



Mohammed Choudhury
State Superintendent of Schools

August 1, 2021

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

The Honorable William 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 2021 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, 2021, 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 Zachary Hands, Director, Government Relations and Educational Policy, at Zachary.hands1@maryland.gov or at 410-767-0504.

Best Regards,

Mohammed Choudhury
State Superintendent of Schools

c: Sarah Albert, DLS Library (5 copies)

Fitness and Athletic Equity for Students with Disabilities MSAR# 8351

2021 Report

This is the twelfth 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, 2021, 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 2021

- 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 the school year 2020-2021 was completed.
- The MPSSAA submitted to the MSDE athletic participation results based on the 2020-2021 participation survey.
- Local school systems' implementation is fully operational.

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

Data Collection

Each year the MPSSAA conducts a participation survey among its 199 member schools. The survey breaks down the number of male and female interscholastic athletic participants by sport. In order to comply with the requirements of the Athletic Equity Law, the survey (Appendix A) has been broadened to include an accounting of any student with an Individualized Education Program (IEP) or 504 plan who participated in the school athletic program. Data is collected near the end of the school year in order to gain full participation numbers from each of the three seasons of high school athletics (Appendix B). In addition, participation data was collected for Corollary Athletic Programs established by each school system to provide opportunities for all students (Appendix C). The results are reflected in Appendix D.

Regulations

In March 2010, the MSDE enacted regulations (COMAR 13A.06.03) (Appendix E) that provide greater athletic opportunities for students with disabilities and (COMAR 13A.06.04) (Appendix F) that provide for Corollary Athletic Programs that established alternative athletic programs for students unable to compete in mainstream athletic programs.

Technical Assistance

In order to promote and provide technical support to local school systems on Corollary Sports programs, the MSDE and SOMD collaborate on information and program offerings. SOMD serves as a liaison between the MSDE and local school systems through its accredited subprograms and experts on alternative sports offerings.

Model Policies

During the twelfth 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, 2021, 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, 2021

- 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 (PE).

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- The MSDE will submit the report to the General Assembly and continue to provide technical assistance to LSSs.

Providing Physical Education Services to all Students

The MSDE continues to use existing State data collection systems to monitor how the LSSs are addressing compliance with the Act. The MSDE is able to extract information from the SCGT data submission by LSSs on the number of students with Individualized Education Programs (IEPs) and 504s in PE classes. All LSSs provided information through the SCGT data collection tool for the categories of the number of students enrolled in a PE 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 PE and any other electives for PE
- High school taking PE that have an IEP
- High school taking PE that have a 504
- High school taking PE that do not have an IEP or 504

Staff from the Division of Curriculum, Instructional Improvement, and Professional Learning consulted with the Division of Assessment, Accountability and Information Technology regarding ways to improve the data collection of individual school system data as a component of the report for the General Assembly. In previous years, the MSDE used early SCGT data from February that was not complete. Since 2019 this report provides lag PE course participation data. The final end of year data can be found by referencing the chart SY2020 Students Taking Physical Education by Grade Span and Special Education Status. (Appendix H)

According to current data, all LSSs are providing PE for all students. The data also provides individual school system information on the number of students with IEPs and 504s that are receiving PE instruction. However, due to the challenges of virtual learning during the COVID-19 pandemic, fewer students are receiving Adapted Physical Education (APE) services. LSSs will continue to refine their policies and procedures regarding the provision of virtual and face-to-face PE for students with disabilities, as well as providing 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 APE 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.

In consultation with the Attorney General's office, the Physical Education Specialist and the Director of Instructional Programs updated the Physical Education Code of Maryland Regulations (COMAR) with the intention of strengthening the APE language and to provide further clarification of the law's intent. The draft was presented to the State Board of Education and was published for 30 days of public comment in the Maryland Register on April 23, 2021. The proposed amendments were adopted by the State Board of Education during a public meeting held on June 22, 2021 and will become effective July 12, 2021.

Progress Toward Inclusion of Students with Disabilities into Mainstream Physical Education

The Fitness and Athletic Equity Act requires LSSs to promote and protect the inclusion of students with disabilities into mainstream PE. Each year the LSSs 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 PE, key challenges their school system and individual schools face in delivering PE 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) Responses to these questions were collected during the 2020-2021 school year and have been compiled and summarized. (Appendix J)

Despite the pandemic, LSSs reported similar initiatives to promote the inclusion of students into mainstream PE. Some systems indicated providing professional development activities for APE teachers and general PE teachers. Topics included: administering APE assessments, Universal Design for Learning, demonstrating modifications to activities in PE for students with disabilities (Differentiated Instruction), co-planning – PE teachers and special education staff, PE with Occupational Therapists (OTs) and Physical Therapists (PTs), understanding the PE teacher roles and responsibilities in APE, and paraeducator trainings.

New resources provided by several school systems include one-on-one devices and new assessment tools, including APE informal observation forms, gross motor skills assessments and screening tools, directions for writing APE reports, and guidelines for paraprofessionals in physical education.

Key challenges include training of support staff, scheduling conflicts to provide service at all levels (elementary, middle, high), time constraints to provide the service, servicing students with severe and profound disabilities, and finding funding for resources and staff to deliver necessary student services and support to teachers and students. Time to deliver APE services to students without affecting other student needs has been an ongoing concern. Several LSSs again mentioned funding requests to add new APE resource/itinerant teachers to provide continued consultation and professional development to all physical education teachers and paraprofessionals.

This year, one of the main challenges was increasing participation levels when virtual learning is taking place. Although this concern can be addressed through additional professional development and training for the general physical education teachers on how to conduct assessments, write IEP goals and objectives, and data collection for verification of services, prioritizing that training has been difficult.

Areas mentioned where the MSDE could provide further assistance included:

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

Adapted Physical Education Steering Committee

An important resource for LSSs around the State is the APE Steering Committee that was created in 2014 in collaboration with the Division of Special Education and Early Intervention Services. The mission of the committee is to provide leadership supporting APE on behalf of students by promoting strategic collaboration with administrators, educators, families, and other stakeholders. The APE Steering Committee is supported by the Division of Special Education and Early Intervention Services. This committee consists of one representative from each local school system. The committee collaborates with the MAPEC and the Society of Health and Physical Educators (SHAPE) Maryland on projects to disseminate and enhance APE, professional development presentations, and general APE resources. The collaborative group continues to revise “A Guide for Servicing Students with Disabilities in Physical Education” and anticipates its completion in November of 2021. The group consulted with the MSDE’s Physical Education Specialist to provide resources for the document “[Physical Education Together: Guidelines for Temporary Modifications to Physical Education Programs in Maryland Public Schools.](#)” The group also consulted with the MSDE’s Division of Early Intervention and Special Education Services and published, “[TIPs for Adapted Physical Education in a Virtual Environment.](#)”

The APE Steering Committee purchased and delivered a book titled, Fit4Work: Fitness for Vocational Tasks for Youth with Disabilities (3rd edition) for each local school system who requested one. The steering committee also used their grant money to have the Fit4Work author speak to the group at one of their bi-annual meetings and funded a scholarship for teachers who were interested in attending the virtual 2021 Society of Health and Physical Educators America National Convention.

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 requires all students to have physical education PK-8 and to meet the high school graduation requirements as stated in COMAR 13A.04.13.01.

The State Board of Education adopted revised physical education regulations at their meeting on June 22, 2021. The memo will be updated and aligned with these revisions prior to the start of the 2021-2022 school year. This year's letter can be found in the appendix (Appendix K).

Technical Assistance

The Special Olympics Maryland (SOMD) [Unified Champion Schools program](#) continues to promote social inclusion through intentionally planned and implemented activities. With sports as the foundation, the three-component model offers a unique combination of effective activities that equip young people with the tools and training to create sports, classroom, and school climates of acceptance. These climates are where students with disabilities feel welcome, are routinely included, and feel a part of all activities, opportunities, and functions. The Unified Champion Schools National Recognition Program (NRP), Special Olympics' version of the Blue Ribbon School Program, was reactivated after being suspended in March, 2020 due to school shutdowns. One of the eight candidate schools from spring 2020 decided to restart the process this year. National selections are due to be announced in July, 2021. As anticipated, SOMD launched the Maryland Recognition (banner) Program (MRP), an annual accolade designed to highlight partner schools, a.k.a. Unified Champion Schools, for exemplary work each school year. A detailed explanation of the program is available at - <http://bit.ly/SpecOlymMRP>.

SOMD continued Virtual MOVEMENT, an online campaign launched in March 2020 out of necessity to provide programming through the pandemic, continues to serve as a hub for virtual fitness and social clubs, wellness advice, cooking recipes, fun games to play at home, and more. The virtual offerings are diverse and available to all interested; many of which are led by Special Olympics Maryland athlete leaders. Virtual MOVEMENT is the headline focus of <https://virtualsomd.com/>, a site that has since been built out to serve as the information hub for Maryland Unified Champion Schools' resources, tools, programming, including Young Athletes Program.

SOMD benefitted from a continuation of funding from Maryland State Department of Education, Division of Early Intervention\Special Education Services to support the Young Athletes Program (YAP); the implementation and reinforcement of which addresses the need of improving the school readiness of children with disabilities.

This funding allows for the continuation and broadening of Young Athletes' programming in local school systems and in homes. During the 2020-2021 academic year, SOMD and YAP were able to directly impact nearly 600 students and families through virtual, in-schools and at-home offerings. The main models of delivery were our virtual [YAPpy Hour Campaign](#), the [Young Athletes At-Home Program](#), and the more traditional Young Athletes In-Schools Program.

In the interest of continuing the support of elementary programming, SOMD committed the efforts of a consultant to develop and deliver a Unified Physical Education implementation plan, with the primary goal of creating a succession plan for the Young Athletes Program. SOMD has been able to realize an immediate and grassroots impact by providing continuing education stipends and did so

for the second consecutive year. SOMD provided 13 teachers with a continuing education \$200 stipend, including registration to the SHAPE Maryland Convention, in exchange for the educators' commitment to:

1. Conduct at least one pilot course at one's home school in the Fall, 2021 and;
2. Schedule, promote, and conduct hosting one professional development/continuing education training, (face-to-face or virtually) with at least 5 participants.

The inaugural [SOMD MOVE Challenge](#), a 6-week (4/26-6/6) competition-like program, measured minutes of exercise and intentional physical activity each week. The first 100 students to sign up earned a FREE Unified Fitness Kits for their school. The goal of the challenge was to get students to engage in physical activity while competing against other students throughout the state of Maryland. Teams kept track of their movement minutes and submitted a team total at the end of each week. Congratulations to Southern Garrett Middle School, the winners that logged an impressive 26,239 minutes of physical activity, nearly 400 minutes ahead of the second-place school...great work, Rams!

