



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

August 1, 2019

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

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

The Honorable 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 Miller, and Speaker Jones:

Enclosed please find the 2019 Fitness and Athletic Equity for Students with Disabilities Report as required by § 7-4B-06 of the Education Article of the Annotated Code of Maryland. This report, which outlines activities conducted as of May 15, 2019, provides insight on the implementation of mainstream athletic and mainstream physical education programs for students with disabilities in accordance with COMAR 13.A.04.13.01 and COMAR 13A.06.03.

If you have any questions or need additional information, please contact Mr. R. Andrew Warner, Executive Director for Athletics or Mr. Jason Semanoff, Physical Education Program Specialist. Mr. R. Andrew Warner may be contacted at 410-767-0376 or [robert.warner1@maryland.gov](mailto:robert.warner1@maryland.gov). Mr. Semanoff may be contacted at 410-767-0327 or [jason.semanoff@maryland.gov](mailto:jason.semanoff@maryland.gov).

Best Regards,

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

c: Sarah Albert, DLS Library (5 copies)

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

## **2019 Report**

This is the tenth 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, 2019, 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 2019**

- Local school systems reported to the MSDE on the progress of implementation plans that provide mainstream athletic opportunities for students with disabilities.
- The Maryland Public Secondary Schools Athletic Association (MPSSAA) Participation Survey for school year 2018-2019 was completed.
- The MPSSAA submitted to the MSDE athletic participation results based on 2018-2019 participation survey.
- Local school systems' implementation fully operational.

##### **August 2019**

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

## **Data Collection**

Each year the MPSSAA conducts a participation survey among its 198 member schools. The survey breaks down the number of male and female interscholastic athletic participants by sport. In order to comply with the requirements of the Athletic Equity Law, the survey (Appendix A) has been broadened to include an accounting of any student with an Individualized Education Program (IEP) or 504 plan who participated in the school athletic program. Data is collected near the end of the school year in order to gain full participation numbers from each of the three seasons of high school athletics. (Appendix B) In addition, participation data was collected for Corollary Athletic Programs established by each school system to provide opportunities for all students. (Appendix C) The results are reflected in Appendix D.

## **Regulations**

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

## **Technical Assistance**

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

## **Model Policies**

During the tenth year of implementation, local school systems were asked to submit to the MSDE, Office of the Deputy for School Effectiveness/Office of Athletics, Executive Director, an accounting of progress toward the development of model policies and procedures for students with disabilities (Appendix G). Each of the local school systems was also asked to respond to a set of questions that addresses providing services for student with disabilities in mainstream athletics. As of May 15, 2019, 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, 2019**

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

#### **August 1, 2019**

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

### **Providing Physical Education Services to all Students**

The Maryland State Department of Education (MSDE) uses existing State data collection systems to monitor how local school systems (LSSs) are addressing compliance with the Act. The MSDE is able to extract information from the Student-Course-Grade-Teacher Data Collection tool (SCGT) data submission by LSSs on the number of students with IEPs and 504s in Physical Education classes. All local school systems provided information through the SCGT data collection tool for the categories of the number of students enrolled in a Physical Education class in:

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

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, MSDE used early SCGT data from February that was not complete. A recommendation for this legislative report (and for subsequent years) is to lag the Physical Education course participation data. In the 2019 report for example, we will provide final course taking data from the complete 2017-2018 school year (obtained from the 2018 end-of-year SCGT data collection). Not only do the 2017-2018 course data reflect student enrollment in PE courses across the entire school year, they are also validated and available for reporting by the report deadline. The final 2018 end of year data can be found

by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix H)

According to the current data, all local school systems are providing physical education for all students. The data also provides individual school system information on the number of students with IEPs and 504s that are receiving physical education instruction. Local school systems will continue to refine their policies and procedures regarding the provision of physical education for students with disabilities, as well as to provide initial training to new staff and updates for all staff, as warranted.

The MSDE hired a new Physical Education Specialist in January of 2019. The Physical Education Specialist has attended and/or facilitated all APE professional development sessions and briefings across the state. He is quickly becoming 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 are updating the Physical Education COMAR with the intention of strengthening the APE language and to provide further clarification of the law's intent. The first draft is currently being shared with LSS leaders as well as community stakeholders for input. Upon completion it will be presented to the State Board of Education for approval.

### **Progress Toward Inclusion of Students with Disabilities into Mainstream Physical Education**

The Fitness and Athletic Equity Act asks LSSs to promote and protect the inclusion of students with disabilities into mainstream physical education. Each year the local school systems are asked to respond to a set of questions that address any new initiatives and resources their school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education, key challenges their school system and individual schools face in delivering physical education opportunities to students with disabilities, and any areas in which the MSDE could provide further assistance that would address key initiatives and challenges. (Appendix I) A summary of the responses to these questions has been collected during the 2018-2019 school year and has been compiled and summarized. (Appendix J)

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

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

The key challenges that were reported are similar to previous years. They include: training of support staff, scheduling conflicts to provide service at all levels (elementary, middle, high), time constraints to provide the service, servicing students with severe and profound disabilities, and finding funding for resources and staff to deliver necessary student services and support to teachers and students. Time to deliver APE services to students without affecting other student needs has been an ongoing concern. Several 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.

On-going challenges include increasing the knowledge base of special education and general education instructional assistants in adapting activities and modifying activities for students with special needs. This challenge can be addressed through additional professional development and training; however, some local school systems reported they have experienced reduced number of professional development days allotted for staff. Providing staff development for the general physical education teachers on how to conduct assessments, write IEP goals and objectives, and data collection for verification of services is a need and providing that training is a challenge. Areas mentioned where the MSDE could provide further assistance included:

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

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

An important contribution from LSSs around the State was the development of the APE Steering Committee that was created in 2014 in connection with the Division of Special Education and Early Intervention Services. The mission of the committee is to provide leadership supporting APE on behalf of students by promoting strategic collaboration with administrators, educators, families and other stakeholders. The Adapted Physical Education Steering Committee is supported by the Division of Special Education and Early Intervention Services. This committee consists of one representative from each local school system. The committee collaborates with

the Maryland Adapted Physical Education Consortium (MAPEC) and SHAPE Maryland on projects to disseminate and enhance APE, professional development presentations, and general adapted PE resources.

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

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

Each year a letter from the MSDE is distributed to all local school systems reinforcing the requirements of the Federal and State regulations that require all students to have physical education K-8 and to meet the high school graduation requirements as stated in COMAR 13A.04.13.01. It also emphasizes that there is no waiver of the physical education requirement.

The MSDE has created a workgroup of LSS leaders to revise the memo for the 2019-2020 school year. The group is working under the advisement of the Attorney General's office and will publicly post the memo upon completion. The current waiver letter can be found in the appendix (Appendix K).

### **Technical Assistance**

The Special Olympics of Maryland (SOMD) successfully launched their national recognition program where twelve high schools across seven school systems declared candidacy. Those schools are currently in the midst of the Special Olympics of North America application process. The SOMD nomination committee will likely identify and endorse 3 or 4 of those schools.

The 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 SOMD continues to offer the Young Athletes Program in elementary schools across the State. The SOMD is seeking opportunities for next school year to start Unified (activity-based, before or after school) clubs (e.g. running, fitness, Zumba, cross-training) free of charge to all elementary school students across the state.

The SOMD has continued to offer Middle School Interscholastic Unified Sports across the state. New programs started in Cecil (6 schools; spring - track & field), Garrett (2 schools; spring -

bocce), and Prince George's (10 schools; spring – bocce) counties. Anne Arundel County Public Schools' Office of Interscholastic Athletics continued its seventh year of offering Unified Bowling, Unified Bocce, and/or Unified Tennis in all nineteen middle schools. The SOMD continues to seek out opportunities to start Unified Sports in other school systems, physical education, interscholastic or intramurals, during 2019-2020 school year.

The SOMD just celebrated its 10<sup>th</sup> anniversary of offering Interscholastic Unified Sports in High Schools. The high school Unified Sports programs are offered in twenty-one school systems. The SOMD also hosted a Youth Leadership Summit for fifty student leaders with and without intellectual disabilities. The summit was a one day session featuring inclusive activities and educational leadership opportunities.

### **On-line Courses**

Funding for the development of three general APE on-line courses was provided by the Maryland Public Television and the Special Olympics of Maryland in 2010-2011. Three courses were offered for three credits during the 2018-2019 school year. With a gap in professional development relevant to Physical Education and especially APE, these courses provide a cost-effective and time-efficient opportunity for teachers to augment their classroom skills while ensuring high-quality physical education experiences to all students with and without disabilities. These courses will also count toward recertification of teacher certificates for the 12 credits currently needed to qualify for national certification as a Certified Adapted Physical Educator (CAPE).

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 Challenging Populations –3 credits.

A cadre of facilitators has been developed to teach the online courses, including teachers from Baltimore County, Prince George's County, and a retired Frederick County teacher are serving as facilitators/instructors for these courses. All facilitators must have a State certification in physical education, have taken a required class called "Teaching Online in Maryland", shadowed a current facilitator and have had experience teaching APE. All of the instructors are CAPE certified.

The Division of Special Education and Early Intervention provided funding for a review and edit of the existing course content. Some of the information for the suggested changes to the course content was obtained through an evaluation of the course content and assignments by the students that completed the courses during 2011, 2012, and 2014 school years. The work of reviewing and editing the existing course content took place during the summer and fall of 2012, 2014, 2015, and 2019.

The Adapted PE course last ran in the Spring of 2018. It was a full class with an enrollment of twenty educators. Due to the MSDE's transition to a new LMS, no PD courses were offered Fall

2018. The new Physical Education Specialist has updated the course, and the MSDE is now offering it for the Summer of 2019.

### **Adapted Physical Education Briefings**

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

SHAPE Maryland – The Society of Health & Physical Educators, held a number of mini professional development sessions in various locations across the state. Each presentation included tips, tricks, and best practices for APE.

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

The MAPEC was established during the 2009-2010 school year and it continues to be a workgroup during 2018-2019, providing resources for teachers who service students with disabilities. The mission of the consortium is to:

- Provide opportunities and resources for education, guidance, and encouragement to empower other professionals to meet the unique challenges of individuals with disabilities in the areas of health, physical education, athletics, recreation, and dance;
- Promote and develop best practices in physical education for individuals with disabilities throughout the state of Maryland;
- Encourage the promotion and development of quality physical education programs for individuals with disabilities in schools throughout the state of Maryland; and
- Encourage the promotion and development of quality professional preparation programs of APE in higher education.

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

### **Maryland Adapted Physical Education Teacher of the Year Award**

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

1. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship and sensitivity to the needs of students;
2. Utilizes various teaching methodologies and plans innovative learning experiences;
3. Conducts a balanced and sequential curriculum;

4. Assumes responsibility for his/her professional growth;
5. Evidences professional commitment through involvement in local, state and national organizations: and
6. Is a current member of the SHAPE Maryland – The Society of Health & Physical Educators and the Society of Health and Physical Educators (SHAPE America)

Jennifer Hill, a teacher from Wicomico County Public Schools, was selected as the SHAPE Maryland Adapted Physical Education Teacher of the Year for the 2018 – 2019 school year.

Jody Duff, 2016-2017 SHAPE Maryland Adapted Physical Education Teacher of the Year, won the National Adapted Physical Education Teacher of the Year Award from the Society for Health and Physical Education (SHAPE America) in the 2017-2018 school year and was featured on NBC's Champion Within program:

[https://www.youtube.com/watch?time\\_continue=6&v=hUOLlqnNPY0](https://www.youtube.com/watch?time_continue=6&v=hUOLlqnNPY0)

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

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

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

Additional information about APE is available at: <http://marylandlearninglinks.org>. Jessica Wilson, the 2015 MAHPERD Adapted Physical Education Teacher of the Year from Harford County has provided several blogs on the Maryland Learning Links website. The MSDE will continue to update the site.

