



Fitness and Athletic Equity for Students with Disabilities Annual Report

Office of Teaching and Learning

August 2023



MARYLAND STATE DEPARTMENT OF EDUCATION

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Introduction

The Fitness and Athletic Equity Law for Students with Disabilities became effective on July 1, 2008, pursuant to Education Article, §7-4B-01 through §7-4B-06, Annotated Code of Maryland. The State law requires the Maryland State Department of Education (MSDE) to report annually on opportunities for participation in interscholastic athletics and mainstream standards-based physical education programs for students with disabilities.

This is the fourteenth annual report to the General Assembly providing information on the status of the Fitness and Athletics Equity for Students with Disabilities Law, which ensures the participation of students with disabilities in mainstream interscholastic athletics and mainstream standards-based physical education.

In the first year of reporting (2008-2009), MSDE convened an Advisory Committee to develop recommendations and technical assistance training for the implementation of Local Educational Agency (LEA) policies to meet the requirements of the law. The Advisory Committee consisted of representatives from Special Olympics Maryland, Maryland Association of Boards of Education, Public School Superintendents Association of Maryland, Maryland Parent Teacher Association, Maryland Department of Disabilities, Maryland Disability Law Center, and Maryland's 24 LEAs. The advisory committee assisted with the development and review of the timeline for the LEA implementation timeframe.

During the implementation timeframe, MSDE's athletics office and physical education office conducted four technical assistance sessions statewide. All 24 LEAs participated in at least one of the four technical assistance sessions held in February of 2009 to provide LEAs with an overview of the law as well as model plans for implementation. In the ensuing years, advocacy groups have offered to provide information resources to LEAs in order to help them provide alternative program offerings.

At the request of MSDE, Senate Bill 87 of the 2010 Legislative Session amended the reporting date from February 1 of each year to May 15 of each year. Amending the reporting date to May 15 allowed LEAs to include spring season student athletes in the current year count, providing a more accurate representation to the General Assembly by the reporting date of August 1.

To ensure effective implementation of the law according to the reporting requirements, MSDE has engaged with each LEA to report on areas of standards-based physical education and athletics that promote awareness of and compliance with statutes and regulations regarding the participation of students with disabilities. This report describes the process used by the MSDE to carry out the mandates of the Fitness and Athletic Equity Law for Students with Disabilities. This report provides information on activities conducted by MSDE and Maryland's 24 LEAs as of May 15, 2023.

Mainstream Athletics

TIMELINE FOR IMPLEMENTATION

May 15, 2023

- LEAs submitted to the Maryland State Department of Education (MSDE) a report on the progress toward the inclusion of students with disabilities into mainstream interscholastic athletic opportunities for students with disabilities.
- The Maryland Public Secondary Schools Athletic Association (MPSSAA) Participation Survey for the school year 2022-2023 was completed by each LEA.
- The MPSSAA submitted to MSDE the athletic participation results based on the responses of the 24 LEAs and the SEED School for the 2022-2023 school year.

AUGUST 1, 2023

MSDE reports to the General Assembly and provides any necessary follow-up with LEAs.

DATA COLLECTION

Each year the MPSSAA conducts a participation survey among its member schools consisting of the 24 LEAs and the SEED School. The survey breaks down the number of male and female interscholastic athletic participants by sport. To comply with the requirements of the Athletic Equity Law, the participation survey 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.

LEAs are surveyed during the fourth quarter of the academic year to gain full participation numbers from each of the three interscholastic athletic seasons for high school students. The survey collects data in two specific sections. The first section requests data from each LEA-administered athletic program. The second section requests data from each of the LEA-administered corollary athletic programs for students who are either unable or choose to participate in programs outside the mainstream athletic program offerings.

LEAs are informed that the Fitness and Athletic Equity for Students with Disabilities Act 2008 requires the LEA to report the number of students with IEP's or 504 plans who participate in all athletic programs. For each section of the participation survey, LEAs are requested to provide:

- The overall boys' participation per sport.
- The total number of students with an IEP or 504 plan within the overall boys' participation per sport.
- The overall girls' participation per sport.
- The total number of students with an IEP or 504 plan within the overall girls' participation per sport.