In addition to the aforementioned programs that directly or indirectly support SEL, SOMD has identified student leadership and whole school cultural influence as top priorities. Perhaps the most notable nuances of SFY 2020 are the restoration and modernization of [Virtual Inclusive Youth Summits](#), the Special Olympics version of the [MPSSAA Student Leadership Conference](#), endorsement of and broad, school-focused communication regarding special interest campaigns (e.g. [Inclusive Schools Week](#), [Spread the Word >> Inclusion](#), [Student Leadership Week](#), the campaign endorsement and the dedication of Wednesday [YAPpy Hour Campaign](#) to SEL.

As for middle schools, Baltimore City is the only school system that sponsored middle school Unified Sports – the Unified Bocce "pilot" was conducted in Graceland Park Middle/Elementary. Student-athletes trained during the school day and compete parallel to the high school Interscholastic Unified Bocce program.

Online Courses

Three virtual courses developed in 2011 by the Maryland Public Television and the SOMD. They were once again offered for three credits during the 2020-2021 school year. With a gap in professional development relevant to Physical Education and especially APE, these courses provide a cost-effective and time-efficient opportunity for teachers to augment their classroom skills while ensuring high-quality PE experiences to all students with and without disabilities. These courses count toward recertification of teacher certificates for the 12 credits currently needed to qualify for national certification as a 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 has been developed to 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 PE, 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.

Due to the COVID-19 pandemic, enrollment was down for the Fall and Spring semesters. However, we have seen an increased demand for this summer’s course which has reached capacity and has an extensive waitlist.

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 is ongoing, taking place during the summer and fall of 2012, 2014, 2015, 2019, and 2020. The courses were also converted to the MSDE’s new learning management system, Canvas, this year.

Adapted Physical Education Briefings

The MSDE held the annual fall and spring briefings for APE resource teachers, supervisors, and coordinators virtually. Presentations and resources for APE were made available to LSS personnel at these briefings to help LSS personnel promote guidance and support for students with disabilities in PE.

SHAPE Maryland made membership free this year and held a number of professional development sessions virtually, some of which were recorded and posted on their website. SHAPE Maryland also partnered with SOMD to host a virtual convention for health and physical educators on November 14th, 2020. The convention was attended by over 275 health, APE, and PE professionals, higher education professionals, and school/district administrators. Each presentation included tips, tricks, and best practices for health education, APE, and/or PE.

Maryland Adapted Physical Education Consortium (MAPEC)

The MAPEC was established during the 2009-2010 school year, and it continues to be a workgroup during 2020-2021, providing 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 consortium has developed a bi-monthly newsletter that updates 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 convention on June 24th, 2020.

Maryland Adapted Physical Education Teacher of the Year Award

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

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

Katie Smith, a teacher from Frederick County Public Schools, was selected as the SHAPE Maryland Adapted Physical Education Teacher of the Year for the 2020 – 2021 school year.

Maryland Learning Links marylandlearninglinks.org

Maryland Learning Links is a website for information, guidance, and resources related to Early Intervention and Special Education Services in Maryland. Administrators, teachers, child care providers, or families 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 is maintained by the Division of Early Intervention and Special Education Services, in collaboration with the Johns Hopkins University/Center for Technology in Education.

This year the website was updated to include a number of [Technical Assistance Bulletins \(TABs\)](#) related to the continuity of learning to students with disabilities during the COVID-19 pandemic. TABs ranged from 'Supporting the Use of Assistive Technology in a Virtual and/or Distance Learning Environment' to Monitoring Student Progress through Alternative Service Delivery Models' and 'Tips to Support Mask-Wearing for Students with Disabilities.' The MSDE will continue to update the site.

Appendices

Appendix A
The Data Collection Tool

2020-2021 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

2020-2021 ATHLETIC PARTICIPATION SURVEY
STATE ASSOCIATION SUMMARY REPORT

	BOYS			GIRLS		
	Schools	Total Participants	Participants with IEP/504	Schools	Total Participants	Participants with IEP/504
Badminton	17	177	16	22	182	16
Baseball	173	5,108	414	31	6	0
Basketball	118	2,513	202	118	1,680	113
Bowling	1	6	1	1	5	0
Cross Country	131	2,459	244	127	1,683	104
Field Hockey	0	0	0	105	3,071	208
Football	133	8,691	1,192	42	12	2
Golf	126	1,202	126	102	243	22
Gymnastics	0	0	0	5	66	6
Lacrosse	152	4,975	618	146	4,442	244
Soccer	133	5,031	433	129	4,335	226
Softball	0	0	0	169	3,545	208
Swimming & Diving	59	744	37	59	704	39
Tennis	159	1,625	134	160	1,778	79
Indoor Track	114	1,684	155	113	1,447	96
Track and Field	182	4,415	528	184	3,162	223
Volleyball	28	519	24	130	3,704	200
Wrestling	111	1,256	153	90	84	8
Ice Hockey	0	0	0	0	0	0
Totals		40,405	4,277		30,149	1,794
Total Participation	70,554					

Appendix C
Corollary/Allied/Unified Programs

**2020-21 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

2020-21 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	0	0	0	0	0	0
Indoor Bocce	45	183	66	45	139	42
Outdoor Bocce	45	168	102	44	206	92
Bowling	60	267	183	53	253	116
Cycling	3	8	7	3	7	7
Golf	0	0	0	0	0	0
Soccer	25	98	85	22	53	41
Tennis	35	124	58	35	126	43
Track and Field	23	71	48	23	82	25
Strength Training	8	5	4	8	2	1
Floor Hockey	0	0	0	0	0	0
Indoor Softball	50	195	112	48	98	62
Handball	25	2	0	25	6	0
Corn Toss	20	66	62	20	56	44
Sailing	0	0	0	0	0	0
Totals		1,187	727		1,028	473
Total Participation	2,215					

- All sports listed are co-ed

Appendix E

13A.06.03.04

Authority Educ. Art. §§7-4B-01 -7-4B-06

A. Equal Opportunity for Participation.

Students may not be excluded on the basis of sex from overall equal opportunity to participate in athletic programs. If a school sponsors a team in a particular sport for members of one sex but sponsors no such team for members of the opposite sex, and before July 1, 1975, overall opportunities for members of the excluded sex have been limited, the excluded sex shall be allowed to try out for the team.

B. Athletics Equity for Students with Disabilities.

1. Students who meet the eligibility requirements of Regulation .02 of this chapter may not be excluded on the basis of disability from the opportunity to try out for and if selected, participate in mainstream interscholastic athletic programs.
2. Member Maryland Public Secondary Schools Athletic Association (MPSSAA) schools shall provide reasonable accommodations necessary to provide students with disabilities with equal opportunities to participate to the fullest extent possible in mainstream athletic programs.
3. Students with disabilities who meet the eligibility requirements of Regulation .02 of this chapter may be excluded from mainstream athletic programs if inclusion:
 - (a) presents an objective safety risk to the student or others based on an individualized assessment of the student; or
 - (b) fundamentally alters the nature of the school's mainstream athletic program.

Appendix F

MARYLAND STATE BOARD OF EDUCATION

Subtitle 06 SUPPORTING PROGRAMS

13A.06.04 Corollary Athletic Programs

REVISED 10-27-09

.01 Purpose

The purpose of this chapter is to define the requirements for a Corollary Athletic Program in the local school systems to provide athletic opportunities so that every student in public schools may have an equal opportunity to access the benefits of education-based athletic programs.

.02 Definitions

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.
 - (1) “Corollary Athletic Program” means a program that is not governed by the requirements of COMAR 13A.06.03 and COMAR 13A.04.13 and that is specifically designed to combine groups of students with and without disabilities together in physical activity.
 - (2) “Department” means the Maryland State Department of Education.
 - (3) Interscholastic Athletic Programs means programs governed by the requirements of COMAR 13A.06.03.
 - (4) “Student with a disability” means:
 - (a) A student who meets the definition of a "handicapped person" as 45 C.F.R. § 84.3(j);
 - (b) A student who meets the definition of student with a disability as defined in COMAR 13A.05.01.03B(78); or
 - (c) A student who meets the definition of a “handicapped person” as defined in 34 C.F.R. § 104.3(j).

.03 Access to School Athletic Programs

- A. Each local school system shall:
 - (1) Develop a plan, policies and procedures to promote and protect the inclusion of students with disabilities in school athletic programs;
 - (2) Provide students with disabilities equivalent opportunities for participation in either the Interscholastic Athletic Program or the Corollary Athletic Program;
 - (3) Maintain evidence indicating that the interests and abilities of students with disabilities have been fully and effectively accommodated by the local school systems Interscholastic Athletic or Corollary Athletic Program.

.04 Corollary Athletic Programs

- A. Corollary Athletic Programs shall provide for the diversity of abilities and interests of students with disabilities.
- B. The local school system shall offer a Corollary Athletic Program in each of the fall, winter and spring seasons. The dates of the fall, winter and spring seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall be limited to a maximum of 12 consecutive weeks.

.05 Eligibility for Corollary Athletic Programs

- A. Students in grades K-8 who participate in the Corollary Athletic Program shall:
 - (1) Be officially registered and attending a Maryland Public School;
 - (2) Present to their school principal, or the principal's designee, a form from a parent or guardian giving permission for participation;
- B. Secondary school students in grades 9-12 who participate in the Corollary Athletic Program shall:
 - (1) Be officially registered and attending a Maryland Public School;
 - (2) Present to their high school principal, or the principal's designee, a form from a parent or guardian giving permission for participation;

(3) Be making satisfactory progress toward:

- (i) Graduation with a Maryland High School Diploma specified in COMAR 13A.03.02.09B; or
- (ii) School completion with a Maryland High School Certificate of Program Completion specified in COMAR 13A.03.02.09D.

(4) Have not participated on an interscholastic athletic team in the same sport.

C. If a student acquires a disability during their years of participation in interscholastic sports, the local school system may permit an exception to 05.B (4).

.06 Complaints and Appeal Process

A. Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding an alleged violation of this chapter.

B. The written complaint shall:

(1) State the alleged violation;

(2) Contain a brief statement of facts necessary to understand the complaint;

(3) Contain a brief statement of relief sought;

(4) Be filed within 30 days of the discovery date of the alleged violation.

C. The appeals process set forth in the §4-205(c) of the Education Article, Annotated Code of Maryland, including an appeal to the State Board from a local board's decision on the complaint shall govern the processing of the complaint.

.07 Corrective Actions

In response to systemic complaints filed alleging on-going violations of this chapter or at its discretion, the Department may initiate a fact-finding process and may impose corrective action on a school system.