# **Appendices**

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

**2018-2019 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 10<sup>th</sup> through 12<sup>th</sup> grades, but 9<sup>th</sup> grade students participate on any of your high schools' teams, please include their number in the participation figures.

**BOYS**

**GIRLS**

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

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

**2018-2019 ATHLETIC PARTICIPATION SURVEY**  
**STATE ASSOCIATION SUMMARY REPORT**

	<b>Schools</b>	<b>Total Participants</b>	<b>Participants with IEP/504</b>	<b>Schools</b>	<b>Total Participants</b>	<b>Participants with IEP/504</b>
<b>Badminton</b>	20	223	31	35	535	43
<b>Baseball</b>	186	5,215	498	34	30	0
<b>Basketball</b>	196	5,341	594	191	4,163	287
<b>Bowling</b>	15	142	93	15	72	26
<b>Cross Country</b>	187	3,741	456	183	2,728	162
<b>Field Hockey</b>	0	0	0	123	3,856	238
<b>Football</b>	181	12,146	1,706	13	24	2
<b>Golf</b>	154	1,392	125	129	329	28
<b>Gymnastics</b>	0	0	0	8	136	19
<b>Lacrosse</b>	165	6,296	717	159	5,591	293
<b>Soccer</b>	183	6,943	514	179	5,840	288
<b>Softball</b>	1	1	0	182	4,653	314
<b>Swimming &amp; Diving</b>	109	1,795	197	109	2,330	179
<b>Tennis</b>	175	2,171	152	175	2,532	108
<b>Indoor Track</b>	175	5,314	545	176	4,379	254
<b>Track and Field</b>	182	6,924	734	192	5,688	312
<b>Volleyball</b>	35	636	41	186	5,226	320
<b>Wrestling</b>	177	4,415	672	94	199	18
<b>Ice Hockey</b>	3	71	4	3	14	0
<b>Totals</b>		62,766	7,079		48,325	2,891
<b>Total Participation</b>	111,091					

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

**2018-19 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT  
PARTICIPATION WORKSHEET**

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

## Appendix D

### 2018-19 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT

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

	Schools	Total Boys	IEP/504	Schools	Total Girls	IEP/504
Basketball	11	83	57	11	58	29
Indoor Bocce	74	479	289	72	450	174
Outdoor Bocce	59	382	273	57	470	199
Bowling	73	701	445	73	625	256
Cycling	3	11	9	3	6	4
Golf	9	32	27	9	6	2
Soccer	27	192	146	25	131	75
Tennis	64	369	232	62	434	150
Track and Field	34	303	195	34	303	113
Strength Training	16	121	69	16	111	48
Indoor Softball	46	327	268	46	246	140
Handball	11	103	49	11	49	18
Corn Toss	8	34	26	8	20	17
<b>Totals</b>		3,137	2,085		2,909	1,225
<b>Total Participation</b>	6,046					

- All sports listed are co-ed

## Appendix E

### 13A.06.03.04 Authority Educ. Art. §§7-4B-01 -7-4B-06

#### A. Equal Opportunity for Participation.

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

#### B. Athletics Equity for Students with Disabilities.

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

## Appendix F

### MARYLAND STATE BOARD OF EDUCATION Subtitle 06 SUPPORTING PROGRAMS 13A.06.04 Corollary Athletic Programs

**REVISED 10-27-09**

#### **.01 Purpose**

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

#### **.02 Definitions**

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

#### **.03 Access to School Athletic Programs**

- A. Each local school system shall:
  - (1) Develop a plan, policies and procedures to promote and protect the inclusion of students with disabilities in school athletic programs;

- (2) Provide students with disabilities equivalent opportunities for participation in either the Interscholastic Athletic Program or the Corollary Athletic Program;
- (3) Maintain evidence indicating that the interests and abilities of students with disabilities have been fully and effectively accommodated by the local school systems Interscholastic Athletic or Corollary Athletic Program.

#### **.04 Corollary Athletic Programs**

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

#### **.05 Eligibility for Corollary Athletic Programs**

- A. Students in grades K-8 who participate in the Corollary Athletic Program shall:
  - (1) Be officially registered and attending a Maryland Public School;
  - (2) Present to their school principal, or the principal's designee, a form from a parent or guardian giving permission for participation;
- B. Secondary school students in grades 9-12 who participate in the Corollary Athletic Program shall:
  - (1) Be officially registered and attending a Maryland Public School;
  - (2) Present to their high school principal, or the principal's designee, a form from a parent or guardian giving permission for participation;
  - (3) Be making satisfactory progress toward:
    - (i) Graduation with a Maryland High School Diploma specified in COMAR 13A.03.02.09B; or
    - (ii) School completion with a Maryland High School Certificate of Program Completion specified in COMAR 13A.03.02.09D.
  - (4) Have not participated on an interscholastic athletic team in the same sport.
- C. If a student acquires a disability during their years of participation in interscholastic sports, the local school system may permit an exception to 05.B (4).

## **.06 Complaints and Appeal Process**

- A. Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding an alleged violation of this chapter.
- B. The written complaint shall:
  - (1) State the alleged violation;
  - (2) Contain a brief statement of facts necessary to understand the complaint;
  - (3) Contain a brief statement of relief sought;
  - (4) Be filed within 30 days of the discovery date of the alleged violation.
- C. The appeals process set forth in the §4-205(c) of the Education Article, Annotated Code of Maryland, including an appeal to the State Board from a local board's decision on the complaint shall govern the processing of the complaint.

## **.07 Corrective Actions**

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

## **.08 Annual Reports**

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

- (2) State the total number of students who participated in the Interscholastic Athletic Program and the Corollary Athletic Program along with the total number of students with disabilities as defined in § .02B(8) of this chapter who participated in the Interscholastic Athletic Program and the Corollary Athletic Program.

## Appendix G

### Synopsis of Local School Systems Reports

#### Section I – Mainstream Interscholastic Athletic Programs

LSS	Policies Related to Athletic Opportunities for Students w/Disabilities (Copies of Policies Available through MSDE)	(1)Assessment Criteria and (2) Appeals Process
<b>Allegany</b>	<p>Physical Education and Athletic Programs for Students with Disabilities</p> <p>III. PROCEDURES</p> <p>A. Interscholastic Athletics</p> <p>1. Student Eligibility Determination</p> <p>a. All students who meet state and local eligibility criteria are permitted the opportunity to try out for the Mainstream Interscholastic Athletic Program. Among those criteria are: enrolled student status, age, academic eligibility, medical approval, and parent permission.</p> <p>b. Students with disabilities who meet the eligibility requirements shall not be excluded from the tryout unless inclusion presents an objective safety risk to the student or others based on an individualized assessment of the student or fundamentally alters the nature of the mainstream athletic program.</p> <p>c. During the try out, students with disabilities shall be allowed to use whatever modification or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, special equipment, etc. A student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student’s ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>a. Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to maximize student opportunities and provide guidance for coaches.</p>	<p>1. Pathway to Play Committee makes an assessment of students to determine if inclusion presents a safety risk or alters the sport.</p> <p>2. Parents, guardians, or legal representatives of an impacted student may file a written complaint with the superintendent of schools citing the alleged violation.</p>

	<p>The Committee shall include:</p> <ul style="list-style-type: none"> <li>(i) The supervisor of athletics</li> <li>(ii) A school athletic director</li> <li>(iii) An adapted physical education teacher</li> <li>(iv) A special education representative</li> <li>(v) A school-based administrator</li> </ul> <p>b. Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the Mainstream Interscholastic Athletic Program is referred to the Pathway to Play Committee who will consider the eligibility of each student on a case-by-case basis. The Committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</p> <p>c. To make its determination, the Committee shall apply the following four point criteria: Do the accommodations or modifications:</p> <ul style="list-style-type: none"> <li>(i) Fundamentally alter the sport?</li> <li>(ii) Provide a competitive advantage to the student?</li> <li>(iii) Competitively disadvantage other participants?</li> <li>(iv) Significantly increase the risk of injury for the student or other athletes?</li> </ul> <p>d. The Pathway to Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> <li>(i) The student is able to participate in the interscholastic athletic program with accommodations.</li> <li>(ii) The student is able to participate against or alongside other athletes in individual events with allowable accommodations or modifications.</li> <li>(iii) The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.</li> </ul> <p><b>B. Corollary Athletic Program</b></p> <p>1. Allegany County Public Schools shall offer a Corollary Athletic Program in each of the fall, winter, and spring seasons. The dates of these seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall be limited to a maximum of 8 consecutive weeks.</p>	
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	<p>2. The Corollary Athletic Program shall include co-ed teams comprised of disabled and non-disabled students who meet eligibility requirements.</p> <p>3. Allegany County Public Schools shall provide:</p> <ul style="list-style-type: none"> <li>a. Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program.</li> <li>b. Corollary Athletic Program coaches.</li> <li>c. Team uniforms and game equipment.</li> <li>d. Transportation for teams to travel in order to compete if appropriate.</li> </ul> <p>4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:</p> <ul style="list-style-type: none"> <li>a. Are secondary school students in grades 9-12.</li> <li>b. Are officially registered and attend an Allegany County Public School.</li> <li>c. Submit a parent/guardian permission form for participation.</li> <li>d. Submit a medical approval form.</li> <li>e. Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.</li> </ul>	
<p><b>Anne Arundel</b></p>	<p>Board Extra-Curricular Programs Policy Code 909 states: All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.</p>	<p>1. The following criteria was added to the Student Guide for Athletes and the Athletics Handbook: (1) Situations that arise will be handled on a case-by-case basis. (2) The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students. (3) If the disability or accommodations fall into one of the four designated areas which preclude a student's participation (the sport is fundamentally altered; the student gains a competitive advantage; the other participants are competitively disadvantaged; there is an increased risk of injury for the student or other participants), then the student or parent may request a meeting with the Pathway to Play Committee. The Committee will consider all possibilities for inclusion into the mainstream interscholastic program or offer an alternative extra-curricular program. The Pathway to Play Committee will consist of several athletic and special education experts. 2. Students wishing to challenge the initial assessment of the coach and administration may appeal to the Pathway to Play Committee. This committee will evaluate the student's disability and make a recommendation about the appropriate level</p>

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

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

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

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

		must be processed according to all FCPS policies and regulations.
<b>Garrett</b>	Policy 347.7 and Procedure JJA	<ol style="list-style-type: none"> <li>1. All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.</li> <li>2. Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extra-Curricular Review Committee.</li> </ol>
<b>Harford</b>	Physical Education and Athletic Programs for Students with Disabilities Policy.	<ol style="list-style-type: none"> <li>1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach.</li> <li>2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.</li> </ol>
<b>Howard</b>	Physical Education and Athletic Programs for Students with Disabilities Policy.	<ol style="list-style-type: none"> <li>1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach.</li> <li>2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.</li> </ol>
<b>Kent</b>	Eligibility for Participation in Extra-Curricular Activities; Procedure Number 600-85.	All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission. In addition, the athletic director and school administration will consult if there is any concern regarding a student's participation altering the mainstream interscholastic athletic program.
<b>Montgomery</b>	(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i>	1. The coach and the athletic director at the local school would initially determine if the student is