Data is collated from all 24 LEAs and the SEED school into two separate tables to reflect each section of the participation survey. Table 1 refers to the participation summary for all sports in the mainstream interscholastic athletic offerings administered by Maryland public schools. Table 2 refers to the participation summary for all sports in the corollary athletic offerings administered by Maryland public schools.

TABLE 1: 2022-2023 ATHLETIC PARTICIPATION SURVEY RESULTS

Sport	Schools	Total Boys Participants	Boys Participants with IEP/504 Plan	Schools	Total Girls Participants	Girls Participants with IEP/504 Plan
Badminton	20	521	92	34	695	79
Baseball	185	5,140	684	6	43	3
Basketball	194	5,283	726	187	3,938	378
Bowling	10	52	31	12	38	15
Cross Country	184	3,217	523	180	2,230	242
Field Hockey	0	0	0	116	3,294	396
Football	178	12,796	2,332	23	32	5
Golf	153	1,310	210	125	395	43
Gymnastics	1	5	2	8	103	25
Lacrosse	154	5,699	1,093	147	4,633	480
Soccer	182	6,810	668	170	5,324	496
Softball	2	17	0	181	4,095	409
Swimming & Diving	103	1,651	301	103	1,917	258
Tennis	171	2,022	203	173	2,422	205
Indoor Track	182	5,503	831	183	4,449	439
Track and Field	191	7,953	1,232	192	6,136	632
Volleyball	36	758	86	188	5,285	496
Wrestling	176	4,555	883	130	544	78
Ice Hockey	3	60	11	2	11	2
Cheerleading/Spirit	42	66	11	122	4,689	649
Totals		63,418	9,919		50,273	5,330

TABLE 2: 2022-2023 COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT

Sport	Schools	Total Boys Participants	Boys Participants with IEP/504 Plan	Schools	Total Girls Participants	Girls Participants with IEP/504 Plan
Basketball	13	113	68	13	92	38
Indoor Bocce	83	518	318	83	548	244
Outdoor Bocce	62	412	267	57	371	190
Bowling	53	556	335	52	452	220
Cycling	3	19	19	3	13	11
Golf	10	35	35	8	24	24
Soccer	24	160	109	24	127	72
Tennis	54	316	175	53	332	129
Track and Field	39	221	163	39	236	123
Strength Training	8	77	36	10	57	16
Floor Hockey	44	303	236	44	228	124
Indoor Softball	4	30	17	3	17	12
Handball	5	68	21	5	23	4
Corn Toss	8	32	23	8	24	19
Sailing	0	0	0	0	0	0
Clay Target	1	16	3	1	5	0
Unified Baseball	1	15	1	1	10	2
Totals		2,891	1,826		2,559	1,228

REGULATIONS

In March 2010, MSDE enacted Code of Maryland Regulation (COMAR) 13A.06.03¹ which provides greater athletic opportunities for students with disabilities, and COMAR 13A.06.04² which provides for Corollary Athletic Programs establishing alternative athletic programs for students unable to compete in mainstream athletic programs.

TECHNICAL ASSISTANCE

In order to promote and provide technical support to LEAs on Corollary Sports programs, MSDE and Special Olympics Maryland (SOMD) collaborate on information and program offerings. SOMD serves as a liaison between MSDE and LEAs through its accredited subprograms and experts on alternative sports offerings.

MODEL POLICIES

During the fourteenth year of implementation, LEAs were asked to submit to MSDE, Office of the Deputy for Teaching and Learning/Maryland Public Secondary Schools Athletic Association, Executive Director, an accounting of progress toward the development of model policies and procedures for students with disabilities. Each of the LEAs was also asked to respond to a set of questions that addresses providing services for students with disabilities in mainstream athletics. As of May 15, 2023, 24 LEAs have enacted policies to accommodate athletic opportunities for students with disabilities.³

¹ The COMAR regulations enacted by the State Board of Education in 13A.06 Chapter .03 Interscholastic Athletics in the State can be found in [Appendix A](#).