.08 Annual Reports

- A. First annual report. Local school systems shall submit the first Annual Report on May 15, 2010. It shall include:
 - (1) State the total number of students who participated in the Interscholastic Athletic Program and the Corollary Athletic Program along with the total number of students with disabilities as defined in § .02B(8) of this chapter who participated in the Interscholastic Athletic Program and the Corollary Athletic Program and;
 - (2) Provide a copy of the plans, policies and procedures developed by the local school systems under Section .03A of this regulation.

- B. Subsequent reports: Local school systems shall submit Annual Reports on May 15 and shall:
 - (1) Describe modifications of policies and procedures by the local school system to engage students with disabilities in the Interscholastic Athletic Program and the Corollary Athletic Program.
 - (2) State the total number of students who participated in the Interscholastic Athletic Program and the Corollary Athletic Program along with the total number of students with disabilities as defined in § .02B(8) of this chapter who participated in the Interscholastic Athletic Program and the Corollary Athletic Program.

Appendix G

Synopsis of Local School Systems Reports

Section I – Mainstream Interscholastic Athletic Programs

LSS	Policies Related to Athletic Opportunities for Students w/Disabilities (Copies of Policies Available through MSDE)	(1)Assessment Criteria and (2) Appeals Process
Allegany	<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 Mainstream Interscholastic Athletic Program is referred to the Pathway to Play Committee who will</p>

		<p>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> <p>1.. Allegany County Public Schools shall offer a Corollary Athletic Program in each of the fall, winter, and spring seasons. The dates of these seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall be limited to a maximum of 8 consecutive weeks.</p> <p>2. The Corollary Athletic Program shall include co-ed teams of disabled and non-disabled students who meet eligibility requirements.</p> <p>3. Allegany County Public Schools shall provide:</p> <ul style="list-style-type: none"> (a). Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program. (b). Corollary Athletic Program coaches. (c). Team uniforms and game equipment. (d). Transportation for teams to travel in order to compete if appropriate. <p>4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:</p> <ul style="list-style-type: none"> (a). Are secondary school students in grades 9-12. (b). Are officially registered and attend an Allegany County Public School. (c). Submit a parent/guardian permission form for participation. (d). Submit a medical
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		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 be provided.	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 team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. Pathway To Play Committee • Prior to the start of each athletic season, the school system shall convene a Pathway To Play

		<p>Committee to provide to the fullest extent possible opportunities for disabled students and provide guidance for coaches. The committee shall include:</p> <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) <ul style="list-style-type: none"> • Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program and is denied that opportunity is referred to the Pathway to Play Committee. This committee will consider the eligibility and appropriateness of a student’s appeal on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student’s participation. • To make its determination, the committee shall apply the following four point criteria: Do the accommodations or modifications: Fundamentally alter the sport? Provide a competitive advantage to the student? Competitively disadvantage other participants? Significantly increase the risk of injury for the student or other athletes? • The Pathway To Play Committee shall render one of the following determinations for each student referred: <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.
Baltimore County	Policy 6702, Rule 6702, Office of Athletic Statement.	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>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. 2. Athletics are under the supervision of the school's principal. An appeal, based on specific written allegations of discriminatory actions by the head coach in selecting student team members is submitted to the principal. The principal may, at his/her discretion, convene a hearing panel as defined in the Fitness and Equity Regulations as the "Pathways to Play Committee" with specific membership, who will convene, conduct an investigation and render a decision concerning the allegations within five (5) school days. The student would have recourse to appeal the "Pathway to Play Committee" decision to the superintendent of schools and his/her decision could be appealed to the local Board of Education for a hearing. The decision of the Board of Education may be appealed to the State Board of Education whose decision would be final.</p>

Carroll	Board Policy IHBA.A.	<p>1. The assessment criterion established by CCPS are: (1) Does the student meet the eligibility requirements? (2) Does the student’s present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided. 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 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	<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 enable the individual student’s participation. 2. To Assistant Superintendent/designee.</p>

	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.	
Dorchester	<p>Policy fully adopted in May 2011. 340.02 Revised 9/21/2017</p> <p>PURPOSE To establish a uniform, county-wide policy for promoting and protecting the inclusion of students with disabilities into physical education and athletic programs.</p> <p>DEFINITIONS Adapted Physical Education Program- a physical education curricular program developed for a student with a disability.</p> <p>Corollary Athletic Program- an athletic program that is not governed by the requirements of the Maryland Public Secondary Schools Athletic Association (MPSSAA) and that is specifically designed to combine groups of students with and without disabilities together in physical activity.</p> <p>Interscholastic Athletic Program - an athletic program that is governed by the requirements of the MPSSAA detailed in COMAR 13A.06.03.</p> <p>Mainstream Physical Education- a curricular program in physical education that is aligned to the Maryland state curriculum.</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> <p>473.01 Revised 2/8/2018</p> <p>Membership and participation in school-sponsored activities must be open to all students. In no instance may there be any restrictions based on race, color, sex, age, national origin, religion, disability, sexual orientation, or any other basis prohibited by law. No student may be denied participation in any activity for any reason other than those established by state, county, and/or school eligibility requirements and those requirements legitimately related to the purpose of the activity.</p> <p>473.02 Revised 2/8/2018</p> <p>Students must achieve certain academic and conduct standards to participate in extra-curricular activities. Participation standards, consistent with the requirements of the Dorchester County Board of Education and appropriate activity sanctioning body, will be developed by the activity advisors/coaches under the direction of the Superintendent of Schools and principals. General conduct standards will be published in the Calendar/Handbook and specific standards will be available from the advisor/coach prior to the beginning of the activity.</p>

	<p>POLICY STATEMENT 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. Adapted physical education programs and corollary athletic programs shall be available to all students. Students with a disability that are enrolled in a Dorchester County Public School may participate until twenty-one years of age</p> <p>EXCEPTIONS 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, shall be offered the opportunity to participate in a corollary athletic program.</p> <p>GUIDELINES COMAR.13A.04.13- PROGRAM IN PHYSICAL EDUCATION COMAR 13A.06.03- INTERSCHOLASTIC ATHLETICS IN THE STATE</p>	
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	COMAR 13A.06.04- COROLLARY ATHLETIC PROGRAMS	
Frederick	(1) BOE Policy 309 – Discrimination Unlawful; (2) BOE Policy 404 – Students’ Responsibilities and Rights; (3) FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973; (4) BOE Policy 509 – Extracurricular Activities; 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.	1. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: (a) present a safety risk; or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school’s special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations. 2. All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school based administrator, and, when appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
Garrett	Policy 347.7 and Procedure 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.
Montgomery	(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i> http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf , establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) 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</i>	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

	<i>School Athletics Handbook.</i> Athletic opportunities regarding students with disabilities will be included in this handbook.	interscholastic team sport, 2) a mainstream interscholastic individual sport, or 3) a sport in the Corollary Athletics Program.
Prince George's	Administrative Procedure 5159 and Administrative Procedure 5122.	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.
Queen Anne's	(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>Student Eligibility Determination</p> <p>a. All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream interscholastic athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission.</p> <p>b. Students with disabilities who meet the eligibility requirements shall not be excluded from the try out unless inclusion presents an objective safety risk to the student or others based on an individual assessment of the student or fundamentally alters the nature of the mainstream athletic program. c. During the try out, a student with disabilities shall be allowed to use whatever modifications or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, or special equipment. A student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student's ability to function within a team environment.</p>

		<p>2. Pathway to Play Committee</p> <p>a. If needed, Queen Anne’s County Public Schools shall convene a Pathway To Play Committee to provide to the fullest extent possible opportunities for students with disabilities and provide guidance for coaches.</p> <p>The committee shall include:</p> <ul style="list-style-type: none"> 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 <p>b. Upon request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program is referred to the Pathway To Play Committee who will consider the eligibility of each student on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student’s participation.</p> <p>c. To make the determination, the committee shall apply the following four point criteria: do the accommodations, modifications or aids:</p> <ul style="list-style-type: none"> 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.
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Somerset	Physical Education and Athletic Programs for Students with Disabilities Policy.	1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.
St. Mary's	IHBAA Physical Education and Athletic Programs for Students with Disabilities Policy. Adopted September 8, 2010.	1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. A "COMPASS" Committee composed of the supervisor of athletics, a high school activities director, an adapted physical education teacher, a special education representative, and a school-based administrator will consider the feasibility of including students with disabilities on a case-by-case basis. 2. A chain of command is outlined for parents or guardians to follow if they choose to file an appeal. Students with disabilities who are unable to access the mainstream program will be encouraged to participate in the Physical Activity and Lifetime Sports Program (PALS).
Talbot	Corollary Athletic Program For Students With Disability POLICY CODE 9.16.	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.

		<p>TCPS will follow the appeals process as set forth by COMAR13A.06.04.06. “Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding alleged violation of this chapter. The written complaint shall: 1) state the alleged violation 2) contain a brief statement of facts necessary to understand the complaint 3) contain a brief statement of relief sought; 4) be filed within 30 days of the discovery date of the alleged violation.” The superintendent/designee will review the appeal, examine the data and conduct fact-finding information and make a decision relative to the student’s eligibility within 10 calendar days.</p>
<p>Washington</p>	<p>Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities. The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for, and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as 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>All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements. The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk and does not fundamentally alter the sport. The assessment criteria will be determined on a case by case basis and in conjunction with special education staff. If the disability or accommodations fall into one of the four-point criteria areas which preclude a student’s participation, then the student or parent may request a meeting with the Pathway to Play Committee. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member. The four point criteria will include 1) whether there is an increased risk of injury for the student or other participants, 2) whether the sport is fundamentally altered, 3) whether the student gains a competitive advantage, or 4) whether other participants are competitively disadvantaged. The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate 1) in a mainstream interscholastic sport or 2) a Corollary Sport program. Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee. A student, parent, or legal guardian may appeal the committee’s decision according to WCPS regulation IHBA-R.</p>
<p>Wicomico</p>	<p>While there are no policies specific to students with disabilities, there are policies applicable to all students. These policies are: (1) Co-curricular and extracurricular activity eligibility and (2) Wicomico County</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</p>

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

Section II – Alternative Sports Programs

LSS	Description of Types of Alternative Sports Programs and Structure	Needs Assessment
Allegany	<p>1. ACPS has partnered with Special Olympics of Maryland to offer programs in 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	1. High school interscholastic programs were offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Outdoor Bocce in the	Discussions were held with Adapted Physical Education Resource Teacher, Special Education

	<p>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>Coordinator, Athletic Coordinator, Special Projects person, and other LEAs. 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 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.</p>	<p>The Unified Sports options offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic director and special education team at each school.</p>
Baltimore County	<p>1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in corollary allied sports. There are three sports offered, one per season. Soccer is offered in the fall, Bowling in the winter, and Softball is offered in the spring. All team activities are co-ed with appropriate rule modifications to ensure a safe and successful experience for all students, regardless of ability. 2. The structure of the existing Corollary Allied Sports Program has the sameness as all other interscholastic sport offerings. Team practices are held each day after school for both soccer and softball and two times a week for bowling. Bowling practices are held off campus at the nearest bowling alley to each school. Team games and matches are scheduled approximately one to two times per week throughout the season.</p>	<p>A thorough needs assessment is done through collaboration with the Office of Athletics, Special Education, Athletic Directors and other stakeholders.</p>

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. 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.	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.
Carroll	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. 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.	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	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. 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.	The county maintains a Coordinator for Corollary Athletics who oversees the program. Consultation is done with each school's athletic director and building coordinator. Surveys are done after each season to look for improvements by the coordinator.