	<p><a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf</a>, establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) MCPS Policy IOB, <i>Education of Students with Disabilities</i></p> <p><a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf</a>, establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. (3) IQA-RA makes reference to athletic rules, regulations, and standards included in the <i>MCPS High School Athletics Handbook</i>. Athletic opportunities regarding students with disabilities will be included in this handbook.</p>	<p>able to participate without presenting a risk to self or others or without fundamentally altering the game. Some approved accommodations are included in National Federation of State High School Associations (NFHS) sports rules books. If the coach and athletic director determine that the student's participation will result in a safety risk or would cause a fundamental alteration of the sport, the student will be referred to the Pathway to Play Committee. The Pathway to Play Committee would review the decision of the coach/athletic director and issue a recommendation. 2. The student would then appeal the decision to the Pathway to Play Committee. The committee would apply a three-pronged set of criteria that will result in one of three potential decisions/recommendations. The three-pronged criteria would include whether the accommodation presents a significant safety risk (to the student or other students), whether the accommodation results in a fundamental alteration of the sport, or whether the accommodation provides the student with a significant competitive advantage. Based on these three criteria, the decision of the committee would include whether the student may participate in 1) a mainstream interscholastic team sport, 2) a mainstream interscholastic individual sport, or 3) a sport in the Corollary Athletics Program.</p>
<b>Prince George's</b>	Administrative Procedure 5159 and Administrative Procedure 5122.	<p>1. All students may try-out for interscholastic athletics. 2. The high school coach shall determine if a student can participate in the interscholastic athletics program. The athletic director and high school principal shall be consulted as well in determining if a student can participate without endangering himself/herself. The National Federation of High Schools Rule Book for the specific sport is consulted in the event accommodations are needed to assist students with disabilities in their quest to participate in interscholastic athletics program. Including the student with disabilities may not fundamentally alter the sport. 3. We have established a Pathway to Play Committee to review cases that may arise. Parents may appeal to this Committee. 4. A parent may appeal the decision of the Committee to the superintendent of schools or his/her designee.</p>
<b>Queen Anne's</b>	(1) All students follow the regulations and policies contained in the Guide for Student Athletes and Parents. (2) Policy is on file with MPSSAA.	<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,</p>

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

		the mainstream program will be encouraged to participate in the Physical Activity and Lifetime Sports Program (PALS).
<b>Talbot</b>	Corollary Athletic Program For Students With Disability POLICY CODE 9.16.	<p>1. Each coach submits/post sport specific skills assessment criteria utilized for team selection to the school athletic director, special education teachers, students and parents prior to tryouts. These include such things as speed, agility, endurance, passing/kicking/shooting/throwing accuracy, offensive/defensive strategies among others. (2) The school athletic director is notified in writing that a student with disabilities expresses an interest in trying out for a mainstream interscholastic team. The written notification should include the specific sport of interest, the disability and any necessary accommodations. (3) The athletic director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success. (4) The Pathway To Play Committee will be comprised of the Athletic Director, Special Education Teacher, Coach(s) of relevant sport, County Athletic Director, Principal/Asst. Principal, Inclusion Specialist, and Student Advocate. 2. TCPS will follow the appeals process as set forth by COMAR13A.06.04.06. "Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding alleged violation of this chapter. The written complaint shall: 1) state the alleged violation 2) contain a brief statement of facts necessary to understand the complaint 3) contain a brief statement of relief sought; 4) be filed within 30 days of the discovery date of the alleged violation." The superintendent/designee will review the appeal, examine the data and conduct fact-finding information and make a decision relative to the student's eligibility within 10 calendar days.</p>
<b>Washington</b>	<b>Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities.</b> The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for, and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions.	All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements. The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk and does not fundamentally alter the sport. The assessment criteria will be determined on a case by case basis and in conjunction with special education staff. If the disability or accommodations fall into one of the four-point criteria areas which preclude a student's participation, then the student or parent may request a meeting with the Pathway to Play Committee. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an

	<p><b>Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities.</b></p>	<p>Adaptive Physical Education Specialist, and a Special Education staff member. The four point criteria will include 1) whether there is an increased risk of injury for the student or other participants, 2) whether the sport is fundamentally altered, 3) whether the student gains a competitive advantage, or 4) whether other participants are competitively disadvantaged. The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate 1) in a mainstream interscholastic sport or 2) a Corollary Sport program. Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee. A student, parent, or legal guardian may appeal the committee's decision according to WCPS regulation IHBA-R.</p>
<p><b>Wicomico</b></p>	<p>While there are no policies specific to students with disabilities, there are policies applicable to all students. These policies are: (1) Co-curricular and extracurricular activity eligibility and (2) Wicomico County Athletic Handbook (Practice Regulations and Coaches' Responsibilities in Reference to Injuries). Students who participate in Unified Sports programs are not assessed an athletic participation fee due to the financial support that is currently offered from Special Olympics Maryland.</p>	<p>1. (1) The Departments of Athletics and Special Education will work together to appoint a task force consisting of specialists in the field of disability sports. The purpose of the taskforce will be to develop specific guidelines for determining the appropriateness of sports participation to ensure students are not at health or safety risk or that the sport is being fundamentally altered. (2) The Departments of Athletics and Special Education will be responsible for the oversight of the application of these criteria. (3) Determinations of the appropriate accommodations that need to be provided to students with disabilities are made by the IEP teams. 2. A Pathway to Play Committee is used to review appeals submitted by students and parents.</p>
<p><b>Worcester</b></p>	<p>Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12</p>	<p>1. The criteria and how accommodations will be provided continues to be determined by the principal in consultation with the head coach, parents, and special needs staff as appropriate. Considerations include sports skills testing, competitive demeanor, and the student's ability to function within a team environment. Students with disabilities are granted the opportunity to compete for a roster spot based on the requirements of whether or not he or she (a) presents a safety risk to himself/herself or others or (b) his/her participation fundamentally alters the nature of the mainstream interscholastic athletic program. 2. Refer to Worcester County's "Complaints and Appeal Process."</p>

## Section II – Alternative Sports Programs

<b>LSS</b>	<b>Description of Types of Alternative Sports Programs and Structure</b>	<b>Needs Assessment</b>
<b>Allegany</b>	1. Unified sports activities included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. 2. Each sports season consisted of three competitions and practices twice a week for eight weeks. In 2018-19, all three Allegany County high schools conducted Unified Sports programs and participated in culminating Special Olympics Maryland Unified Sports State High School Invitational.	Will use surveys, school announcements, and local media.
<b>Anne Arundel</b>	1. High school interscholastic programs were offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Outdoor Bocce in the spring. Corollary sports offerings of bocce and bowling is being offered at the middle school level through intramural programs. 2. All three alternative sports programs model mainstream practices and competitions. Tennis and Bocce have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating county championship event. Additionally, these teams participated in the Unified Tennis and Unified Outdoor Bocce State High School Invitational. Bowling has 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event.	Discussions were held with Adapted Physical Education Resource Teacher, Special Education Coordinator, Athletic Coordinator, Special Projects person, and other LEA's. As a result of these discussions, sports were selected based upon active student involvement, greatest opportunity for inclusion and success, available accommodations, required participation numbers, safety, and facilities. Additionally, insights were sought from community groups and parents, and Anne Arundel staff researched Special Olympics offerings.
<b>Baltimore City</b>	Baltimore City continues to partner with Special Olympics Maryland and offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Outdoor Bocce in the spring. Coaches attend pre-season training seminars, and uniforms and equipment are provided to each school. Teams practice after school each week and participate in city competitions and at the Unified Tennis, Unified Indoor Bocce, and Unified Outdoor Bocce State High School Invitational. The Interscholastic Athletics Office will work with the Office of Specialized Services to identify and recruit students with disabilities. The Unified Sports programs are promoted to students with and without disabilities. Unified Sports programs are under the supervision of each school's athletic director.	The Unified Sports options offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic director and special education team at each school.
<b>Baltimore County</b>	1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered	A thorough needs assessment is done through collaboration with the Office of

	<p>the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in corollary allied sports. There are three sports offered, one per season. Soccer is offered in the fall, Bowling in the winter, and Softball is offered in the spring. All team activities are co-ed with appropriate rule modifications to ensure a safe and successful experience for all students, regardless of ability. 2. The structure of the existing Corollary Allied Sports Program has the sameness as all other interscholastic sport offerings. Team practices are held each day after school for both soccer and softball and two times a week for bowling. Bowling practices are held off campus at the nearest bowling alley to each school. Team games and matches are scheduled approximately one to two times per week throughout the season.</p>	<p>Athletics, Special Education, Athletic Directors and other stakeholders.</p>
<b>Calvert</b>	<p>We are following the Special Olympics Maryland Unified Sports model. During the 2017-18 school year, Calvert County's high schools offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p>	<p>A thorough evaluation of interest among the special needs population.</p>
<b>Caroline</b>	<p>1. Caroline County Public Schools partners with Special Olympics Maryland and offered the following Unified Sports in 2015-16: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. 2. Caroline County Public Schools has corollary sports programs in place at both of the county's high schools, North Caroline High School and Colonel Richardson High School. 3. CCPS Corollary Sports hold practice sessions a minimum of twice weekly and schedules a minimum of two (2) competitions between the two high schools on a "home and home" basis. The high schools participate in culminating Unified Sports State High School Invitational at the end of each season. 4. Both high schools hold an appropriate recognition/culminating program for deserving athletes. 5. Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.</p>	<p>Caroline County Public Schools partners with Special Olympics Maryland and uses their expertise and best practices to both determine and evaluate our Corollary Athletic Program as to its appropriateness and effectiveness in serving our Corollary sports athletes.</p>
<b>Carroll</b>	<p>1. CCPS offered a Corollary Sports Program in the following sports in 2014 -15: Unified Bocce in the fall, Bowling in the winter and</p>	<p>To determine the level of interest &amp; ensure the sport is appropriate for the greatest number of students with various types of disabilities,</p>

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

	with two competitions between the county high schools and a culminating state tournament.	will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.
<b>Frederick</b>	<p>1. FCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There are no cuts. Students who are members of a mainstream Junior Varsity or Varsity interscholastic athletic team are ineligible for a Corollary Athletic Program that is conducted during the same sports season. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports offered by all 10 of the Frederick County high schools in 2017-18 included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Coaches are paid stipends. Appropriate funding for transportation, equipment, supplies, and uniforms is provided. 2. The Corollary Athletic Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic programs. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport.</p>	<p>(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School-based interest surveys; (3) Collaboration and articulation with middle schools; (4) Sign-up numbers at pre-season student meetings; (5) Post-season evaluation of student participation numbers.</p>
<b>Garrett</b>	<p>1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). During the 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.</p>	<p>All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.</p>

	<p>Modifications/accommodations are provided to ensure a safe program for all athletes. 2. The extra-curricular programs conduct practices after school both on and off school property. Competitive events occur as scheduled by Athletic Directors and meet MPSSAA Guidelines.</p>	
<b>Harford</b>	<p>1. Harford County Public Schools offered bocce, basketball, and bowling. 2. Practices are set up by the coach/sponsor of the activity just like a regular sport team. They are given equal access to the gym and are rotated in the practice schedule of the athletic program. A county wide tournament is held at the end of each activity.</p>	<p>By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.</p>
<b>Howard</b>	<p>1. The HCPSS models an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA &amp; 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</p>	<p>(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School based interest surveys; (3) Collaboration with and expansion of “Best Buddies” Program; (4) Collaboration and articulation with middle schools; (5) Sign-up numbers at pre-season student meetings; (6) Post-season evaluation of student participation numbers; (7) Annual collaboration with special education instructional team leaders (8) Annual review of the Allied Sports Program by the Allied Sports Advisory Committee.</p>

	allied sports.	
<b>Kent</b>	Kent County works in partnership with Special Olympics Maryland, providing Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Kent County High School's Unified teams participated in 2 local competitions each season as well as in the Unified Tennis, Strength and Conditioning, and Outdoor Bocce State High School Invitational.	Meetings were held with key school system administrators, the supervisor of athletics, the high school principal, and the coach to determine needs and develop plans for successful implementation of the program.
<b>Montgomery</b>	<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.</p> <p>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>	A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based in this input, the group recommended potential sports to include: Unified Track and Field in the fall, Unified Bocce in the winter, and Allied Softball in the spring. The sports that were ultimately chosen were appropriate using a number of criteria, including level of interest, facilities, number of students who could participate, and the status of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics).
<b>Prince George's</b>	<p>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.</p> <p>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.</p>	Students, parents and adapted physical education staff will be surveyed.
<b>Queen Anne's</b>	Queen Anne's County partners with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The	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.