² The COMAR regulations enacted by the State Board of Education in 13A.06 Chapter .04 Corollary Athletic Programs can be found in [Appendix B](#).

³ Responses from the 24 local educational agencies on their policies and procedures for their Corollary Athletic Programs can be found in [Appendix C](#).

Mainstream Physical Education

TIMELINE FOR IMPLEMENTATION

May 15, 2023

LEAs submitted to the MSDE a report on the progress toward the inclusion of students with disabilities into mainstream physical education.

May 22, 2023

The Office of Performance Reporting and Accountability compiled data based on the LEA's submission of student enrollment data in physical education to MSDE using the Student-Course-Grade-Teacher Data Collection tool.

May 31, 2023

The Division of Early Intervention and Special Education Services compiled data based on LEA's submission of the number of students actively receiving adapted physical education services and the number of students receiving adapted physical education supplementary aids and services using the Special Services Information System (SSIS).

August 1, 2023

MSDE reports to the General Assembly and provides any necessary follow-up with LEAs.

DATA COLLECTION

MSDE continues to use existing State data collection systems to review student enrollment information for physical education courses and adapted physical education services.

LEAs provided the physical education course data, which includes student course information from the school year 2021-2022 based on School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education and aggregated to report on the number of students in a physical education course, by grade span, by students with Individualized Education Programs (IEPs), by students with 504 plans.

New this year, MSDE has included data collected from the Special Services Information System (SSIS) that was self-reported by each LEA on the number of students who receive adapted physical education services and the number of students who receive adapted physical education consultative services as of October 1, 2022.

TABLE 3: SY2022 ELEMENTARY SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES⁴

Local Education Agency	PreK-5 All Students	PreK-5 All Students Enrolled in a PE Course	PreK-5 All Students Enrolled in a PE Course with an IEP	PreK-5 All Students Enrolled in a PE Course with a 504	PreK-5 APE Services	PreK-5 APE Consult Services
Allegany	3,952	3,571	618	214	0	0
Anne Arundel	31,922	31,477	3,370	1,859	41	0
Baltimore County	52,946	50,959	7,143	3,362	215	1
Calvert	6,887	6,466	657	560	6	7
Caroline	2,598	2,591	238	124	7	2
Carroll	11,725	11,595	1,582	1,049	107	1
Cecil	6,260	6,215	1,071	251	23	0
Charles	12,151	12,126	1,252	619	29	4
Dorchester	2,142	2,135	166	74	0	0
Frederick	20,810	20,295	2,208	1,305	9	149
Garrett	1,610	1,610	161	86	0	0
Harford	17,596	17,514	2,623	894	36	26
Howard	26,336	26,306	3,337	1,117	156	0
Kent	843	710	108	37	0	0
Montgomery	72,009	69,044	10,292	1,818	92	11
Prince George's	62,131	60,970	5,792	1,841	389	45
Queen Anne's	3,404	3,313	371	181	0	0
Saint Mary's	7,973	7,324	789	289	35	1
Somerset	1,429	986	153	40	0	0
Talbot	2,094	2,094	276	130	1	0
Washington	10,602	10,575	1,323	488	23	8
Wicomico	7,490	5,511	599	279	11	1
Worcester	3,182	3,154	340	100	0	0
Baltimore City	37,907	37,356	4,847	1,450	22	38
Statewide Total:	405,999	393,897	49,316	18,167	1,202	294

⁴ *Data Source: Student-Course-Grade-Teacher 2022 End-of-Year Collection

Data for this report is provided by the LEA and includes student course information from the school year 2021-2022. The Physical Education courses identified are based on School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education.

'^' indicates no students or fewer than ten students in a category.