<p>Charles</p>	<p>1. Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competition. The Unified/Corollary athletic program includes co-ed teams comprised of students with and without disabilities who meet eligibility requirements. CCPS provides: (1) rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms and game equipment; and (4) the transportation for teams to travel in order to practice and compete.</p>	<p>The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.</p>
<p>Dorchester</p>	<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>
<p>Frederick</p>	<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</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>

	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.	
Garrett	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 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.	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.
Harford	1. Harford County Public Schools offered bocce, basketball, and bowling. 2. Practices are set up by the coach/sponsor of the activity just like a regular sport team. They are given equal access to the gym and are rotated in the practice schedule of the athletic program. A county wide tournament is held at the end of each activity.	By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.
Howard	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 &	(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

	<p>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>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	<p>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.</p>	<p>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.</p>
Montgomery	<p>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.</p>	<p>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</p>

		activities included in Special Olympics).
Prince George's	1. PGPS has a Corollary Athletic Program. Indoor Softball in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring are the sports in which the students competed during the 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 which practiced and competed each week. The teams participated in two competitions at the Unified Sports State High School Invitational at the end of the season.	Consultation with special educators, screening the parents and students, and utilizing a variety of communication methods. The Pathway to Play Committee will also be used as a resource.
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, information will be communicated and students will be asked to express their interest by completing registration. Feedback from participants, coaches and parent/guardians will be considered at the close of each season. A post-season analysis of each sport offered will be conducted by the Coordinator of Adapted PE. Feedback from coaches, athletes and parents, if available, will be shared with the Director of Athletics and school-based Athletic Directors.
Talbot	1. TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program	The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to

	<p>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>	<p>collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.</p>
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</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</p>

	<p>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>meaningful participatory experiences for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.</p>
<p>Worcester</p>	<p>In partnership with Special Olympics Maryland, Worcester County offers a Corollary Sports program through Unified Sports in the fall, winter, and spring. Unified Sports offerings are open to all students and are regulated by the Coordinator of Athletics, the Special Education and athletic departments of each high school. Students may take part in Unified Tennis, 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

SY2020 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	1880	227	46	1607	1317	129	28	1160
Anne Arundel	43423	4162	2122	37139	13796	1334	1164	11298
Baltimore City	51740	7598	*	44142	8262	1531	*	6731
Baltimore County	80368	10730	3739	65899	20248	2681	1199	16368
Calvert	6533	670	544	5319	2118	182	263	1673
Caroline	3867	402	89	3376	1024	101	46	877
Carroll	16925	1998	1063	13864	5382	507	396	4479
Cecil	10034	1629	245	8160	2900	413	108	2379
Charles	17465	1603	45	15817	3858	331	27	3500
Dorchester	3162	284	69	2809	568	65	33	470
Frederick	29847	3145	1629	25073	6542	632	523	5387
Garrett	2472	247	88	2137	475	33	45	397
Harford	26132	3205	902	22025	7482	839	413	6230
Howard	39671	3807	1678	34186	7609	716	555	6338
Kent	1081	176	61	844	300	34	39	227
Montgomery	110913	12966	4119	93828	29865	3535	1625	24705
Prince George's	93144	9514	1562	82068	18355	2172	450	15733
Queen Anne's	5125	544	280	4301	986	72	95	819
Saint Mary's	11864	1239	440	10185	2084	227	118	1739
Somerset	1534	236	55	1243	399	84	17	298
Talbot	2969	320	146	2503	743	78	53	612
Washington	15005	1519	379	13107	3860	371	170	3319
Wicomico	9073	1092	313	7668	2730	322	128	2280
Worcester	4444	454	117	3873	984	114	52	818
Totals:	588,671	67,767	17,563	501,173	141,887	16,503	6,355	117,837

*' indicates no students or fewer than 10 students in category

Data Source: SCGT 2020 End of Year Collection

Data for this report is provided by the local education agencies and includes student course information from school year 2019-2020. The Physical Education courses identified are based on School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education.

As of 06/01/2021

Appendix I

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

Reporting Period: September 1, 2020 through May 15, 2021

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, 2021.

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 using a Google Form and submitted to: jason.semanoff@maryland.gov by Friday, May 15th, 2021.

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"> ● ACPS continues to consult with the Maryland Coalition for Inclusive Education (MCIE). The first cohort of four schools (Cash Valley, West Side, South Penn and Washington) worked with MCIE to create school centered action plans in 2012. These action plans focused on improving co-planning, tiered intervention and specially designed instruction practices at each school. ACPS then continued this work with a second cohort of four schools (John Humbird, Cresaptown, Mt. Savage Middle and Mountain Ridge). An additional cohort was added with four more schools (Fort Hill, Westernport, Beall, Mt. Savage Elementary). The fourth cohort was comprised of four more schools (Braddock, Frost, George’s Creek and Westmar). 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. ● All teachers received professional development on Focused Instruction and Guided Instruction, the first two components in the Gradual Release of Responsibility (GRR) framework. GRR is used in an integrated manner with the guidelines, principles, and checkpoints of Universal Design for Learning (UDL). This priority aligns very well with SWIFT priorities, implemented for improving student achievement outcomes for all students. During staff development, SEFs worked with principals and teachers to evaluate inclusive practices in all schools and classrooms and identified three indicators to be the most important: specialized instruction with pre teaching and/or reteaching that is based on student performance; assignments and tasks are differentiated based on student abilities; and purposeful, flexible grouping of students. Over the last several years all physical education teachers have been provided specific professional development and resources related to inclusion and methods of adapting physical education instruction to meet the needs of all students. We have held professional development sessions in collaboration with Frostburg

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	<p>State University on accommodations and adapting the physical education instruction and setting.</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. The Annual Hooley Plunge will be held on October 23, 2021 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 personnel have been provided the Maryland Adapted Physical Education Consortium website and Sparks Inclusive Guide
<p>Anne Arundel</p>	<ul style="list-style-type: none"> • -Unified PE was implemented at 8 high schools and Unified Dance at 6 high schools. -Special Education provided funding for adapted equipment toolkits for 24 elementary schools. -Monthly staff meetings with Coordinator of Physical Education, Health, Dance, and Physical Education and Coordinator of Special Services/Special Education and Physical Education Resource Team. -Attend APE Professional Learning Network meetings • -New Teacher Orientation - “Introduction to Adapted Physical Education/Dance” professional development session with our new PE/Dance teachers. -Beginning of the year County wide Physical Education professional development sessions were offered on making modifications to virtual lessons, Unified Physical Education. -Throughout the year county wide Physical Education professional development sessions on adapted physical education. -Physical Education teachers at our developmental centers were invited to attend collaborative meetings held twice a month to share ideas and brainstorm challenges with teaching their students with disabilities. -Physical Education teachers were invited to virtual check in sessions with the adapted physical education resource teacher to ask questions or brainstorm ideas for virtual PE for students with disabilities. -We provided a professional development for the cultural arts and special education department at one of our schools to discuss best practices for including students with disabilities in their classes. • -We created a “Guidelines to Virtual Physical Education” document to share our expectations for their child during our physical education classes. -We created a Virtual Resources for Students with Limited Mobility notebook to give our teachers ideas for teaching our students that may have challenges with movement activities in their classes. -We collaborated with physical therapy to create FAQ for APE document to help explain the similarities and differences between APE and PT. -We created a Quality Checklist for IEP writing for adapted physical education.

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	<p>-We worked with 5 groups of students from our STEM / BMAH programs to create websites/apps to share resources to physical education teachers for their students with disabilities.</p>
<p>Baltimore City</p>	<ul style="list-style-type: none"> • In Baltimore City Public Schools (City Schools) Adapted Physical Education (APE) is managed by the Academics Office, specifically, the Office of Special Education, Related Services Unit. General education physical education (PE) teachers are managed by the Academic Office, Teaching and Learning. From these offices, the Coordinator of Health and Physical Education, the Educational Specialist for Health & PE. And the Educational Associate for APE work to plan relevant teacher trainings and professional development activities. Virtual learning has had a unique impact on physical education. Teachers were provided a modified scope and sequence, acknowledging that some outcomes could simply not be addressed in the virtual environment. The district has four (4) school-based APE teachers who support the separate public day schools. Currently there are five (5) itinerant APE teachers who provide APE services 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. Virtual physical education has provided students with a voice and choice in the ways they engage in physical education and has fostered a more inclusive environment. • Through a variety of professional learning workshops, general physical education teachers are taught best practices as they relate to curriculum and instruction, pedagogy, learning environment, equity and diversity, inclusion, classroom management and more. 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 September 2020, January 2021, and February 2021. In addition, bi-weekly Zoom calls have been facilitated with teachers to share resources, highlight best practices and discuss challenges, solutions to those challenges, and triumphs as they apply to virtual teaching and learning. During these sessions, the PE teachers and the APE teachers actively discussed: special education information, training, and skill adaptations related to physical education for students with disabilities; challenges with virtual instruction; strategies for student and family engagement; modifying common household items to promote physical activity at home; review of APE goals; report writing and documentation requirements; enhancing the Special Olympics program, providing information about the Special Olympics Virtual Fitness and Movement Challenges; information about “Coaching Special Olympics Athletes and Protective Behaviors” as required by Special Olympics of Maryland. • The Unified Interscholastic Athletic Program continued for School Year 2020-2021 with support from the Interscholastic Athletics Office and The Maryland Special Olympics. The following unified sports were offered this year: Unified Virtual Fitness Challenge, and outdoor bocce. The unified sport with the largest student response this year was outdoor

