response to Question 1
	<p>professional development. Several teachers attended the SHAPE Maryland Convention in Ocean City, Maryland and took part in adapted physical education learning experiences.</p> <ul style="list-style-type: none"> • In September 2019, outdoor bocce and corn hole were made part of the physical education curriculum in each high school.

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?

LSS	Response to Question 2
Allegany	<p>Some challenges are still the same; training for paraprofessionals to support the needs of students in physical education classes to ensure the child is participating, being successful, and safe. Being able to ensure that the child has a sense of belonging is critical to fulfilling the needs expressed on the IEP. Teaching staff have become creative in adapting PE programs to meet the needs of children with accommodations. ACPS does not have APE staff to consult with or to conduct classes, and there is no funding available to support an APE specialist.</p>
Anne Arundel	<p>AACPS is making strides in the right direction to provide APE services for students with disabilities. The addition of 0.9 additional staffing will help with providing an APE consult model. With over 100 schools, more staffing is needed to support the students and PE teachers. This year brought many challenges, starting with a substitute shortage, which caused any professional development done during the school day to be cancelled. The transition to virtual learning brought another set of challenges but also time to create more resources that will be available for teachers when we return.</p>
Baltimore City	<p>A continued concern this year is the lack of mandated APE training for the general education physical education teachers in the area of providing the least restrictive environment (LRE) for their APE students. Although there were several opportunities, including a workshop led by the Adapted Physical Education Specialists from Frederick County, participation in systemic professional development remains optional for teachers, with principals having the final say of whether teachers may attend or not. After the hiring of the new Educational Associate for Adapted Physical Education in March 2019, there have been several opportunities for professional development where the APE staff can collaborate with the general education physical educators.</p> <p>There is also a concern because not all schools have a full-time physical educator. In schools without full-time physical educators, not all students are given the opportunity to participate in a quality physical education program throughout the entire school year. However, school-based administrators who develop the schedules and budget for staff, now receive guidance that each child in grades PK-8 should receive physical education at least once a week for 45 minutes for the entire school year.</p> <p>The APE itinerant staff had a vacancy from March-June 2019 caused by a staff</p>

LSS	Response to Question 2
	<p>member transitioning to the Educational Associate position. This vacancy has been filled for the 2019/2020 school year.</p> <p>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: Completing service delivery documentation; Writing and submitting IEP report cards; Writing and submitting requested progress reports; Completing APE assessments and assessment reports; Updating IEP records; Attending IEP meetings.</p>
Baltimore	<p>This year, the APE team has transitioned to the Office of Physical Education directly. In previous years, they were a part of the Office of Special Education, specifically under Related Services. With this move, communication from special education is being restructured so that each of the three APE resource teachers are assigned to a division (Teaching and Learning, Compliance, and Related Service). Additionally, there are only three APE resource teachers to provide support to 375 K-12 physical education teachers in an effort to ensure appropriate instruction for students of all abilities. With the creation of self-contained special education programs in new schools, the APE resource teachers have been tasked to provide the additional supports for those teachers on top of the already overwhelming case load.</p>
Calvert	<p>One key challenge our school system faces, and continues to face, is the fact that since we are a full inclusion county (except for Calvert Country School). Our APE itinerant teachers covering and providing support to all students who are out in the general education PE setting is a challenge. While we are assisting at a particular school, other students also have PE times at other schools, and we cannot be at two places at the same time. We work on training the general education PE teachers to make accommodations and modifications when needed and have been stressing the point to use the instructional assistants that accompany these students to their maximal potential. We would like to add an additional APE teacher, or a resource itinerant or technician, but we have not been approved for staffing as of yet.</p>
Caroline	<p>The main challenge we face is time and availability of staff to provide APE services, both in and outside of the general education setting. These challenges continue to occur in our district due to lack of funding for support staff and increased class sizes. With a class size of 40 it is difficult to meet the diverse needs in one setting with one educator.</p>
Carroll	<p>1. Need more professional development opportunities. 2. Need more staffing to teach students. 3. Need more planning time to create / work on IEPs and paperwork responsibilities. These challenges have not changed since last year.</p>
Cecil	<p>Challenges are resources as well as the growing number of students requiring services.</p>
Charles	<p>In Charles County public schools, key challenges we continue to face for students with disabilities include large class sizes, diverse school culture and facilities challenges (outside versus inside). These challenges have been fairly consistent in previous years and continue to be focused areas of improvement.</p>