	teams participated in two competitions at the Unified Sports State High School Invitational at the end of the season.	
<b>Somerset</b>	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.
<b>St. Mary's</b>	1. The Physical Activity and Lifetime Sports Program (PALS) offers Cycling in the fall, Bowling in the winter, and Bocce in the spring. 2. Length of the season is 4-6 weeks with the first two or three sessions devoted to practices and assessments and the remainder of the season devoted to bringing together participants for combined activities/competition.	Following a period when the Corollary Sports programs are advertised, a pre-season meeting will be held and students will be asked to express their interest by completing a survey form. Feedback from participants, coaches and parent/guardians will be solicited at the close of each season.
<b>Talbot</b>	1. TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School. <ul style="list-style-type: none"> <li>• 2010, a Unified Bocce program was implemented.</li> <li>• 2010-11SY, the program was expanded to include Unified Tennis in the fall.</li> <li>• 2011-12SY, Unified Strength and Conditioning was added for the winter season.</li> </ul> <p>With the addition of Strength and Conditioning, we now offer Unified Sports programming for all three seasons. 2. The Unified Sports season encompasses an 8-week period. Athletes practice two times per week and the length of practice is ninety minutes per session. Teams participate in at least two regular season competitions followed up by a regional or state event.</p>	The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.
<b>Washington</b>	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	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>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>	
<b>Wicomico</b>	<p>1. The Corollary Sports programs that are offered in Wicomico County are Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education offer three different interscholastic Unified Sports opportunities (one per season). Sports currently offered this past school year were Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p> <p>2. Unified Sports teams practice a minimum of two times a week and participate in three interscholastic competitions, including the State Unified Sports Invitational. Unified Sports will be administered by the Unified Sports Coordinator under the supervision of the Departments of Athletics and Special Education. Special Olympics Maryland provides resources and training for all Unified Sports coaches. Wicomico County works with Special Olympics Maryland to conduct its interscholastic competitions.</p>	<p>The school system Unified Sports Coordinator will work collaboratively with each school's athletic department and high school administrative teams to determine the level of interest for each sport within each school. Based on this input, meaningful sports activities will be provided to accommodate the identified need. The sports of tennis, bocce, and strength and conditioning/powerlifting have been identified by Wicomico County because each of these provides meaningful participatory experiences for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.</p>
<b>Worcester</b>	<p>In partnership with Special Olympics Maryland, Worcester County offers a Corollary Sports program through Unified Sports in the fall, winter, and spring. Unified Sports offerings are open to all students and are regulated by the Coordinator of Athletics, the Special Education and athletic departments of each high school. Students may take part in Unified Tennis, Unified Outdoor Bocce, and/or bowling.</p>	<p>Unified Sports offered in Worcester County provide meaningful opportunities for students of all disabilities and students without disabilities. These sports include tennis, bowling, strength and conditioning, and outdoor bocce. Reviews of the Corollary Sports programs will be conducted at the end of each season.</p>

## Appendix H

MARYLAND STATE DEPARTMENT OF EDUCATION  
 Division of Assessment, Accountability, and Information Technology  
 SY 2018 Students Taking Physical Education by Grade Span and Special Education Status

Local 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	5,657	959	60	4,638	851	99	18	734
Anne Arundel	57,003	5,221	3,058	48,724	13,571	1,271	1,094	11,206
Baltimore City	48,469	7,494	1,209	39,766	6,265	1,318	216	4,731
Baltimore County	55,135	6,824	2,807	45,504	13,640	1,839	881	10,920
Calvert	9,398	824	687	7,887	1,886	162	198	1,526
Caroline	3,487	352	116	3,019	769	65	31	673
Carroll	16,655	1,892	998	13,765	4,842	419	358	4,065
Cecil	10,103	1,585	230	8,288	2,749	311	85	2,353
Charles	17,018	1,665	364	14,989	3,704	363	129	3,212
Dorchester	3,162	258	90	2,814	546	67	27	452
Fredrick	28,026	2,863	1,370	23,793	5,974	585	379	5,010
Garrett	2,250	226	103	1,921	460	38	25	397
Harford	25,351	3,233	751	21,367	7,273	897	312	6,064
Howard	38,632	3,485	1,414	33,733	6,895	623	400	5,872
Kent	1,125	170	46	909	248	37	13	198
Montgomery	109,091	12,210	3,195	93,686	22,375	2,201	791	19,383
Prince Georges	89,732	9,507	1,538	78,687	15,579	2,017	367	13,195
Queen Anne's	5,163	573	249	4,341	997	90	89	818
St. Mary's	9,008	919	292	7,797	2,084	196	123	1,765
Somerset	1,580	261	37	1,282	514	68	24	422
Talbot	2,987	322	116	2,549	671	46	48	577
Washington	14,595	1,331	343	12,921	2,556	296	95	2,165
Wicomico	8,931	1,134	255	7,542	2,514	293	93	2,128
Worcester	4,358	477	107	3,774	762	96	46	620
<b>Totals</b>	<b>566,916</b>	<b>63,785</b>	<b>19,435</b>	<b>483,696</b>	<b>117,725</b>	<b>13,397</b>	<b>5,842</b>	<b>98,486</b>

Data Source: SCGT 2018 End of Year Collection

Data for this report is provided by the Local School Systems (LSSs) and includes student course information from school year 2017-2018. The Physical Education courses identified are based on School Codes for Exchange of Data (SCED) Version 3.0: Subject Code 08-Physical, Health, and Safety Education.

Not for public dissemination.

*As of 20190618*

## Appendix I

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

**Reporting Period: September 1, 2018 through May 15, 2019**

#### **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, 2019.

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

**All data must be entered on this form. Submit form to: [jason.semanoff@maryland.gov](mailto:jason.semanoff@maryland.gov) by May 15, 2019.**

Local School System/Public Agency: \_\_\_\_\_

1. What new initiatives has your school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education as required by the Fitness and Athletic Equity Act? In your response to this question, your school system can reference the following:

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

2. What are the key challenges your school system and individual schools face in delivering physical education opportunities to students with disabilities? Have these challenges changed since last year?

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

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

## 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?**

LEA	Response to Question 1
Allegany	<ul style="list-style-type: none"> <li>● ACPS continues to consult with the Maryland Coalition for Inclusive Education (MCIE). The first cohort of four schools (Cash Valley, West Side, South Penn and Washington) worked with MCIE to create school centered action plans in 2012. These action plans focused on improving co-planning, tiered intervention and specially designed instruction practices at each school. ACPS continues this work with a second cohort of four schools (John Humbird, Cresaptown, Mt. Savage Middle and Mountain Ridge). An additional cohort was added with four more schools (Fort Hill, Westernport, Beall, Mt. Savage Elementary). The fourth cohort was added with four more schools (Braddock, Frost, George’s Creek and Westmar).</li> <li>● All teachers received professional development on Focused Instruction and Guided Instruction, the first two components in the Gradual Release of Responsibility (GRR) framework. GRR is used in an integrated manner with the guidelines, principles, and checkpoints of Universal Design for Learning (UDL). This priority aligns very well with SWIFT priorities, implemented last year, for improving student achievement outcomes for all students. 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.</li> <li>● Special Olympics of Maryland (SOMD) has a continued partnership with ACPS and corollary athletics/unified sports are present in all 3 high schools. Students participated in Corollary Sports: Indoor Bocce, Tennis, and Track &amp; Field for 2018-2019. The 15th Annual Hooley Plunge was held on March 2, 2019 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.</li> </ul>