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	<p>bocce, with 10 schools participating. The district’s Adapted Physical Education Guide was revised and updated in August 2020, to refine guidelines for the Adapted Physical Education (APE) 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 2021. 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 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>
<p>Baltimore</p>	<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). APE teachers receive a copy of information distributed to IEP Chairs along with collaborating on statements sent to teachers regarding APE guidelines. The APE Resource Teachers reach out to their assigned contact person with any questions related to that division of Special Education. Both the Special Education and Physical Education offices are in the same building which allows 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, was planning to expand to other schools before COVID-19 caused a halt to in-person learning. Our office receives updates from the Office of Special Education about MSDE Technical Assistance bulletins to review and relay pertinent information regarding students with disabilities in physical education programs. • At countywide professional development sessions, physical education teachers that teach students in self-contained special education programs were given information about IEPs and compliance in virtual and hybrid settings. 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 were presented to provide teachers support. 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). Teachers use data collected in class to report on progress towards goals and objectives as they enter quarterly reports on SPS. This spring the CPD course “Teaching Physical Education to Students with Disabilities” was offered online. • Adapted PE forms, templates, sample goals and lessons, 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 students (in the virtual, in-person, or hybrid

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	<p>environments). 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 switch to concurrent learning and the limitation of gatherings and visitors in schools due to COVID-19, Awesome Activity Days had to be canceled for this year. We hope to resume these events when conditions allow.</p>
Calvert	<ul style="list-style-type: none"> • The physical education and special education offices continue to collaborate to promote and protect the inclusion of students with disabilities into the mainstream physical education setting. Monthly meetings between the counties APE Resource Teachers, general education physical education teachers, and physical education supervisor have continued to occur even during the COVID pandemic. These meetings are held via the Microsoft Teams platform. Discussions on how to include students during virtual learning are held regularly. Video links, video recording, animation PE movements, live physical demonstrations, and now even In-Person learning with assistance has continued throughout the pandemic period. • "Calvert County recently held a PD meeting about incorporating a new PE course for next school year. The physical education class will be titled "Unified PE" and will be offered at the high school level where focus will be on integrating our special needs populations into the physical education setting with their typical peers in a MORE inclusive, authentic manner compared to a program run with station work or group/student led teaching. The outcomes were successful. A new equipment list, unit ideas, and ideas of inclusion were shared among high school teachers, APE resource teachers, and the physical education supervisor. The class will run next calendar school year, 2021 - 2022." • New resources that have been developed and provided during the COVID pandemic include many items related to distance learning opportunities. These resources include but are not limited to the following: individual laptops for each student with live video streaming capacity, Schoology online platform for access to lesson recordings and video links for demonstrations, iPads, yes/no switches for communication, sanitizing equipment for in-person instruction, and new equipment purchases for some of the high school level unified PE program that will begin next school year.
Caroline	<ul style="list-style-type: none"> • -Supervisor of PE/Health and Coordinator of Special Education have been collaborating on continuing to implement what is currently in place due to Covid pandemic. -APE Teacher specialist collaborates with PE and Special Education Teachers to support students in the gen ed classroom. -Supervisors and Adapted PE Teacher Specialist have provided continued professional development to improve identification and creation of goals for APE students. • -Google classroom/Zoom PD for teachers to allow for students to have real time access to teachers and resources.

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	<ul style="list-style-type: none"> - Students access their classroom with personalized goals and resources for individual students. -IA Support plan has been created and implemented to monitor IEP goals, track, and provide support to students. -Special Olympics PD for one additional elementary teacher and teacher specialist to begin creating district-wide elementary and middle school resources for teachers and students. • -Additional PE equipment has been purchased to allow for students to have individual take home kits for at-home use. Kits are also available for students in the classroom to use as needed. -APE Teacher Specialist has transitioned to provide direct services to students instead of consult with PE teachers.
Carroll	<ul style="list-style-type: none"> • APE consulting teacher works directly with PE supervisor and meets or conferences on a weekly basis to keep abreast of APE/PE updates. PE supervisor in collaboration with APE consultant provided opportunities to meet weekly with all PE/APE teachers to discuss all matters related to virtual/hybrid PE/APE. CCPS is currently involved with the TIES grant and sharing relevant information to all PE/APE teachers. All APE teachers are sharing lessons with General Ed PE teachers to incorporate modifications within the PE lesson. Schools are sharing materials/equipment to assist with needs at those respective schools. APE consultant created a resource links page to help PE/APE teachers with virtual/hybrid instruction. APE consultant/PE supervisor regularly attends staff meetings, IEP meetings, MSDE meetings and Principals' meetings. • During Back-to-School teacher orientation week, teachers are given opportunities to collaborate, share and expand their knowledge regarding APE/PE topics. Weekly teacher check-ins incorporated discussions about handling virtual instruction along with APE students' Continuity of Learning Plans. APE consultant provided quarterly progress report assistance for all APE teachers. PE/APE teachers were provided opportunities to attend webinars on a variety of topics to grow professionally. Special Education documents were shared periodically with PE/APE teachers to keep them informed of current Special Education topics/decisions. As a result, PE/APE teachers were better informed/ready to provide relevant/differentiated instruction during this unprecedented time to all students with disabilities. • New Google lessons were developed and shared with all PE/APE teachers to provide examples and prepare them for virtual learning within their Google classrooms. APE consultant created a new resource link page with a variety of PE/APE topics/units for virtual instruction. New materials were added to a previously constructed APE lending library (Books, equipment, Exercise cards).
Cecil	<ul style="list-style-type: none"> • Instructional Coordinator for Special Education and Program Coordinator for Health/P.E. have collaborated to identify the necessary components of referral, evaluation, and eligibility determinations for Adapted Physical Education (APE) services. In collaboration with the Adapted Physical Education Teacher a series of resource tools and documents are being designed to support IEP teams in making appropriate decisions. These

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	<p>resources will include information regarding accommodations and/or modifications to physical education classroom activities which will make them accessible to students. A continuum of APE services will be developed so that staff can easily determine the level of support needed for each student based on their unique learning needs.</p> <ul style="list-style-type: none"> • Due to COVID-19 closures and mid-year changes in the program leadership no new training has been provided to instructional staff. Updated training is being developed based on the new programmatic documents. Training will be provided to all physical education teachers in the fall of 2021. An overview of the new documents and resources will be provided. Additionally, a video series will be utilized to support on-going practices. The Adapted Physical Education teacher is participating in professional development to improve her individual practices. • New resources include: <ul style="list-style-type: none"> ○ New APE referral form ○ Parent/student interview questions for assessment process ○ New assessment template ○ Resource documents for the administration of the individual assessments ○ Resource document for the continuum of APE supports ○ Resource/Guidance document on progress monitoring of IEP goals ○ Resource document on using evaluation and on-going assessment data to write the present levels of performance
Charles	<ul style="list-style-type: none"> • The Adapted Physical Education Resource Teachers' positions continue to be listed under the Special Education Department in Charles County Public Schools. These individuals meet monthly with the HPE Specialist to discuss issues relating to students with disabilities in physical education. These individuals also collaborate with MSDE, 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 (F2F & virtual). 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. During New Teacher Orientation, teachers are provided training on adapted physical education specific to Charles County and sessions are offered to staff during professional development on various topics in special education and adapted physical education. The outcomes are for participants to have a better understanding of their students with disabilities and provide strategies to fully include these students in physical education. We are also continuing our partnership with Special Olympics Maryland and the Young Athletes Gross Motor

LSS	Response to Question 1
	<p>Program targeted at early childhood/PreK as a supplement to physical education and gross motor instruction. Additionally, this school year, opportunities have been provided for teachers to collaborate specifically with APE resource teachers bi-weekly regarding district level adapted physical education initiatives.</p> <ul style="list-style-type: none"> • For the 2020-2021 school year, we continue to develop and improve our PE Leadership Inclusion course at the high school level in a virtual setting. All high schools are encouraged to offer this course, and we have investigated extension of this program to the middle school level. In addition, we continue to provide Young Athletes Program resources and training to any individual interested in conducting the program. Due to online learning, we developed a library of resource videos for teachers to access in assisting the instruction of virtual skills in a live or virtual setting. Finally, we explored the availability of app-based programs to supplement APE instruction.
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 aides have been very involved with helping make introductions and provide comfortable transitions. Teachers at each elementary, middle, and high school now are particularly encouraged by the results they have observed with the adapted measures implemented in their instruction that have helped to include students in wheelchairs 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 sixth year, during the 2020 – 2021 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 2020 – 2021 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 2020 – 2021 Physical Education Instructional Expectations document.

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	<p>We continue to revise the PE curriculum and will continue the work to revise the PE curriculum over the summer.</p>
Frederick	<ul style="list-style-type: none"> • The APE Department, K-12 PE Department and Special Education Supervisor meet monthly to discuss APE Students, specific schools and programs. The APE Department has been meeting regularly with the Specialized Program Coordinators and Special Education Teachers at all levels. Meetings with Specialized Program Coordinators, The APE Department, and the Supervisor of Secondary Health & PE. The APE Department has been meeting with the Secondary Supervisor of Visual and Performing Arts to plan for Inclusive Dance (MS) and Unified Dance & Unified Art (HS). • National Google Meets on various topics have been recorded and shared with FCPS Staff, -MSDE Staff and educators all over the USA on a monthly basis. PL time with MS Teachers to discuss the full process of APE Services, Data Collection, Progress. Attending PLC groups at the ES level when asked to discuss APE Concerns/Needs. • Updates and additional modifications about MS Inclusive PE Kits. FCPS DARTS Website (A resource we created: Providing Modifications for PE skills to stay on target).
Garrett	<ul style="list-style-type: none"> • The Director of Special Education and the Director of Secondary Education are in constant communication about professional development, inclusive opportunities, unified sports, and student specific situations as they arise. The two departments meet regularly through county-based instructional and administrative team meetings, as well as through school-based meetings. • Garrett County Public Schools (GCPS) has an adapted PE teacher that serves on the MSDE adapted PE steering committee. This individual provides individualized professional development to his colleagues as student-specific situations arise. In the upcoming school year, GCPS will be partnering with MD Special Olympics to offer additional adapted PE PD opportunities to our staff. • GCPS has adopted MD guidance documents on adapted PE and have dispersed these to all PE teachers. Teachers have also been given additional resources based on individual student needs.
Harford	<ul style="list-style-type: none"> • Preplanning for transition to middle and high school and alternate dressing areas is needed. The APE department is planning with special educators and facilities regarding all fields, gymnasiums, fitness labs, pools to make sure access can be made for all areas. The APE dept. designed a virtual Sports for Life winter season, creating a PowerPoint to guide coaches and parents in a virtual bowling season. Due to COVID the APE dept. created a hybrid Sports for Life season of Corn Hole for in-person athletes and athletes at home. A PowerPoint was created to guide parents and coaches in a season of Corn Hole that could occur at home with homemade materials and in school with restrictions in place for COVID guidelines (spacing, cleaning equipment, individual equipment). A 3rd season of yard games was created in a hybrid model to accommodate the virtual athletes at home and in-person athletes. A PowerPoint was designed to guide