LSS	Response to Question 2
Dorchester	As our Corollary Sports Program in DCPS continues to grow, it has been noted that a need to enhance this program persists. We have 3 offerings for corollary sports in Dorchester County. During the fall we offer unified tennis; in the winter we have unified strength and conditioning; and finally, during the spring unified bocce. These teams are offered at all high schools. We continue to improve upon our schedules, equipment, and resources. 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.
Frederick	Our current staffing formula does not account for APE instruction on a continuum of special education delivery of services. Funding from the Special Education Department has yielded some support to fund teacher professional learning for APE, but to date, this funding source does not provide salary dollars to support teacher delivery of services. Hence, our PE instructional staff are challenged with increasing workloads without adequate time to plan and prepare for the delivery of services. 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 & Instruction and Special Education. We are hopeful to have a revised staffing formula that better meets the needs of service delivery.
Garrett	With only have one adapted physical education teacher in the county, it is challenging to plan for professional development, observations, and feedback without having this teacher out of their school and missing their own classes. This challenge has been consistent over the years.
Harford	Distance learning was the biggest challenge this year. The distance learning platform and packets were created for physical education have been created to address schooling from home. Adapted physical education consultation was utilized for lessons which students were having difficulty accessing.
Howard	Large numbers of high-needs special education population in PE classes. This challenge continues to increase as special education population increases.
Kent	None
Montgomery	The challenges facing MCPS and individual schools in delivering physical education to students with disabilities has increased since last year. The biggest challenge that we face is the lack of central office support for our school based staff. Our Central office APE position was eliminated in total for the 2019-2020 school year – through advocacy of teachers we were able to reinstate the position for APE, however, we are still short-staffed. Our general physical education central office position was cut from a 1.0 to a .6 position and now the total responsibility for all 207 schools general and adapted physical education programs are supported by a 1.6 FTE. This is much less than ideal. We have not had an increase in FTE for APE teachers and stay at 16.2 FTE positions for all of our students in all of our schools – there has been an increase in students receiving APE services by 200% and we know that there are more students in need of APE services in our school system. The challenges include: Staff (physical education teacher) allocations Space/facilities and specialized equipment Support staff (paraprofessional) allocations Communicating the

LSS	Response to Question 2
	adapted physical education process to all physical education and special education teachers throughout the county (207 schools) 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
Prince George's	Scheduling is the biggest hurdle to providing opportunities. Scheduling conflicts based on staff covering multiple school sites. Scheduling around mandated testing windows. Scheduling service times around IEP meeting dates/times at various schools. Adapted PE schedules being utilized to provide planning times for classroom teachers.
Queen Anne's	Some challenges are still the same; training for paraprofessionals to support the needs of students in physical education classes to ensure the child is participating, being successful, and safe. PE teachers writing the IEP progress reports and or taking the data and working on acceptance and understanding of APE expectations within PE class for students who receive APE services or need accommodations. Our current PE staffing formula does not account for the delivery of APE special education services, we have one full-time Adapted Physical Education Teacher Specialist who is also under special education as Special education teacher specialist who wears many hats as well as provides support for Physical Education in the entire county. A continued need to educate teachers, administrators, paraprofessionals, and parents about APE services and how they can benefit a student.
St. Mary's	One challenge facing SMCPS 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, elementary children should receive 150 minutes per 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. Approximately 75% of our students with disabilities are included in general physical education classrooms, yet our general PE teachers consistently report that they do not have the skills they need to effectively instruct diverse learners, including students with disabilities.
Somerset	There has been no major change in Somerset County public schools delivery of physical education to students with disabilities. The challenges such as professional development are still highest on the list of needs for teachers and administrators. The next level of challenge is time to create the adaptive physical education lessons.
Talbot	Space and staffing are two major issues for delivering adaptive PE instruction. Many times the school's schedule requires the gymnasium to have two classes in it at the same time. It is hard as a management situation as well as carving out appropriate space.
Washington	Our challenges are the large increase in PreK with no more resources funded to assist with the young students. We must increase our caseloads with the same amount of staff (2.5 teachers). The .5 teaching position has been held be a

LSS	Response to Question 2
	different teacher each of the last three years. This results in a period of learning for the new staff and can be an adjustment for students as well. We will add money to the budget to purchase materials and equipment to meet the needs of our PreK as well as all of our students, but the burden of a larger case load on our APE staff will be a concern. As PreK grows, we will look to add additional staffing or training for our teachers.
Wicomico	Currently, we are in need of a CAPE certified specialist that would be available for all physical education personnel in providing updated inclusion methods as well as expert advice on working with students in need of Adapted Physical Education. In addition, we are in need of this person to attend IEP meetings to provide expert advice to Special Education personnel related to Physical Education Inclusion suggestions.
Worcester	I am not aware of any specific challenges facing our school system or schools in delivering physical education opportunities to students with disabilities. More local funding would however bring additional professional development to assist teachers with instruction in the area of teaching mainstream physical education.

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?