<p><b>Anne Arundel</b></p>	<ul style="list-style-type: none"> <li>• 1. New high school courses introduced - Unified Physical Education &amp; Leadership and Unified Dance &amp; Leadership. Curriculum written in the summer of 2018 including facets from Special Olympics Unified PE curriculum as well as AACPS PE curriculum materials. Unified PE was implemented at 4 high schools and Unified Dance at 2 high schools. Special Ed supported throughout the course proposal process and by providing a learning strategy specialist during curriculum writing. 2. Special Education provided funding for professional development during and after school, as well as adapted equipment toolkits 48 physical education teachers who have students with adapted PE on their IEPs and/or teach students from our Alternative Curriculum Classrooms (ACC). 3. 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. 4. Physical Education Department Chairs Meetings- continue. 5. Attend APE Professional Learning Network meetings 6. Presentation to Special Education leadership teams regarding adapted physical education.</li> <li>• 1. County wide Physical Education professional development day included 6 sessions of adapted physical education, including 3 sessions with teachers from other counties. Topics included Unified PE, Disability Sports, APE in Secondary PE, Tips &amp; Tricks from the SHAPE America APE TOY, APE wrap up from SHAPE convention, and Inclusive PE in Elementary School. 2. Two Full day professional development opportunities were funded by special education for 48 teachers who have students with adapted PE on their IEPs and/or teach students from our Alternative Curriculum Classrooms (ACC). 3. One after school PD was funded by special education for any teacher interested in learning more about using adapted equipment with our students with disabilities (12 attended) 4. One full day professional development opportunity was provided for 11 teachers who will be teaching Unified Physical Education &amp; Leadership next year. 5. School Based Professional Development for paraprofessionals – This PD brought the PE teachers, special education teachers and paraprofessionals together to talk about expectations in PE. Following the presentation, the adapted PE resource teacher went to PE with the paraprofessionals to help them implement the practices. 6. Professional development on early dismissal days: Elementary PE– Make it, Take it session – Participants created visual supports for their classes. 7. New teacher orientation – “Adapted PE 101” – Teachers planned adaptations for selected lessons.</li> <li>• 1. We have increased the inventory in our APE equipment lending library. 2. We have created templates for writing present levels, quarterly progress notes, and providing information for an adapted PE assessment report. 3. We have updated the adapted physical education flow chart for how services are determined. 4. The adapted physical education resource teacher mentored 7 groups of high school students in the STEM and BMAH (biomedical allied health) magnet schools who were presented with a “community challenge” of creating adapted equipment for our separate center based schools’ physical education and aquatics programs. Examples of the equipment created include: sensory sprinkler for the pool, catapult launcher for a basketball &amp; volleyball, disc golf course holes with</li> </ul>
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<p><b>Baltimore City</b></p>	<p>Frisbee push button launcher, and plans for a bicycle for a person with limited use of his/her arms.</p> <ul style="list-style-type: none"> <li>• In Baltimore City Public Schools (City Schools) adapted physical education (PE) is under the Chief Academic Officer, and managed by the Related Services Unit. General education PE teachers are managed by the Office of Teaching and Learning. From these offices, the Coordinator of Health and Physical Education and the Educational Associate for Adapted PE work to plan relevant teacher trainings and professional development activities. Currently there are 5 itinerant adapted physical education teachers who provide APE service either directly to students or via consultation with the student and/or school-based PE teacher. The district also has 4 APE teachers who support special education schools. In addition to supporting general education students, the school-based PE teachers work with special education students, typically within a general education setting, in accordance with IEP requirements.</li> <li>• The itinerant APE teachers and the Educational Associate for APE planned and conducted a systemic professional development session with school-based physical education teachers in October 2018. During this session, the APE teachers provided special education information, training, and skill adaptations related to physical education for students with disabilities. Professional Development sessions for APE teachers, with topic areas that included: enhancing the Special Olympics program, development of school-based strategies related to collaborating with PE teachers, review of APE goal(s), report writing and documentation requirements. These sessions were conducted in October 2018 and February 2019. Quarterly Special Olympics trainings are held for the school Special Olympic coaches and coordinators (many who are PE teachers) to provide skill-specific training as well as competition procedures specific to each sport. Coaches and coordinators are also provided concussion and heat-related injury training as well as Coaching Special Olympics Athletes and Protective Behaviors as required by Special Olympics Maryland.</li> <li>• The Unified Interscholastic Athletic Program continued for School Year 2019-2019 with support from the Interscholastic Athletics Office. The following unified sports were offered this year: tennis, indoor bocce, and outdoor bocce. The unified sport with the largest student response this year was indoor bocce, with 8 schools participating. The district's Adapted Physical Education Guide was revised and updated in August 2017, to refine guidelines for the adapted physical education program and to assist both APE and school-based PE teachers with: IEP practices and policies, teaching techniques and adaptations, assessment tools, and MSDE guidelines for APE. The guide also includes clinical documentation requirements. A co-teaching model, with the APE and PE teachers working collaboratively, is continuing with 60 students in several different schools. The APE teacher assists the school-based PE teachers with adaptations and modifications for students with APE on their IEPs. This model allows students to receive their APE services in the least restrictive environment, with general education students.</li> </ul>
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<p><b>Baltimore</b></p>	<ul style="list-style-type: none"> <li>• APE Resource Teachers attend monthly Special Education Compliance meetings. An APE Resource Teacher had the opportunity to share information with Related Services Coordinator and Team Leaders at one of their monthly meetings. At professional development to start the school year, a special education compliance resource teacher presented information to physical education teachers that teach students in self-contained special education programs in the county. APE resource team was able to present information about APE to classroom teachers of self-contained special education program. Both the Special Education and APE offices are located in the same building to allow for on-going collaboration. Collaboration with Physical Therapy and Vision Services when needed. The program, “Move to Work,” a collaboration with the PT Office to provide APE students with activities to develop skills needed for work after they leave the school environment, continued this year.</li> <li>• At countywide professional development, physical education teachers that teach students in self-contained special education programs were provided with information about IEPs and compliance. At each physical education meeting for high school department chairs, middle school content leaders, and elementary teachers, information on resources, the IEP process, and equipment were presented. New Teachers are provided with an overview of the APE process prior to the start of the school year. New teacher meetings held throughout the year provided attendees with information on a variety of topics on teaching students with disabilities. Teachers also receive training regarding APE information on the online IEP system, Student Planning System (SPS). A continuing professional development course titled “Teaching Physical Education to Students with Disabilities” was offered this spring. Course information included instructional strategies for teaching students with specific disabilities, providing an inclusive classroom, assessment procedures, IEP process, and recreation opportunities for students with disabilities.</li> <li>• Adapted PE forms, templates, and other resources have been created/updated and uploaded onto Schoology (the BCPS Learning Management System) for use by PE teachers to support adapted physical education. The APE Team also coordinates 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 with the help of students and teachers from the host school.</li> </ul>
<p><b>Calvert</b></p>	<ul style="list-style-type: none"> <li>• Our local school system (Calvert County Public Schools) has continued to implement and protect the inclusion of students with disabilities into the mainstream PE setting. All of our regional program students (both diploma and certificate bound) attend physical education in the general education setting with their typically aged peers.</li> <li>• The physical education and special education offices continue to collaborate and hold monthly meetings with the county’s APE Resource Teacher Itinerant teachers to ensure all students are being mainstreamed into the general education setting outside of our one special day school (Calvert County School).</li> </ul>

	<ul style="list-style-type: none"> <li>Recently, our day school (Calvert Country School) has been sending some students out to other mainstream schools for recess, resource (PE) and lunch to get more exposure to their typical peers. Calvert County has also implemented a new program/fund called MCIE which ensures students are included in the general education setting to their maximal potential.</li> </ul>
<b>Caroline</b>	<ul style="list-style-type: none"> <li>Supervisor of PE/Health and Supervisor of Special Education have been collaborating on creation of county wide protocols for the Adapted Physical Education Teacher Specialist to use to provide professional development for all physical education and special education teachers.</li> <li>Supervisors and Adapted PE Teacher Specialist have provided continued professional development to improve identification and creation of goals. SPARK Inclusive PE professional development was provided for all PE and Special Education teachers in November to provide lesson modifications to the general education curriculum for students with special needs.</li> <li>SPARK Inclusive PE curriculum and materials</li> </ul>
<b>Carroll</b>	<ul style="list-style-type: none"> <li>PE and Special education offices continue to provide newly updated professional development opportunities as well as resources to parents and staff. IEPs are developed based on student needs regardless of PE placement. Adaptive PE consultant is provided to all PE staff to provide support to all staff with mainstreamed and non- mainstreamed students. PE &amp; APE collaborate with PT service providers for specific student needs. Also, we collaborate with our vision service providers for our visually impaired students in PE. Supervisor of PE &amp; Liaison for APE/Special Ed meet monthly to discuss concerns/issues. We have a lending library for needed equipment &amp; materials and the means to transfer to schools in need.</li> <li>Professional development opportunities such as class observation in other counties and classroom observation within our county has been provided. Other counties have also attended here and provided professional development opportunities. Literature has been bought and issued to Adapted PE staff on working with students with disabilities. Our office 365 folder continues to be updated as a resource for all staff. Information contained in this folder includes: testing materials, modification and accommodations, pic symbols, data collection charts, informational PowerPoints, etc.</li> <li>Pathway to Play policy has been revised to enable all stakeholders a more clear understanding of the pathway for students with disabilities to participate in extracurricular activities</li> </ul>
<b>Cecil</b>	<ul style="list-style-type: none"> <li>APE consultant and PTs are meeting weekly/monthly to discuss students with concerns and breakthroughs</li> <li>Development of templates for the PE teachers to use easier and faster forms for referral, IEP areas, etc.</li> <li>Professional Development Days are: 1. Updates on APE State meetings and review steps and procedures 2. Writing SMART APE goals and objectives 3. Discuss, develop and review Peer Mentoring Programs</li> <li>APE/PE teachers receiving information from County Special Education monthly meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Corollary Sports (Tennis, Bowling, and Bocce Ball): athletes are growing in numbers.</li> <li>• More matches/games are provided with the county for Corollary Sports.</li> <li>• Local coverage in newspapers for Corollary Sports.</li> <li>• Contact and update Parent Resource Center for Special Education Coordinators to keep them informed of the APE program and Corollary Sports Program.</li> </ul>
<b>Charles</b>	<ul style="list-style-type: none"> <li>• The Adapted Physical Education Resource Teachers' positions are listed under the Special Education Department in Charles County Public Schools. These individuals collaborate with compliance officers, special education directors, resource teachers, and the department heads in special education and physical education. The APE Resource Teachers also consult with direct service providers for adapted physical education (i.e. physical education teachers) at the local schools about meeting the needs of students with disabilities in physical education. Every effort is made for students with disabilities to be mainstreamed in physical education. Our special education programs are fully included among the schools in our school system allowing students with disabilities direct access to their same-age peers in the physical education setting.</li> <li>• Annually teachers are given professional development opportunities in adapted physical education. New teachers are provided orientation on adapted physical education specific to Charles County during the New Teacher Orientation as well as sessions are offered to staff during professional development days on various topics in special education and adapted physical education. The outcomes are for participants to get a better understanding of their students with disabilities and provide strategies to fully include them in physical education. We are also continuing our grant partnership with Special Olympics Maryland and the Young Athletes Gross Motor program targeted at early childhood/PreK programs.</li> <li>• For the 2018-2019 school year, resources were developed for HS Physical Education Leadership course: an inclusion course based on the Unified Sports model provided by Special Olympics Maryland. Resources and documents were created for instructors of this course to better understand the framework and components necessary to provide students with high quality instruction. In addition, Young Athletes Program resources and training are offered annually to any individual interested in conducting the program.</li> </ul>
<b>Dorchester</b>	<ul style="list-style-type: none"> <li>• Across Dorchester County Public Schools (DCPS), beyond monitoring for compliance with the directives of Individualized Education Programs and 504 plans, there is a concerted effort made by both the Physical Education teachers and the Special Education staff at each school to co-plan and adapt lessons to make sure students with disabilities are accommodated and afforded the opportunity to participate in physical education classes with their peers to the fullest possible extent. Physical Therapists are also consulted to provide input on the development of effective plans and activities. In cases where students demonstrate anxiety with new/unfamiliar teachers and students, staff members serving as instructional aids have been very involved with helping make</li> </ul>

	<p>introductions and provide comfortable transitions. Teachers at each elementary, middle, and high school now are particularly encouraged by the results they have observed with the adapted measures implemented in their instruction that have helped to include students in wheel chairs in various activities, use medicine balls with straps for students who struggle to grasp, and using lowered basketball hoops or softer / larger balls for greater success.</p> <ul style="list-style-type: none"> <li>• For a fourth year, during the 2018 – 2019 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.</li> <li>• During the 2018 – 2019 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 2018 – 2019 Physical Education Instructional Expectations document. We started revising the PE curriculum and will continue the work to revise the PE curriculum over the summer.</li> </ul>
<b>Frederick</b>	<ul style="list-style-type: none"> <li>• The Adapted PE Teacher Specialists have met with Coordinators of Specialized Programs throughout the school year to support PE Teachers and students in PE class. The PE Supervisors, Adapted PE Teacher Specialists, and Special Ed Supervisor of Compliance met once a month throughout the school year to collaborate about issues and needs in PE.</li> <li>• We hosted a Professional Development day for 48 of our teachers along with teachers from 5 other counties with local and national speakers. The day covered a variety of topics within Adapted PE. The Adapted PE Teacher Specialists hosted PDs in their office for PE teachers of specialized programs. Teachers discussed resources, routines that work in class, challenges within their program and much more. This gave the Adapted PE Teacher Specialists an opportunity to follow up with Special Education Coordinators, PE Supervisors and PE teachers about ways to better support the specialized programs in our county.</li> <li>• FCPS Adapted PE has created Inclusive PE Kits for elementary and middle school teachers. The kits provide lesson plans, visuals for stations, equipment for teachers to include in skill stations that lead up to whole group games. Each station sign shows the differentiation for each grade level objective.</li> </ul>
<b>Garrett</b>	<ul style="list-style-type: none"> <li>• All departments are in constant collaboration through monthly instructional administrative team meetings, monthly administrators and supervisors meetings which include principals, and meetings at the school level to develop plans for individual students. PE Teachers are invited to and attend IEP meetings as appropriate. Special Education staff is always included in all staff development and curriculum, development. GCPS</li> </ul>