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	<p>parents and coaches in yard game activities. In the PowerPoint homemade equipment was presented and various yard game directions and rules were highlighted.</p> <ul style="list-style-type: none"> • The APE dept. utilized the Microsoft Teams platform to join PE teachers in pull-out sessions and PE classes to support and collaborate. APE dept. meetings were utilized to share national convention presentation information. Modified equipment, instructional techniques, and technology in PE are being carried over. APE dept members attended workshop 1 with Laura Lieberman for students with visual impairment and her strategies and modifications to materials and equipment are being utilized. • The APE dept. created and shared modified virtual lessons in video guided format for students with different ability levels. Videos were intentionally formatted to give students a choice of standing or seated exercises and incorporated a visual timer. Skill themes followed the PE units being taught. Skills were simplified and equipment that could be found at home was utilized. <ul style="list-style-type: none"> ○ APE equipment test kits were established for the TGMD-3 along with PPE's and cleaning products for equipment ○ New strategies and modified equipment for students with visual impairments are being utilized.
Howard	<ul style="list-style-type: none"> • APE staff members participate in content specific professional learning with PE staff. This is a collaboration between special education and PE because APE is part of special education. Special Education Resource Teachers presented to PE staff during the first semester on instructional strategies and supports to accommodate varying levels of cognitive and physical abilities during virtual and hybrid teaching and learning. APE staff collaborated with PE staff in order to design and deliver instruction during virtual and hybrid teaching and learning. PE and APE staff collaborated to design student facing materials in order to best meet the needs of our students with APE services. 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 have participated and contributed to PE Leadership teams, resource development, planning professional learning. PE staff receive training from special education teachers on how to implement Behavior Intervention Plans and Supplementary Aids as documented on the IEP. • During the 2020-2021 professional learning opportunities, APE and special education staff presented to PE staff for students with various types of disabilities. The focus of this professional learning was based on strategies for virtual and hybrid teaching and learning. These presentations included inclusion strategies for students with physical and cognitive disabilities. APE teachers collaborate regularly with PE teachers to appropriately modify activities, include students with disabilities, and build student facing materials for synchronous and asynchronous instruction. APE Program Head created and shared a variety of resources to support with virtual and hybrid teaching and learning.

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	<ul style="list-style-type: none"> Developed: APE staff developed visuals for skills and learning tasks. These visuals were included in teaching materials for synchronous and asynchronous classes. In addition, APE staff helped support PE teachers by modifying slide decks, and student facing pages for synchronous and asynchronous learning opportunities. These visuals support the inclusion of students with disabilities in PE and have been crucial during virtual teaching and learning. APE staff collaboratively developed slide deck templates and examples for synchronous virtual APE instruction. APE staff created skill cue photos and videos to support virtual and hybrid instruction for students with disabilities. These photos and videos included modified versions of various skills. APE leadership developed guideline resources on implementing synchronous APE instruction as a part of students' Alternative Service Delivery Model Plans. APE leadership created slide decks, organized by content area, designed for students in regional Academic Life Skills programs.
Kent	<ul style="list-style-type: none"> To promote the inclusion of students with disabilities into mainstream physical education, the Physical Education and Special Education offices have worked collaboratively in training staff on physical limitations of students with medical conditions that impact their involvement in the PE curriculum. The staff meet annually at the beginning of the year, the beginning of the second semester and as needed, to review IEPs, physical limitations, other health concerns, and how to approach the curriculum to meet the learner's needs. The Physical Therapist and Occupational Therapist work collaboratively with all PE teachers to adapt the curriculum as needed for children with disabilities. New Professional development opportunities have been provided through working with a SCHNICH coordinator on including all students, even those with significant medical needs, to be involved in the PE curriculum. Other PD opportunities have been in collaboration on continued writing of the opioid lessons within the current curriculum and the SEL lessons with our PE, Counselors, and Special Education teachers. No new resources have been developed; however, 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 Teaching, Learning, and Schools, 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,

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	<p>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. OCIP and DSES collaborate to provide appropriate teaching positions to schools with discrete programs to provide specialized teaching and instruction supporting student access to grade-level curriculum. HPE and the Office of Physical Disabilities collaborated to assure that students were being appropriately serviced in virtual physical education and goals and objectives were being met when appropriate. The Office of Physical Disabilities shared technology (document cameras) to support meeting the needs of students. Offices have shared best practices coordinated services and identification of students for OT/PT/APE services.</p> <ul style="list-style-type: none"> <p>Maryland Online Individualized Education Program (MOIEP) for Physical Education Teachers (asynchronous) Professional Learning Description/Outcomes: The Department of Special Education Services (DSES) provided a professional learning session for physical education teachers on the Maryland Online Individualized Education Program (MOIEP) tool. The session prepared participants for navigating MOIEP and documenting adapted physical education (APE) services in the MOIEP tool. Alternate Learning Outcomes Curriculum 2.0 for New Elementary School Physical Education Teachers (asynchronous) Professional Learning Description/Outcomes: The session provided new elementary physical education teachers with information about the shift from the Fundamental Life Skills Curriculum (FLSC) to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes (ALO). The session provided opportunities for teachers to review and discuss IEP documents that will assist teachers in gaining an understanding of the strengths and needs of students with significant cognitive disabilities who are pursuing alternate learning outcomes and initiate the planning process for an upcoming lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes. 3. Alternate Learning Outcomes Curriculum 2.0 for New Middle and High School Physical Education and Health Teachers (asynchronous) 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</p>

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	<p>lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes. Adapted Physical Education 3-Credit CPD/0.4 CEUs (HE-16) (virtual hybrid model) Professional Learning Description/Outcomes: This course is designed to provide education professionals providing students with disabilities with extended knowledge and skills in the area of 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. 6. New Teacher Orientation: 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. Biweekly Collaboration meetings: Topics included evaluation and assessment, teaching in a virtual environment, concurrent teaching, safety measures when supporting students with disabilities during COVID. Teachers shared best practices in delivery of physical education.</p> <ul style="list-style-type: none"> ● The following adapted physical education resources for elementary and secondary physical education have been developed or updated and are accessible to teachers through the MCPS Curriculum Site. <ul style="list-style-type: none"> ○ 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

LSS	Response to Question 1
	<p>movement analysis, functional mobility, functional physical fitness, ball skills, sensory processes and sensitivity, communication, and play behaviors and awareness of others.</p> <ul style="list-style-type: none"> ○ 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, Third 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 starting in SY2018. Additional updates to the course to reflect new assessment strategies and provide all resources in a virtual teaching environment. This course is offered through the Canvas LMS platform. This 0.5 credit, semester-long course is designed to develop leadership skills within the physical education setting for individuals interested in pursuing careers in education/teaching or physical therapy. Throughout the course, participants will have the opportunity to assist students who have various physical and learning disabilities in their development of sport/movement skills and fitness. Participants will explore and analyze a variety of disabilities and develop sport/recreation goals or fitness plans for their peer with a disability. The course will focus on disability awareness, communication, instructional, and feedback techniques, as well as goal setting. ○ Preschool Education Program resources for teaching in a virtual environment. Teachers have access to a complete year of PreK curriculum adapted to meet the needs of students with disabilities in the preschool setting. All items are shared with teachers through Canvas LMS platform. ○ Adapted PE: Teacher Coursework is a resource for teachers through the Canvas LMS platform. This course provides a space for teachers to communicate with peers, receive targeted communication for teaching students in APE, and updated resources from MCPS regarding changes to special education processes throughout distance learning.

LSS	Response to Question 1
	<ul style="list-style-type: none"> ○ Maryland Adapted Physical Education Consortium continued collaboration with state association to increase access to materials to support students receiving services in APE - specifically to support paraprofessionals, deliver content and visual supports, increase understanding and awareness of supplementary aids and services in physical education.
Prince George's	<ul style="list-style-type: none"> ● The Adapted Physical Education Program has continued 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 also in the early planning stages of redefining the role of the Adapted Physical Education Program to only provide APE services to students in Certificate track programs. We are scaling back services to students with IEP's in our Emotional (ED) programs and Autism programs due to the fact that they are on the Diploma Track. ● We are escalating our use of 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 multiple professional development sessions for our APE staff on the program. Our staff now has access to the screening tools and materials to effectively implement the Fit 4 Work Program. We have also met with our Secondary Transition staff to share activities and data collection materials. ● During the pandemic, our staff worked on a WIX site to house videos that could be used for synchronous and asynchronous instruction. This WIX site is structured to house videos that match National Physical Education Standards at the Early Childhood, Elementary, and Middle/High School levels. There is also a section for the Severe and Profound population. There are resources for assistance in communication and equipment modifications to allow for access with multiple disabilities. A section on our Secondary Transition program (Fit 4 Work) is also available. The videos on the site are a mix of staff made and videos found on the internet on various exercise sites. The site allows for some standardized instruction throughout our program.
Queen Anne's	<ul style="list-style-type: none"> ● For the past couple of years, the physical education and special education supervisors have collaborated with the APE specialist to provide our physical education teachers PD 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 by the APE specialist on providing modifications to students who have disabilities.

LSS	Response to Question 1
	<p>During this past year a folder for virtual learning was set up by the APE Sped Specialist to continue to add in ideas and creative ways to teach during virtual times. 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.</p> <ul style="list-style-type: none"> • This year was a creative year when it came to providing professional development. Teachers were given resources by the APE Sped Specialist on ways to better service students during the pandemic and virtual learning. A folder was set up to house all webinars, activities, etc. for PE teachers to access. The APE Sped Specialist was made available to help/support during this time. Virtual meetings with teachers were made available as well. We are continuing to provide Professional Development to Physical Education Teachers by Adapted Physical Education Teacher Specialist even more so during this pandemic/virtual learning. We are also continuing to work on processes for identifying students needing APE services. There is always a collaboration with Special Education Teacher Specialists/APE teacher Specialist and Supervisor of PE and Special Education to review potential programs/training needed, and to review needs of the district. • Resources are still the shared adapted physical education folder. We have updated with resources. PE teachers follow the program guide for a resource. Referral forms were updated and put into our resource folder as well, along with APE flyer. All PE teachers have access to the information in the folder. Presentations, IEP information, assessments, accommodations/adaptations are available in the folder to be used as a resource
St. Mary's	<ul style="list-style-type: none"> • The Coordinator of Adapted Physical Education participates in ongoing bi-weekly meetings between the offices of Physical Education and Special Education. Emphasis in these meetings is placed on the following: <ul style="list-style-type: none"> ○ 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. ○ Shares and reports information from MSDE regarding updates from monthly Adapted PE briefing meetings as the Consultant for Adapted Physical Education Maryland State Department of Education. ○ Collaborated through local and state organizations in sharing and reviewing discussing various Adapted P.E. class models and best practices for students with disabilities.