LSS	Response to Question 3
Allegany	The continuation of APE meetings, minutes and information that is widely dispersed to ensure that more people are aware of briefings, resources, and information pertinent to mainstreaming will be beneficial. Providing guidance regarding APE goals and objectives, best practices, and class size. Offering online professional development for physical education teachers.
Anne Arundel	Create more APE webinars. Now that teachers feel more comfortable in the virtual learning setting, we may see an increase in attendance at APE webinars. Provide guidance to districts on recommended staffing practices for adapted PE.
Baltimore City	Continue to increase training opportunities, perhaps online, for school-based physical education teachers. During the 2020-2021 school year we would like support in identifying high quality facilitators to deliver professional learning experiences for our teachers in understanding the IEP process, co-teaching, accountability, assessments, and how to write and document IEP goals and objectives with fidelity, that align with instructional standards.
Baltimore	<ol style="list-style-type: none"> 1) An update to the MSDE website to reflect current PE and APE resources. 2) Information from MSDE regarding APE that explains the special education service and how the local school system can support it. 3) Continuation of professional development opportunities and online courses on best practices for teaching students with disabilities.
Calvert	No areas of extreme needs can be offered from MSDE at this point in time other than funding for Calvert County Public schools to have more APE Resource Itinerants and/or APE technician positions to help cover more PE classes per day. Being a fully inclusive county in regards to students with disabilities and inclusion into the general education PE setting does create scheduling conflicts that we need to address better.

LSS	Response to Question 3
Caroline	Continued professional development at more frequent intervals. Regional go-to meetings (virtual) for districts to stay in touch and communicate more frequently than state briefings. Push out conference and other resources to all LSS for other PD opportunities.
Carroll	Create more webinars for teachers to access at times convenient for them.
Cecil	Continued updates.
Charles	Continue to offer professional development opportunities through continuing education courses and partnering with the MSDE APE Steering Committee and MAPEC.
Dorchester	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. In addition, please offer free professional development opportunities throughout the school year.
Frederick	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 for delivering APE services?
Garrett	Continued professional development in the area of adapted physical education is needed. It would also be beneficial to have additional resources for our physical education teachers to pull from based on student needs.
Harford	Creating guidance documents for teaching PE virtually and blended teaching.
Howard	Guide on what the appropriate number of students with IEPs or with APE services should be in each class. Advocate for smaller PE classes and more APE staffing. Assistance with anticipated challenges: Possible need for guidelines on delivering virtual APE instruction, and/or APE instruction from a safe physical distance based on health recommendations. Guidelines on how to explain the need for changes to an IEP, based on changes to PE/APE instruction due to health recommendations.
Kent	None
Montgomery	The Maryland State Department of Education could 1. 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. 2. Support “highly qualified” status for supporting and teaching students with APE services to be a person with a 4-year “physical education degree” or at least 6 additional college level course credit in adapted physical education. This would assist in supporting the teachers who support APE at a higher level. It is

LSS	Response to Question 3
	more difficult for our office to support teachers who are teaching “out of content” when they do not have the level of understanding on how to teach motor learning and then adapt and modify these items in a safe manner. 3. Attempt to provide LSS with information on best practices for the number of APE teacher’s ratio to students they support.
Prince George's	The MSDE Physical Education office has been instrumental in providing support to our professional development offerings, statewide committees, and professional organizations throughout the year. Please continue to work to support the professional development opportunities offered statewide.
Queen Anne's	Continue with APE Briefings, Steering Committee, MAPEC. Provide online PD for PE teachers regarding IEPs, co-teaching, assessments, modifications and/or PD’s on what other counties are doing to provide and share with teachers. How do we get funding for an APE teacher for the county to help in PE classes?
St. Mary's	<p>It would be my 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 receive 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>
Somerset	State-created professional development in different regions of the state is very helpful in helping Somerset County Public Schools meet the challenges. A key initiative for the upcoming school year is to provide some professional development to all physical education teachers on how to adapt lessons to include students with disabilities
Talbot	If MSDE had some people that could help in providing pd during the days in the school year where curriculum has time with the PE teachers.
Washington	PreK/APE professional development. Continued professional development opportunities. Sharing of updates as it pertains to assessment, evaluations and best practices.
Wicomico	The Maryland Department of Education could provide guidance to school districts related specifically to the need of personnel dedicated to providing expert advice to Physical Education teachers and the Special Education Department.
Worcester	I would like the Maryland State Department of Education to continue to offer professional development for teachers in the area of Adapted Physical Education.

APPENDIX K



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

TO: Coordinators and Supervisors of Physical Education
FROM: Susan C. Spinnato, Director of Instructional Programs
DATE: August 7, 2019
RE: Physical Education Requirements

This is to advise you that under Code of Maryland Regulations (COMAR) 13A.04.13.01, every school system must provide Physical Education for all students in grades PreK-8 each year. Further, to be awarded a Maryland High School Diploma, every high school student must complete the standards-based graduation requirement for Physical Education.

Education Article, §7-4B, Annotated Code of Maryland, requires local school systems to ensure that all students have an equal opportunity to participate in physical education. Local school systems must ensure the provision of reasonable accommodations necessary to provide students with disabilities equal opportunity to participate, to the fullest extent possible, in mainstream physical education. A student may participate in an adapted, allied, or unified program of physical education based on disability, physical limitations, or the medical condition of the student. An individualized program shall be developed and approved by the local school system in collaboration with the parent or guardian.

If I can be of further assistance, please contact me at susan.spinnato@maryland.gov or 410-767-0349.