	<p>has unified tennis, unified bocce and unified tennis programs that are successful and well attended.</p> <ul style="list-style-type: none"> <li>• Because of the small number of students who require APE, professional development is provided to schools on an as needed basis when difficulties arise for specific students. Professional development was provided this school year to develop guidelines in accordance with information gathered from the state meeting. There is a designated PE teacher who attends the meetings and disseminates the information to the other PE teachers. The physical therapist consults on an as needed basis with PE teachers to ensure successful participation of our physically challenged students in the PE curriculum.</li> <li>• Additional PD has been provided to a middle school teacher by the teacher for the visually impaired who is providing adaptive PE for a student with a visual impairment.</li> </ul>
<b>Harford</b>	<ul style="list-style-type: none"> <li>• Harford County Public Schools have established long standing tools for communication and collaboration between the Office of Special Education and the Office of Physical Education. These tools include representation of both departments at meetings, planning of initiatives and professional development as indicated. Examples of this include, but are not limited to; professional development sessions, teacher specialist for APE attending department meetings for special education as appropriate, Supervisor of Physical Education meeting to problem solve scheduling needs and visitation to feeder schools for planned articulation for the needs of students for the following school year.</li> <li>• Professional development regarding adapted physical education is a part of the adapted physical education teacher’s duties as they work with teachers and departments on a daily basis. Beyond this expectation, the following professional development opportunities have occurred: * For the 2018-19 school year we provided support to physical education teachers during multiple Professional Development sessions. Each of our Early dismissal Professional Developments offer teachers at all levels access to Adapted Physical Education. Our professional development opportunities include tools and strategies to assist with students with disabilities. The John Archer School continues as a MAPHERD Demonstration School and provides lesson presentations to HCPS physical education staff.</li> <li>• The physical education and special education departments are coordinating to provide opportunities for inclusion of students with special needs in middle school intramurals and after school club programs. Our internal website “Sharepoint” continues to be living adapted physical education site that is constantly updated and refreshed. The physical education staff, school nurses, and school counselors are working together using the medical restrictions form to develop 504 plans or modified physical education courses as appropriate. The form is to be utilized through the Office of Nursing and Adapted Physical Education that has assisted with focusing on safe inclusion of all students with medical needs in the physical education programs.</li> </ul>
<b>Howard</b>	<ul style="list-style-type: none"> <li>• PE and APE (APE is part of special education) collaborate regularly – during countywide professional learning events, PE and APE are together.</li> </ul>

	<p>On these days, PE and APE teachers have opportunities to present new inclusion strategies to each other, and brainstorm ideas to promote inclusion of students with disabilities in upcoming PE units. There are professional learning sessions that focus on this – see below under the next questions for details on sessions. PE Coordinator attends APE meetings to update APE teachers with information and hear updates from the Department of Special Ed. APE teachers are included in PE professional learning events. APE Program Head has held multiple trainings for support staff at various schools, focusing on successful inclusion of students with disabilities in PE.</p> <ul style="list-style-type: none"> <li>• 1: Adapted Physical Education staff (which is part of the Department of Special Education) have led professional learning sessions for Physical Education staff, with a focus on inclusion of students with disabilities in mainstream PE. APE led a student and parent panel that PE and APE teachers attended, and students with disabilities and their parents spoke to the group about the benefits they have received from being included in mainstream PE. 2: APE led a professional learning session on Goalball (a sport designed for individuals with visual impairments) that PE and APE teachers attended, which promoted the use of sports and activities such as Goalball in the mainstream PE classroom, to raise awareness among student populations and advocate for students with disabilities. 3: A PE professional learning opportunity in May that will focus on yearly planning will include APE staff, so that PE and APE can collaborate to plan units that are appropriate and meaningful for all students with and without disabilities. 4: APE staff meet regularly and receive updates from the Department of Special Education on Standards-Aligned IEP writing, and successful inclusion strategies.</li> <li>• 1: The APE department has a “Community Resource Page” that was updated in 2018 and continues to be updated as new programs are advertised. This page is handed out to parents and students at IEP meetings, and lists many physical activity opportunities in and near Howard County that are appropriate for students with disabilities. 2: The “IEP Guideline” document created by APE is being updated on a regular basis to keep APE teachers informed about appropriate IEP documentation on APE (Present Levels, Goals and Objectives, Supplementary Aids, Services). 3: The APE Referral Checklist was updated in summer 2018 to be more Standards-Aligned. This checklist is available to all PE teachers and they can fill it out and submit to APE when they suspect they have a student who needs APE services. 4: Assessment report templates for APE have been revised to include language that is curriculum-based but can be understood by parents and IEP teams.</li> </ul>
<b>Kent</b>	<ul style="list-style-type: none"> <li>• 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, and again as needed, to review IEPs, physical limitations, other health concerns, and how to approach the curriculum to meet the learners needs.</li> </ul>

	<p>The Physical Therapist and Occupational Therapist work collaboratively with all PE teachers to adapt the curriculum as needed for children with disabilities.</p> <ul style="list-style-type: none"> <li>• 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 writing the new opioid curriculum and the new sexual abuse prevention with our PE, Counselors, and Special Education teachers.</li> <li>• Although no new resources have been developed, our inclusion assistants and instructional assistants are trained by the PE and Special Education teachers to help adapt the curriculum as needed. Few students in Kent required a true adaptive PE curriculum, however, modifications to the curriculum are always made in conjunction with the Supervisor of Special Education and Special Education teachers.</li> </ul>
<p><b>Montgomery</b></p>	<ul style="list-style-type: none"> <li>• The Office of Curriculum and Instructional Programs (OCIP) and Department of Special Education Services (DSES) have collaborated to promote the inclusion of students with disabilities in physical education and delivery of adapted physical education services. The collaborative effort has facilitated the involvement of physical education teachers in Individualized Education Program (IEP) and 504 Plan meetings to discuss concerns about specific students with disabilities in physical education. The physical education teacher assesses the student to determine the most appropriate instructional accommodations, curricular modifications, and continuum of adapted physical education placements. The physical education teacher, school counselor or special education teacher, and appropriate related service provider (occupational therapist, physical therapist, and speech pathologist) collaborate to determine appropriate instructional accommodations and curricular modifications in physical education to meet the students' individualized needs. OCIP and DSES collaboratively analyzed secondary special education programs at schools serving a critical mass of students with disabilities that may benefit from additional special education adapted physical education allocations to support students with disabilities in physical education.</li> <li>• The following professional development opportunities were provided to physical education teachers and special educators in MCPS: Maryland Online Individualized Education Program (MOIEP) for Physical Education Teachers Professional Learning Description/Outcomes: The Department of Special Education Services (DSES) provided a professional learning session for physical education teachers on the Maryland Online Individualized Education Program (MOIEP) tool. The session prepared participants for navigating MOIEP and documenting adapted physical education (APE) services in the MOIEP tool. Alternate Learning Outcomes Curriculum 2.0 for New Elementary School Physical Education Teachers Professional Learning Description/Outcomes: The session provided new elementary physical education teachers with information about the shift from the Fundamental Life Skills Curriculum (FLSC) to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes (ALO). The session provided opportunities</li> </ul>

for teachers to review and discuss IEP documents that will assist teachers in gaining an understanding of the strengths and needs of students with significant cognitive disabilities who are pursuing alternate learning outcomes, and initiate the planning process for an upcoming lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes. Alternate Learning Outcomes Curriculum 2.0 for New Middle and High School Physical Education and Health Teachers Professional Learning Description/Outcomes: The session provided middle and high school physical education teachers with information about the shift from the Fundamental Life Skills Curriculum (FLSC) to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes (ALO). The session provided opportunities for teachers to review and discuss IEP documents that will assist teachers in gaining an understanding of the strengths and needs of students with significant cognitive disabilities who are pursuing alternate learning outcomes, and initiate the planning process for an upcoming lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes. Strategies for Working Effectively with Paraprofessionals in Physical Education and Adapted Physical Education (Webinar) Professional Learning Description/Outcomes: This webinar offered in collaboration with the Maryland Adapted Physical Education Consortium (MAPEC) and Maryland State Department of Education (MSDE) provided participants with strategies for working effectively with paraprofessionals to maximize learning in physical education for students with disabilities. Adapted Physical Education 3-Credit CPD/0.4 CEUs (HE-16) Professional Learning Description/Outcomes: This course is designed to provide education professionals providing students with disabilities with extended knowledge and skills in the area adapted physical education. The participants will deepen their understanding of student behaviors for application of instructional strategies, and the development implementation of the IEP process. Salary Day Physical Education: Leadership Opportunities In Physical Education (LOPE), Best Practices, and Strategies: High School Physical Educators teaching LOPE will have the opportunity to collaborate to share strategies and plan for instruction. Teachers will build upon learning addressed during prior summer curriculum training. Specific instruction and experiences, and appropriate practices in classes - visual schedules, equipment modifications, instructional strategies, using paraeducators effectively, building routines, assessment and setting appropriate goals and objectives. Participants will create appropriate routines, learning tasks, visual schedules and modify equipment. Teachers will engage in collaborative planning methods for the 2018-2019 school year related to specific grade level skills/concepts aligned to the evidence of learning for physical education. Salary Day Adapted Physical Education – Implementing Best Practices and the IEP Process: PreK-12 Physical Education Teachers will explore best practices for planning and delivering multiple and varied learning tasks for students with disabilities aligned to secondary standards-based physical education content. Teachers will engage in collaborative planning methods for s for the 2018-2019 school year.

- The following adapted physical education resources for elementary and secondary physical education have been developed or updated, and are accessible to teachers through the MCPS Adapted Physical Education site on myMCPS: Adapted Physical Education Articles and Research Adapted Physical Education Forms Adapted Physical Education Goals and Objectives Resource Assessments for Evaluating Students for Adapted Physical Education Services Community Organizations for Students with Disabilities IEP Process Instructional Resources for Adapted Physical Education MSDE Documents Professional Development Resources for Adapted Physical Education Sample Adapted Physical Education Evaluation Reports Sample Supplementary Aids and Services All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. The resources include: Middle school and high school physical education departments received the resource The Brockport Physical Fitness Test Manual by Joseph P. Winnick and Francis X. Short. The assessment allows the teacher to: identify health related concerns; determine the components of fitness to be measured; create physical fitness profiles; and apply standards associated with desired levels of health-related physical fitness. Functional Assessment for Students with Severe Disabilities (FASSD) by Martin E. Block. The assessment tool addresses eight areas: medical/health background, functional position and movement analysis, functional mobility, functional physical fitness, ball skills, sensory processes and sensitivity, communication, and play behaviors and awareness of others. Parent/Guardian Physical Activity Questionnaire provides the physical education teacher with information about the student's physical activity outside of school to enhance movement skills and concepts, health-enhancing physical fitness and activity, and personal and social responsibility. Battelle Developmental Inventory Second Edition (BDI-2) by Jean Newborg and Item Test Book. The assessment measures a child's abilities and skills across multiple developmental domains: Adaptive (ADP), Personal – Social (PS), Communication (COM), Motor (MOT) and Cognitive (COG). For the purpose of the referral, gross motor was the area of focus. The Gross Motor subdomain measures the child's ability to use and control the large muscles of the body. The results are reported as percentiles, scaled scores and age equivalents. Test of Gross Motor Development, Second Edition (TGMD–2) Examiners Manual by Dale A. Ulrich and Profile/Examiner Record Forms. The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education. The high school physical education course, Leadership Opportunities in Physical Education (Course #7700), was available to all high schools for the 2018-2019 school year. This 0.5 credit, semester-long course is designed to develop leadership skills within the physical education setting for individuals interested in pursuing careers in education/teaching or physical therapy. Throughout the course, participants will have the opportunity to assist students who have various physical and learning disabilities in their development of sport/movement skills and fitness. Participants will explore and analyze a variety of