LSS	Response to Question 1
	<ul style="list-style-type: none"> • In order to offer students a diverse learning environment with exposure to a variety of physical activities, physical educators participate in professional development training that is conducted quarterly to ensure consistent practices are followed county wide. All of our professional development opportunities are conducted by the Coordinator of Adapted Physical Education and Supervisor of Special Education. This specialized training provides general and adapted physical educators with the necessary tools to increase PE Teachers' confidence when working with students receiving Adapted Physical Education services. Opportunities are designed to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation. After school professional development opportunities through optional meetings with the Coordinator for Adapted Physical Education Services and The Supervisor of Special Education Services. Emphasis on student engagement in a comprehensive physical education experience through exposure of a variety of activities. The activities and lessons shared with Physical Educators are designed to increase students' physical activity level, build self-confidence and foster friendships with their peers. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing and exposing students to a variety of activities such as Disc Golf 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 school-based website along with our Adapted PE and Corollary Sports Handbooks. The Adapted PE website had been adapted to include a Virtual Learning page. The Virtual Learning page has been used collectively to add and compile gathered shared virtual best practices resources from other professionals across the state and country. The use of Schoology.
Somerset	<ul style="list-style-type: none"> • The physical education supervisor and the special education supervisor have worked together to promote and protect inclusion of all students into physical education classes. • We have shared a professional development on the use of remote access to include students in physical education classes. • We have moved to 1 to 1 device in SCPS.
Talbot	<ul style="list-style-type: none"> • Physical Education teachers work with Special Educators in the IEP process to develop appropriate goals and plan instruction to meet them. Depending on the student's needs, Physical Therapists, Special Ed. Teachers and Instructional Assistants employed through the Special Education Department may consult in that process as equal members of the IEP Team and may work in collaboration with the P.E. teacher to meet the goals. • With the closing of schools on March 13th and the attempts to reopen in the hybrid and concurrent models there has not been an opportunity to provide PD on adaptive physical education this year.

LSS	Response to Question 1
	<ul style="list-style-type: none"> • Articulation forms were created for students leaving Pre-K, grade five and grade eight to ensure that identified goals are communicated to the new building allowing for progress towards those goals to continue as students transition to a new school.
Washington	<ul style="list-style-type: none"> • The APE staff works from our Special Education Center. The team travels to schools to work directly with classroom teachers and physical education teachers to provide inclusion strategies to meet the specific needs of students. This set up has allowed the APE staff to collaborate with classroom teachers as well as physical education teachers to provide services, answer questions and our processes are being effectively and efficiently followed for all students. • The APE staff regularly attends workshops and professional development opportunities to learn new processes and information from MSDE and professional organizations. Information is then shared with our regular physical education teachers. This year we held monthly professional development days virtually and the APE staff would provide updates to our teachers. On one of our system wide PD days, the APE staff provided a training on how to modify instruction virtually to meet the needs of the students. After the training communication picked up between classroom teachers and the APE staff regarding modification to instruction virtually. More teachers were reaching out for assistance to modify instruction in the virtual and concurrent teaching models. • The APE staff works with schools and individual teachers utilizing our lending program. The APE staff houses specific equipment at the Special Education Center, which can be borrowed by schools for students to help meet their specific needs. This allows students access to utilize functional equipment that schools would normally not have in their schools. This program has provided greater opportunities for our students to be included into our regular programming.
Wicomico	<ul style="list-style-type: none"> • We work together frequently to ensure all students are provided physical education. • Professional Development has been provided to demonstrate for teachers how to work with students with a disability in Physical Education. Guidance is also provided when teachers have a specific question regarding a specific student. This training has helped teachers feel more comfortable in providing physical education to all students effectively • Training for all teachers regarding different topics is provided. Students with different disabilities would perform successfully with the proper equipment and support.
Worcester	<ul style="list-style-type: none"> • The Supervisor of Special Education has continued to open in-services and professional development workshops to all teachers including physical education teachers. 2. All afterschool administrators and athletic directors have made sure that their afterschool sports programs are offered to ALL students regardless of disability, gender, race, ethnicity, etc. Also, that is printed on all documentation that is sent home to our students. 3. Schools are continuing to invite physical education teachers to the IEP meetings and provide input to the IEP development, when applicable. 4.

LSS	Response to Question 1
	<p>We continue to work with Special Olympics in providing various sporting activities for students at our Special School. 5. This was our fifth year of implementing the Unified Sports Program. Our County Athletic The Unified Sports program in Worcester County for all three high schools has been very successful. Sports are being offered during all three athletic seasons (bocce, bowling, and tennis). In the past, before Covid-19, we have had a few teams who have gone to the state level and this has been VERY exciting for our schools. We also had an elementary school that started a unified sports team! 1. The physical education program specialist from MSDE has provided professional development to all physical education teachers (K-12) in Worcester County including adapted physical strategies in the classroom. 2. Our physical education teacher at Cedar Chapel Special School leads professional learning sessions to all physical education teachers during the school year.</p> <ul style="list-style-type: none"> • Cedar Chapel Special School has provided their APE teacher with professional development training with Core Boards and PODDs for communication with students with disabilities in the APE classroom. This APE teacher has also been invited to and attended several APE trainings. In the past ALL PE teachers were given PD on formative assessment in the PE classroom, for students with and without disabilities. As we get back to a more "normal" PE setting, with most of our students back live, we will use our CCSS instructor for PD sessions with our PE staff. • In 2013, our county developed all new skill assessments for our K-8 PE curriculum. Because these skill assessments are individualized, each student, with or without a disability, can be assessed on their individual performance. In 2014, all of these skill assessments were uploaded into Curriculum Loft, an online curriculum repository for ease of access for teachers. The documents in Curriculum Loft included the APE guide for teachers from MSDE. In 2015, we revised our UDL model for lesson planning, incorporating more opportunities for teachers to personalize instruction based on student need. During the 2016-17 school year, the skill assessments were all revised and uploaded in to our LMS, Engrade. We now have new iPad technology for the PE/Health teacher to assist with record keeping, and curriculum planning for their class. It also allows teachers to download apps which will assist them with students with disabilities, as well as general ed. students. In the 2017-18 school year, Worcester County Public Schools reinstated the use of FitnessGram with fidelity. So that teachers can more accurately and efficiently monitor the progress of ALL students, particularly our subgroups.

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>Training for paraprofessionals to support the needs of students in physical education classes to ensure the child has a sense of belonging is critical to fulfilling the needs expressed on the IEP. Teaching staff have become creative in adapting PE programs to meet the needs of children with accommodations, but funding to purchase adaptive equipment through the PE department is very limited. More funds to provide more support for the PE teachers, such as planning time and more PE teachers. Planning time for secondary PE teachers for direct services, data collection, writing IEPs and for attending IEP meetings. There is no funding available to support an APE specialist even on a limited basis.</p>
Anne Arundel	<p>The biggest challenge that we continue to face is a steady rise in the number of students who have APE service on their IEPs and 1.4 resource teachers to support them.</p>
Baltimore City	<p>During the previous school year, APE training for the general education PE teachers in the provision of services in the least restrictive environment (LRE) was voluntary. In addition, with the onset of school closures in March 2020, the focus of teacher training pivoted to online learning, such as trainings in virtual platforms and providing virtual services. In the current school year and virtual environment, students with disabilities are scheduled for physical education in the LRE and teachers were provided synchronous & asynchronous opportunities to learn about best practices and appropriate instruction.</p> <p>The Educational Associate, Coordinator of Health & Physical Education and the Educational Specialist for Health & PE coordinated to ensure an adapted PE workshop is offered during each of the three, full day, systemic professional development (PD) days in school year 2020-2021. During the three PD days, members of the APE team ran virtual sessions for PE teachers to attend that were designed to improve and enhance the quality of adapted physical education to students in the general physical education settings. PD sessions were well attended, and the APE team works continuously with general PE teachers while students with disabilities are in class with their non-disabled peers.</p> <p>Historically, not every City School was staffed with a full-time and/or certified physical educator. However, for the current school year, all City Schools have a certified physical educator on staff, giving all students the opportunity to participate in a quality physical education program throughout the school year. In the current virtual/hybrid environment, all students in grades PK-8 should receive physical education at least once a week for 45 minutes for the school year. Accordingly, this same guideline will be in place when schools resume in-person services.</p> <p>The APE teachers continue to support PE teachers by:</p> <ul style="list-style-type: none"> • Providing professional development in the areas of inclusion, adapting services and instructional materials, and increasing student participation in Special Olympics activities and events • Completing service delivery documentation

LSS	Response to Question 2
	<ul style="list-style-type: none"> • Completing APE assessments and assessment reports • Writing and submitting IEP report cards • Writing and submitting requested IEP progress reports • Updating IEP records • Attending IEP meetings
Baltimore	<p>BCPS only provides funding for three APE resource teachers to cover all 375 K-12 physical education teachers in our 175 school buildings. This puts tremendous strain on the three resources teachers to provide adequate support to a large population. In addition, many of these schools also have self-contained special education programs requiring additional support for students and teachers. The scope of the work compared to the number of people assigned to the work continues to be a problem.</p>
Calvert	<p>The challenges we face in Calvert County have differed from last year due to the COVID pandemic. Due to the various shut down periods of in-person instruction during the COVID pandemic, many of our students have lost the opportunity to participate in a PE setting with their typical aged peers.</p> <p>Sometimes this problem is due to the regional programs virtual schedule, individual academic times needed, day care schedule, transportation between homes, poor internet connection, or no physical assistance available at home to assist with logging on too school. Now that in-person PE is beginning to return, there are several concerns with our population of students who do not/cannot/or will not wear a mask. There is also a 15 person (physical human body) limit per classroom now which limits assistance available to those attending general education PE classes. Finally, with some of our students just returning to the in-person PE setting after a yearlong hiatus, many routines have changed and behaviors have risen in many of our students who struggle with personal space and clean self-care hygiene.</p>
Caroline	<p>Time and money are challenges every year; however, the COVID pandemic has created multiple issues this school year such as location and access to students.</p>
Carroll	<p>With relatively compressed schedules, teachers need more time to collaborate with Special Education staff. In addition, more financial resources are needed to lessen the burden on staff and provide expensive special education equipment. More itinerants would allow more personal instruction to students with disabilities. Most of these challenges remain the same from previous years, however, virtual instruction has created challenges with the need to deliver instruction to Special Education students via a computer. Lack of assistance at home, lack of accountability at home, inability of students to attend for long periods of time and difficulties navigating the virtual world are a few of the challenges posed this past year.</p>
Cecil	<p>Challenges include continuing to develop physical education teachers' knowledge of the special education process (referral, evaluation, eligibility, IEP development).</p> <p>Provide professional development and resources to build knowledge</p> <p>Additionally it is challenging to coordinate schedules for IEP team meetings so that the physical education teacher can attend and participate without disrupting the instructional day for multiple grade levels.</p>