	<p>disabilities and develop sport/recreation goals or fitness plan for her or his peer with a disability. The course will focus on disability awareness, communication, instructional, and feedback techniques, as well as goal-setting. All course materials will be made available to high school physical education teachers on the MCPS Instruction Center.</p>
<p><b>Prince George's</b></p>	<ul style="list-style-type: none"> <li>• The Adapted Physical Education Program has been working to increase the percentage of students included in general physical education classes. We have done this by scaling back our service to non-APE IEP students in Special Education programs and making sure they are enrolled in general physical education courses. APE teachers still provide services to APE IEP students in these programs. The goal is to increase LRE based on student needs. APE teachers also provide consult and support services to physical education teachers to assist them in providing a successful experience for all students in their classes.</li> <li>• We are piloting the ‘Fit 4 Work’ program with our Adapted Physical Education staff. The program focuses on career/job-related activities and the exercises that will increase success in a work environment. This will be a focus on transitioning from school to work in the High Schools, although all levels will be trained. The lead teacher in the pilot has provided two professional development sessions for our APE staff on the program. He also presented to the Physical Therapists at a section meeting. We are pairing with the PGCPSS Physical Therapy Program for this program. The Physical Education Department had a professional development activity with Sportime and it focused on their Inclusive Curriculum. APE teachers were invited along with Physical Education teachers. The General Physical Education Program has included APE in its professional development sessions this year and an APE teacher is included in the workgroup for curriculum review in Physical Education. The Adapted Physical Education Program provided inclusion oriented workshops for the general physical education program at their Back to School Meeting in August 2018. They were centered around inclusion, early childhood, and IEP processes</li> <li>• We have been revising our Adapted Physical Education Transition Plan, in partnership with the Maryland National Capital Park and Planning Commission, in order to assist our certificate track students with the transition to life after graduation. We are beginning a pilot program in SY 2018 which will allow our students to participate and explore the activities offered by the Therapeutic Recreation Program with MNCPPC. The goal is to familiarize our students with the programs so that they may participate in the lifetime sports and leisure activities after graduation. We have completed three out of five planned training sessions. Our Standards Based Rubrics were revised this school year to include a 5 point rubric for scoring skills. National Physical Education Standards are the basis for the assessment criteria. The Adapted Physical Education Office has been working on clarifying the impact of 504 services on the APE Program and teachers. We have produced a document on the differences of an IEP to a 504 and how it relates to Adapted Physical Education. Questions that should be asked at the meeting are included to assist the team in applying the correct document to the student based on the student’s needs. We have</li> </ul>

	<p>also updated our IEP services chart. This chart is used by our APE teachers to assist in the elementary/middle/high school IEP transitions. In order to match the various school block schedules and semester planning practices, we give suggestions for hourly and weekly APE services, consultative services, and communication requirements between schools to make the IEP transitions smooth and eliminate the need for IEP amendment meetings. We also have a team updating our Adapted Aquatics Curriculum. This document will include Best Practices, along with regulations from the Health Department, maintenance and custodial guidelines, and mandated safety and scheduling information to streamline to one source of information to the aquatics program.</p>
<p><b>Queen Anne's</b></p>	<ul style="list-style-type: none"> <li>• We are continuing to provide Professional Development to Physical Education Teachers by Adapted Physical Education Teacher Specialist as well as 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. We have also piloted the Young Athletes program at one of our elementary school with our preschool program ages 3-5.</li> <li>• 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. 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.</li> <li>• Resources are still the shared adapted physical education folder. We have updated with resources. This year we have drafted a program guide for our PE teachers that we will talk about at the next PD opportunity. 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.</li> </ul>
<p><b>St. Mary's</b></p>	<ul style="list-style-type: none"> <li>• The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the offices of Physical Education and Special Education. Emphasis is placed on:</li> </ul>

	<p>1. Report on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in all SMCPS.</p> <p>2. Report on MSDE Adapted PE briefing that are conducted by the Consultant for Adapted Physical Education Maryland State Department of Education.</p> <ul style="list-style-type: none"> <li>• In order to offer our students a diverse learning environment, physical educators participate in ongoing professional development training that is conducted throughout the school year. All of our professional development programs are conducted by the Coordinator of Adapted Physical Education and Corollary Sports. This specialized training provides general and adapted physical educators with the necessary tools to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation. For example, a student with cerebral palsy (CP) participates in sitting volleyball with her general physical education class. The student with CP participating in sitting volleyball helps to increase his/her physical activity, build self-confidence and foster friendships. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing an adapted sport like sitting volleyball can create excitement and desire for students with a disability to allow them to appreciate their full potential and become more physically active during their lifetime.</li> <li>• We have revised our Adapted PE and Corollary Sports School-based website along with our Adapted PE and Corollary Sports Handbooks.</li> </ul>
<b>Somerset</b>	<ul style="list-style-type: none"> <li>• Together special education and physical education offices work to share ideas and funding to promote inclusion of students with disabilities into mainstream activities.</li> <li>• Somerset County will be attending the MAPEC mini-conference. Information from the conference will be shared with Physical Education teachers who cannot attend the meeting.</li> <li>• Some lessons have been developed (such as adaptive basketball) to include all students in physical education lessons.</li> </ul>
<b>Talbot</b>	<ul style="list-style-type: none"> <li>• We have no new initiatives or programs this year. It is regular practice for Physical Education and Special Education Departments and individual teachers to collaborate and discuss issues if they arise. It is regular practice for Special Education students to be included in Physical Education classes as a normal part of their school lives. P.E. teachers are included as members of the IEP Team. They collaborate and consult with Physical Therapists, Occupational Therapists, and others, to develop individual students' goals. Where adaptations are needed, our Physical Education teachers are actively involved in planning and delivering the instruction, including accommodations and modifications as appropriate.</li> <li>• Teachers were encouraged to take part in PD opportunities provided by SHAPE and MSDE.</li> <li>• No new resources were created this year.</li> </ul>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• The Adapted Physical Education Staff is housed and works out of our Special Education center. The team travels to schools and works closely with regular education teachers. This set up has allowed our APE staff to</li> </ul>

	<p>collaborate with regular education teachers as well as physical education teachers to provide services, answer questions and ensure correct processes are being followed for all students.</p> <ul style="list-style-type: none"> <li>• The APE staff attend workshops and professional development opportunities to learn new processes and information from MSDE and colleagues across the state. Information is then brought back and shared with the regular education and physical education teachers through professional development days. Continuous professional development has aided in our regular classroom teachers being able to modify to meet the needs of our students. PreK has expanded in many schools and will continue to expand. This has put a larger load on our APE staff, but again our adapted staff is getting training on how to modify and meet the needs of our PreK students and share the latest information with staff in our district. We will continue to update for the 2019-2020 year.</li> <li>• As our student population continues to grow at the PreK level, we will continue to use our lending and sharing program of resources we implemented this year. This allows us to utilize materials that meet the specific needs of students no matter the school they attend. This process is again coordinated by our APE staff. The sharing of equipment that is centrally stored has allowed schools to access equipment that is needed to meet specific disabilities where prior to this process students simply had access to what was physically in their school.</li> </ul>
<b>Wicomico</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Over the last three years all physical education teachers are provided specific professional development and resources related to inclusion and methods of adapting physical education instruction to meet the needs of all students.</li> <li>• All physical education personnel have been provided the Maryland Adapted Physical Education Consortium website and Sparks Inclusive Guide</li> </ul>
<b>Worcester</b>	<ul style="list-style-type: none"> <li>• 1. 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. We continue to work with Special Olympics in providing various sporting activities for students at our Special School. 5. This was our fourth year of implementing the Unified Sports Program. Our County Athletic Director, Mr. Ty Mills, has been instrumental in beginning the Unified Sports program in Worcester County for all three high schools. He is working with each school Athletic Director directly to offer the activities at</li> </ul>

	<p>our high schools. Sports are being offered during all three athletic seasons (bocce, bowling, and tennis). Corn hole will be offered in the fall of 2019. Again this year, we have had a few teams who have gone to the state level and this has been VERY exciting for our schools. We also had an elementary school that started a unified sports team this year!</p> <ol style="list-style-type: none"><li>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.</li><li>2. Our physical education teacher at Cedar Chapel Special School conducted professional learning sessions to all physical education teachers during the 2018-2019 school year.</li></ol> <ul style="list-style-type: none"><li>• 1. 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. ALL PE teachers were given PD on formative assessment in the PE classroom, for students with and without disabilities.</li><li>• In 2013, our county developed all new skill assessments for our K-8 PE curriculum. Because these skill assessments are individualized, each student, with or without a disability, can be assessed on their individual performance. In 2014, all of these skill assessments were uploaded into Curriculum Loft, an online curriculum repository for ease of access for teachers. The documents in Curriculum Loft included the APE guide for teachers from MSDE. In 2015, we 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 are requesting 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.</li></ul>
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**2. What are the key challenges your school system and individual schools face in delivering physical education opportunities to students with disabilities? Have these challenges changed since last year?**

LEA	Response to Question 2
<b>Allegany</b>	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.
<b>Anne Arundel</b>	One of the key challenges we continue to face is the increasing number of students identified for adapted physical education services and only having one adapted physical education resource teacher. Our numbers have risen from 18 to 58 in 2 years, making it increasingly difficult for one person to manage the workload. Our county leadership understands the challenges and has provided funding for professional development for the physical education teachers, which has been helpful; however, we continue to lack the necessary personnel resources we require and deserve. We are continuing to educate leadership on what we are being told is a paradigm shift to ensure all understand APE is a specialized service and our teachers require additional support just like teachers in English, Math, Science, and Social Studies. Teachers received one three-credit course in college which is not enough. It could be helpful to include additional coursework at the undergraduate level so that teachers have a better understanding of the APE/Special Education requirements in Physical Education.
<b>Baltimore City</b>	A concern this year is the lack of APE training for the general education physical education teachers in the area of providing the least restrictive environment (LRE) for their APE students. A new educational associate was recently hired by the district to oversee adapted physical education. It is anticipated that this concern can now be more directly addressed. There is also a concern because not all schools have a full-time physical educator. In schools without full time physical educators, not all students are given the opportunity to participate in a quality physical education program during the school year. The model of adapted physical education service delivery and associated documentation continues to move toward being more consultative. This requires knowledge of students with disabilities and adaptations by the PE teachers. The APE teachers continue to support PE teachers by: completing student logs, writing and submitting IEP report cards as needed, writing and submitting requested progress reports, completing APE assessments and assessment reports, updating IEP records, and attending IEP meetings.
<b>Baltimore</b>	This year, we lost an APE position to retirement that was not funded moving forward. The impact of this means we only have three APE resource teachers to handle the challenge of effectively providing support to 375 K-12 physical education teachers to ensure appropriate instruction for students of all abilities. Our county administration currently plans to move the APE resource teachers out from under special education and into the physical education office. Our concern is a disruption to the flow of communication and important updates from the special education office to our APE team. In addition, with the creation of self-contained special education programs in new schools, APE resource teachers will have additional demands to the already overwhelming case load they have.

<b>Calvert</b>	One key challenge our school system faces, and continues to face, is the fact that since we are a full inclusion county (except for Calvert Country School). Our APE itinerant teachers covering and providing support to all students who are out in the general education PE setting is a challenge. While we are assisting at a particular school, other students also have PE times at other schools, and we cannot be at two places at the same time. We work on training the general education PE teachers to make accommodations and modifications when needed and have been stressing the point to use the instructional assistants that accompany these students to their maximal potential. We would like to add an additional APE teacher, or a resource itinerant or technician, but we have not been approved for staffing as of yet.
<b>Caroline</b>	A challenge is time and availability of staff to provide Adapted PE services outside of the general education classroom setting. Our number of students in need of support are on the rise which is a key factor that we are looking at for the upcoming year. Identification of students is another problem. The testing protocols that we are currently using seem to qualify students that truly are not in need of support and can be successful with general ed students with minor class adjustments. That is something we are looking at as we move forward next school year.
<b>Carroll</b>	Variables such as time needed for documentation of Special Ed. Paperwork, staffing and monies for professional development opportunities are challenges in delivering PE opportunities to students with disabilities. These challenges have not changed.
<b>Cecil</b>	More funds to provide more support for the PE teachers, such as planning time and more APE/PE teachers (our county lost 3 PE teachers this year). Planning time for secondary PE teachers for direct services, data collection, writing IEP's and for attending IEP meetings. We are 100% inclusion with no center schools. They are now pulling paras from PE classes. We need more funding to keep our PE classes safe.
<b>Charles</b>	In Charles County public schools, key challenges we face for students with disabilities include large class sizes, diverse school culture and facilities challenges (outside versus inside). These challenges have been fairly consistent in previous years and continue to be focused areas of improvement.
<b>Dorchester</b>	As our Corollary Sports Program in DCPS continues to develop, it has been noted that a need to enhance this program persists. We will continue to work toward providing additional opportunities for appropriate competition for the athletes on these teams. This challenge has not changed from last school year; however, staff are purposely now seeking to obtain interest from enough students to offer corollary sports competitions.
<b>Frederick</b>	Some schools are not sending their students to PE twice a week, they do not mainstream students as planned in the school schedule, and lack of instruction from PE teachers for students with special education. The specialized program students are sometimes added on top of a class of 40 students. This then makes it difficult for the teacher to accurately disseminate their time on all of their students. They end up focusing their time on the general education students and not the specialized program students.
<b>Garrett</b>	Our challenges continue to be the provision of accommodations and modifications for a wide array of disabilities and physical needs that differ in each school. There is no funding available to support an APE specialist even on a limited basis.
<b>Harford</b>	Dealing with the transitional stages of staffing cuts and relocation is a challenge for articulation and planning for the upcoming school year. Teaching and learning the APE process at the different grade levels is a big learning curve. We are fortunate to

	have a great dedicated Adapted Staff and our Professional Development office allows us ample time to provide support and training opportunities.
<b>Howard</b>	There are large numbers of the high-needs special ed population in PE classes. This challenge has increased this year with some changes in our regional Special Ed programs which changes the concentration of students with IEPs/APE services in certain schools.
<b>Kent</b>	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.
<b>Montgomery</b>	The challenges facing MCPS and individual schools in delivering physical education to students with disabilities has not changed since last year. The challenges include: staff (physical education teacher) allocations, space/facilities, and specialized equipment, support staff (paraeducator) allocations, communicating the adapted physical education process to all physical education and special education teachers throughout the county (205 schools), and substitute coverage or an afterschool stipend to provide physical education teachers with time to implement the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.
<b>Prince George's</b>	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.
<b>Queen Anne's</b>	Some challenges are still the same; training for paraprofessionals to support the needs of students in physical education classes to ensure the child is participating, being successful, and safe. PE teachers writing the IEP progress reports and or taking the data and working on acceptance and understanding of APE expectations within PE class for students who receive APE services or need accommodations. Our current PE staffing formula does not account for the delivery of APE special education services, we have one full-time Adapted physical Education Teacher Specialist who is also under special education as Special education teacher specialist who wears many hats as well as provides support for Physical Education in the entire county. A continued need to educate teachers, administrators, paraprofessionals, and parents about APE services and how they can benefit a student.
<b>St. Mary's</b>	One challenge facing SMCPs elementary physical education students and students with disabilities is the minimal amount of time they receive in physical education. Based on SHAPE America's recommendation, elementary children should receive 125 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.

<b>Somerset</b>	There has been no major change in Somerset County public schools delivery of physical education to students with disabilities. The challenges such as professional development are still highest on the list of needs for teachers and administrators. The next level of challenge is time to create the adaptive physical education lessons.
<b>Talbot</b>	As with many other smaller counties, our biggest struggles are with numbers of staff and scheduling our limited numbers to allow for maximum instructional time for all students in general, and APE students in particular. We have to rely on the creativity and flexibility of our staff members, many of whom often give up planning and personal time to co-plan and develop specific programs. Like Kent, our P.E. Supervisor is tasked with many other curricular areas as well, limiting participation in briefings and availability to lead professional development. We overcome this challenge, like the other, through the dedication and hard work of the teachers. (These challenges are rooted in factors that are the same as in previous years - continued maintenance of effort budgets, etc.)
<b>Washington</b>	Our challenges are starting to be the large increase in PreK with no more resources funded to assist with the young students. We must increase our caseloads with the same amount of staff. We will add money to the budget to purchase materials and equipment to meet the needs of our PreK as well as all of our students, but the burden of a larger case load on our APE staff will be a concern. As PreK grows, we will look to add additional staffing or training for our teachers.
<b>Wicomico</b>	Currently, we are in need of a CAPE certified specialist that would be available for all physical education personnel in providing updated inclusion methods as well as expert advice on working with students in need of Adapted Physical Education. In addition, we are in need of this person to attend IEP meetings to provide expert advice to Special Education personnel related to Physical Education Inclusion suggestions.
<b>Worcester</b>	We are a small, rural school system which does not deny ANY student access to our athletic activities or physical education classes and programs; therefore, setting up additional opportunities has not been identified as a need. If a need were to arise, we accommodate any and all special education students. When we have encountered any issues in the past, special education specialists, physical education specialists and administrators work together to provide the best possible services to all students. Many of our afterschool programs at various grade levels provide physical activities which are open to ALL students and at one school in particular, we work with Special Olympics and our County Athletic Director (director of the unified sports program) to integrate regular ed and special ed students in competitive sports activities. 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?**

<b>LEA</b>	<b>Response to Question 3</b>
<b>Allegany</b>	APE meetings, minutes, and information shared should be widely dispersed to ensure that more people are aware of briefings, resources, and information pertinent to mainstreaming. The more people that are informed, the more aware and confident teachers and staff will become in developing supports for students in the inclusive PE setting.
<b>Anne Arundel</b>	<ol style="list-style-type: none"> <li>1. Continue to provide MSDE APE Briefings.</li> <li>2. Provide directive or guidance to LEAs regarding IEP APE Goals and Objectives for centered-based students enrolled in special education centers.</li> <li>3. Continue to provide online professional development for staff working with Center-based students.</li> <li>4. Continue to provide online professional development for general education physical educators.</li> <li>5. Require Higher Ed Institutions to provide more than one three-credit course to undergraduate students.</li> </ol>
<b>Baltimore City</b>	Continue to increase training opportunities, perhaps online, for school-based physical education teachers. Suggested PE training sessions that were not provided last year are: understanding of the IEP process, co-teaching, accountability, assessments, and how to write and document IEP goals and objectives with fidelity.
<b>Baltimore</b>	Update the MSDE website to reflect current PE and APE resources. Information from MSDE regarding APE that explains the special education service and how the local school system can support it. Continue to provide professional development and online courses on how to teach students with disabilities.
<b>Calvert</b>	No areas of extreme needs can be offered from MSDE at this point in time other than funding for Calvert County Public schools to have more APE Resource Itinerants and/or APE technician positions to help cover more PE classes per day. Being a fully inclusive county in regards to students with disabilities and inclusion into the general education PE setting does create scheduling conflicts that we need to address better.
<b>Caroline</b>	State-developed protocols for identification. The testing protocols that we currently use identify more students than truly are in need of support. We are going to take a look at that in our county but a state wide protocol would benefit all counties which would lead to more of a standardized process.
<b>Carroll</b>	Offering more opportunities such as webinars, updated resource literature and possible funding for substitutes so APE teachers can attend PD opportunities.
<b>Cecil</b>	Please continue having the State briefings. They are very informative.
<b>Charles</b>	No.
<b>Dorchester</b>	The DCPS physical education staff would greatly appreciate it if MSDE would continue to incorporate changes made at the state level into the Adapted Physical Education guide and disseminate the guide to LEAs prior to the start of the school year. Our first professional development session prior to the start of the school year is spent reviewing district expectations and reviewing this guide is a part of that process. This tool allows physical education teachers to better serve our special education population and all students. If this resource could be reviewed and

	modified annually (especially to address changes in special education laws) as needed to reflect MSDE expectations and disseminated before the school year begins, the physical education teachers would feel more confident about the work they are doing with students with disabilities. In addition, please offer free professional development opportunities throughout the school year.
<b>Frederick</b>	Collect and share resources from counties on Adapted PE Inclusion and Adapted Health Education/Health Curriculum for specialized programs. Provide guidance to counties as to best practices for how to schedule specialized program students into physical education among peers and best practices for ensuring service is provided when counties use their PE teachers as direct service providers.
<b>Garrett</b>	Ongoing opportunities for training in the area of APE and PE assessments along with continued support.
<b>Harford</b>	The MSDE APE briefings and MAPEC meetings are helpful along with the webinars and open dialogs. Demonstration schools are a valuable resource for our county and state-wide physical education teachers.
<b>Howard</b>	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.
<b>Kent</b>	Training in Adaptive PE and more skill-based training and sample resources for teacher development. We have appreciated the PD support from Jason and Lea over the course of this school year from MSDE. It has been invaluable for us.
<b>Montgomery</b>	The Maryland State Department of Education could provide additional funding to support substitute coverage or an afterschool stipend to provide mandatory trainings and support physical education teachers with implementing the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.
<b>Prince George's</b>	Please continue the MSDE briefings and the coordination/collaboration between MAPEC, MAHPERD, and the APE Steering Committee. These meetings are very informative and we appreciate the free sharing of ideas.
<b>Queen Anne's</b>	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.
<b>St. Mary's</b>	It would be my hope and contention that MSDE would support legislation to increase the amount of time in physical education recommended by SHAPE America. SHAPE America's Physical Education Guidelines recommend elementary schools provide 150 minutes of instructional physical education each week and that middle and high schools provide 225 minutes per week. Students receive the minimal amount of physical education goes against current research findings and recommendations by the Surgeons General Report on Physical Activity and Health and the Centers for Disease Control and Prevention to improve the current and future health of our students. 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.

<b>Somerset</b>	State-created professional development in different regions of the state is very helpful in helping Somerset County Public Schools meet the challenges. A key initiative for the upcoming school year is to provide some professional development to all physical education teachers on how to adapt lessons to include students with disabilities.
<b>Talbot</b>	We appreciate the flexibility of the MSDE Office in providing localized briefings and making essential documents available electronically.
<b>Washington</b>	The MSDE could provide PreK/APE professional development. The MSDE should continue to provide professional development opportunities and continue to share updates as it pertains to assessment, evaluations and best practices.
<b>Wicomico</b>	The Maryland Department of Education could provide guidance to school districts related specifically to the need of personnel dedicated to providing expert advice to Physical Education teachers and the Special Education Department.
<b>Worcester</b>	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 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.

## APPENDIX K



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

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**To:** Supervisors of Physical Education

**From:** Susan C. Spinnato, Director of Instructional Programs

**Date:** August 13, 2018

**Re:** Physical Education Graduation Requirement

This is to advise you that under Code of Maryland Regulations (COMAR) 13A.04.13.01, there is no provision for waiver of the Physical Education graduation requirement.

However, a student may participate in a modified program of physical education based on the physical limitations or medical condition of the student. An individualized program must be developed and approved by the physical education teacher, parent or guardian, principal, and supervisor.

If I can be of further assistance, please contact me at [susan.spinnato@maryland.gov](mailto:susan.spinnato@maryland.gov) or 410-767-0349.