LSS	Response to Question 2
	Coordinate meetings at shared planning times (beginning of the day) so that multiple classes are not impacted by the physical education teacher's absence Request that the physical education teacher present their information at the beginning of the IEP meeting and then be excused with parental permission.
Charles	Due to the COVID-19 pandemic, in Charles County Public Schools, key challenges we have faced for students with disabilities include: Teacher turn-over, student access to technology and/or online instruction, and lack of (at-home) adult support in a virtual setting. These challenges are new for this school year. Last school year the majority of instruction was provided in a face-to-face setting; large class size, diverse school culture, and facility challenges were consistent challenges during last school year.
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	Some schools are still leaving students with disabilities out to the side of the lesson/activity. Students with APE Services on their IEP are not all getting the documented service. Students with SAS on their IEP are not all getting proper access to the curriculum with supports from the SAS. Not all students who require/would benefit from service have been identified. Not all PE programs are set up and taught using practices that benefit the inclusion of students with disabilities. PE Teachers are not held accountable at the building level for providing proper class structure or service.
Garrett	GCPS is currently working towards updating aging outdoor facilities (playgrounds, walkways, fields, etc.) to be ADA accessible. This has been a barrier for some of our students and we are making significant changes moving forward. By the end of this year, three of our playgrounds will be renovated for accessibility.
Harford	Virtual and hybrid learning were the biggest challenge this year. The virtual learning platform did not always have all the functions working, making planned activities less effective especially when cameras didn't work. For example, on the day of the sports for life virtual bowling tournament not one single camera worked for any of the 48 participants. Adapted physical education consultation was utilized for modifying lessons for students who were having difficulty accessing and or keeping pace with the PE class on-line sessions. APE teachers had to provide guidance from creating modified equipment in the home setting for successful participation. Creating both in-person and virtual activities that support the learners' specialized needs while following COVID restrictions. Coming up with homemade equipment that promotes the skill practice. Keeping students safe who are not able to follow COVID protocols. Finding a space to safely perform APE assessments and teach PE lessons was a challenge. Many gymnasiums are being used as cafeterias due to COVID restrictions.

LSS	Response to Question 2
Howard	Meeting the needs of students with special education services during virtual and hybrid teaching and learning. Large numbers of high-needs special education population in PE classes. This challenge continues to increase as the special education population increases, and APE and PE staffing does not incrementally increase with the student population.
Kent	Our current challenges remain the same as from the past. Students with limited mobility and significant medical concerns, including epilepsy, continue to be our biggest challenge. These challenges have not changed since last year. Another challenge we have is when an adaptive curriculum is also not appropriate due to the student's needs (ex: The student cannot move limbs independently.) There is no funding available to support an APE specialist, resulting in our PT being required to attend more PE classes than in the past.
Montgomery	<p>The challenges facing MCPS and individual schools in delivering physical education to students with disabilities has increased since last year. Distance learning for students receiving APE services has been the largest challenge. We have learned to teach and support in new ways with technology and online platforms.</p> <p>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, although we have seen a slight increase in staffing for our support of discrete school-based programming from 16.2 to 17.0 FTE. This increase is great, however, there has been an increase in students receiving APE services by 150% since last school year and we know that there are more students in need of APE services in our school system.</p> <p>Additional on-going challenges are:</p> <ul style="list-style-type: none"> Staff (physical education teacher) allocations Space/facilities and specialized equipment Support staff (paraprofessional) allocations Communicating the adapted physical education process to all physical education and special education teachers throughout the county (207 schools) Substitute coverage or an after school 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

LSS	Response to Question 2
	<p>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.</p>
St. Mary's	<p>Accessibility for parents to access and implement with their child at home as they do not have the background training and/or knowledge of a Physical Education Teacher.</p> <p>Improving teacher confidence of the Special Education process through additional training opportunities.</p> <p>Validity of information Teachers are required to input quarterly into the Maryland Online IEP system.</p> <p>Further discussion of consideration of 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.</p>
Somerset	<p>The use of remote and face to face course in all physical educational courses.</p>
Talbot	<p>The ability to deliver meaningful professional development to teachers. This has increased in difficulty during the last year as increased amounts of professional development time were needed to assist physical education teachers in delivering virtual and then concurrent lessons.</p>
Washington	<p>The key challenges this year were meeting the needs of our students virtually, which is different from last year. Our APE staff did a great job of providing information and strategies for inclusion teaching physical education virtually. They provided professional development and attended monthly PD sessions to answer questions from our general physical education staff. Our challenge that will continue into the future will be the growth of PreK and no more staffing. This means our staff will have to increase caseloads which is a concern. We will continue to look to add additional staffing and updated training for our teachers.</p>
Wicomico	<p>The challenge is having enough staff to provide support specifically for students who have special needs and are included in physical education classes across the district.</p>
Worcester	<p>We are a small, rural school system which does not deny ANY student access to our athletic activities or physical education classes and programs; therefore, setting up additional opportunities has not been identified as a need. If a need were to arise, we accommodate any and all special education students. When we have encountered any issues in the past, special education specialists, physical education specialists and administrators work together to provide the best possible services to all students. Many of our afterschool programs at various grade levels provide physical activities which are open to ALL students and at one school in</p>

LSS	Response to Question 2
	particular, we work with Special Olympics and our County Athletic Director (director of the unified sports program) to integrate regular ed. and special ed. students in competitive sports activities. Challenges instructionally include planning time for teachers and funding for new equipment. These challenges are similar to years past, as we have not seen much change in our county regarding special areas.

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	Continue to provide MSDE APE Briefings. Continue to provide online professional development for general education physical educators. Advocate for smaller PE classes and more APE staffing.
Anne Arundel	Continue to provide MSDE APE Briefings. Continue to provide online professional development for staff working with Center-based students. Continue to provide online professional development for general education physical educators.
Baltimore City	Not at this time.
Baltimore	Further assistance would be helpful in the following areas: 1) Additional guidance on the implementation of APE services in a virtual and/or hybrid learning environment. 2) Continuation of professional development opportunities and online courses on best practices for teaching students with disabilities. 3) Information provided to LEA Special Education Offices from MSDE (Physical Education and Special Education) that outlines Adapted Physical Education, legislation that supports it, and implementation in schools.
Calvert	Funding is always a struggle for Calvert County Public Schools when it comes to Adapted Physical Education. With our new class "Unified PE" being offered next calendar school year, money or equipment for activities such as indoor/outdoor bocce, modified/bowling ramps, etc. would always be helpful. As far as re-establishing routine, and what may be the "new normal", trial and error will continue to be our best method of practice to see what works and what does not with each student on a individual basis. Further assistance with staffing concerns will also be present during the end of this year and heading into next school year. With some students opting to stay virtual, and some students coming full time, and some students choosing hybrid / partial days; creating a schedule will be nearly possible and our small staff of APE Resource Teachers (2 currently) will be stretched even thinner.
Caroline	Continue to create and support APE teachers to improve their toolkit and resources available to the local districts.
Carroll	Provide professional development opportunities at teacher accessible times and/or inform teachers throughout the state on access to archived webinars/documents/materials, etc.

LSS	Response to Question 3
Cecil	Updated Maryland Physical Education Inventory including the new State standards
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	Continue to support and develop Adapted Health Resources K-12. Help reach out to PE/APE people in the state to increase their involvement. Encourage counties to share resources. Continue to collaborate with Special Education. Work with senior leadership within each county to provide guidance on how to hold teachers accountable for providing Adapted PE services. Work with senior leadership within each county to provide guidance on which programs should be implemented and offered throughout their schools that support the integration and best practices with students with disabilities in PE.
Garrett	Not at this time.
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.
Kent	Training in Adaptive PE and more skill-based training and sample resources for teacher development and PE assessments along with continued support.
Montgomery	Provide additional funding to support substitute coverage or an after school stipend to provide mandatory training 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. 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 credits in adapted physical education. This would assist in supporting the teachers who support APE at a higher level. It is 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. Attempt to provide LSS with information on best practices for the number of APE teachers’ ratio to students they support.

LSS	Response to Question 3
	Work to reform COMAR to include guidelines for the following highly qualified status ratio of teacher to student statewide training on implementation of services to school system administrators with information on how to work to ensure compliance in their school district accountability measures and reporting on delivery of APE services at the LSS.
Prince George's	Please continue the MSDE briefings and the coordination/collaboration between MAPEC, Special Olympics MD, SHAPE MD, and the APE Steering Committee. These meetings are very informative and we appreciate the free sharing of ideas.
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. An initiative for our PE teachers to be CAPE certified to help improve our program or opportunities for online classes to increase knowledge of Adapted Physical education and the importance of it. Also, continued support and updated information regarding the Law and other resources to be shared with our PE teachers.
St. Mary's	Development of an online platform for parents that would serve as an all access center for physical education and parents could explore with their child at the pace best suited for the individual child. A guidance document of how MSDE supports various programs offered by Special Olympics to support inclusive school environments aligned to information shared at monthly state Adapted P.E. briefings. Offer ongoing support through professional learning opportunities for Physical Educators to participate in to learn more about Adapted Physical Education. MSDE continues to 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. 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.
Somerset	SCPS plans to have all Prek- 8 grade students attend face to face next school year. We will still need professional development on how to incorporate physical education courses remote for 9th - 12th grade students.
Talbot	The creation and delivery of professional development for teachers and administrators.
Washington	Continue to provide professional development opportunities. Share out information from APE meetings or a shared folder with information from the meetings would be very helpful.
Wicomico	No
Worcester	As we have stated in the past, anything you can do to help with professional development for teachers that is FREE, or to provide funding for counties to come to PD is desperately needed. Our local level PD has been cut so drastically that we are unable to provide all of the PD necessary to special area teachers. Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education. The regional physical education briefings by the Maryland State Department of Education have

LSS	Response to Question 3
	been a tremendous resource for the Coordinator of Physical Education and teachers. Hopefully, these briefings will continue. Please continue to offer the Eastern Shore Physical Education Professional development opportunity through OPEN.



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 19, 2020
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.