TABLE 4: SY2022 MIDDLE SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES⁵

Local Education Agency	Grades 6-8 All Students	Grades 6-8 All Students Enrolled in a PE Course	Grades 6-8 All Students Enrolled in a PE Course with an IEP	Grades 6-8 All Students Enrolled in a PE Course with a 504	Grades 6-8 APE Services	Grades 6-8 APE Consult Services
Allegany	1,896	1,850	204	298	0	0
Anne Arundel	13,678	13,259	1,449	1,419	8	0
Baltimore County	25,970	25,728	3,522	2,992	169	0
Calvert	3,547	3,518	324	541	1	12
Caroline	1,276	1,275	95	97	3	6
Carroll	5,793	5,775	641	962	58	5
Cecil	3,487	3,473	581	181	27	3
Charles	6,555	6,308	583	562	32	8
Dorchester	1,058	1,048	86	85	0	0
Frederick	10,507	10,502	1,183	1,227	8	81
Garrett	817	809	62	104	0	0
Harford	9,027	8,889	1,233	906	8	13
Howard	13,704	13,683	1,294	890	111	0
Kent	398	264	36	22	0	0
Montgomery	37,449	37,401	5,743	1,699	144	4
Prince George's	30,838	30,577	3,344	1,542	188	16
Queen Anne's	1,715	1,692	185	147	1	0
Saint Mary's	4,037	4,035	455	240	15	1
Somerset	713	581	102	51	0	0
Talbot	1,029	996	92	109	1	0
Washington	4,998	4,815	457	381	7	12
Wicomico	3,253	3,197	407	307	15	1
Worcester	1,551	1,531	170	71	0	0
Baltimore City	17,312	16,265	2,662	1,431	13	22
Statewide Total:	200,752	197,602	24,916	16,267	809	184

⁵ *Data Source: Student-Course-Grade-Teacher 2022 End-of-Year Collection

Data for this report is provided by the LEA and includes student course information from the school year 2021-2022. The Physical Education courses identified are based on School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education.

^ indicates no students or fewer than ten students in a category.

TABLE5: SY2022 HIGH SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES⁶

Local Education Agency	Grades 9-12 All Students	Grades 9-12 All Students Enrolled in a PE Course	Grades 9-12 All Students Enrolled in a PE Course with an IEP	Grades 9-12 All Students Enrolled in a PE Course with a 504	Grades 9-12 APE Services	Grades 9-12 APE Supplementary Aids & Services
Allegany	2,387	1,274	106	254	1	0
Anne Arundel	20,445	15,331	1,599	1,985	7	0
Baltimore County	34,448	20,120	2,601	2,759	230	0
Calvert	5,007	2,140	185	409	2	19
Caroline	1,736	1,089	92	58	3	12
Carroll	7,996	5,259	456	1,045	55	3
Cecil	4,577	3,022	442	162	25	2
Charles	9,227	4,276	447	395	53	17
Dorchester	1,316	562	61	50	0	0
Frederick	13,940	6,833	742	920	2	82
Garrett	1,083	430	32	58	0	0
Harford	11,599	7,630	937	982	4	19
Howard	18,312	7,690	783	608	38	0
Kent	563	273	38	25	0	0
Montgomery	51,656	30,408	4,853	1,485	163	5
Prince George's	39,243	19,035	2,248	1,014	314	6
Queen Anne's	2,343	1,022	88	102	0	0
Saint Mary's	5,359	2,396	210	181	33	0
Somerset	749	422	90	29	0	0
Talbot	1,418	762	91	83	2	1
Washington	7,067	4,092	444	359	5	14
Wicomico	4,195	2,796	343	354	20	1
Worcester	2,100	1,005	104	52	0	0
Baltimore City	22,327	8,427	1,680	850	14	32
Statewide Total:	269,334	146,410	18,688	14,228	971	213

⁶ *Data Source: Student-Course-Grade-Teacher 2022 End-of-Year Collection

Data for this report is provided by the LEA and includes student course information from the school year 2021-2022. The Physical Education courses identified are based on School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education.

'^' indicates no students or fewer than ten students in a category.

PHYSICAL EDUCATION PARTICIPATION MEMORANDUM

Each year a memorandum from MSDE⁷ is distributed to all LEA physical education and adapted physical education coordinators reinforcing the federal and state regulations that require all students, including students with disabilities, to participate in a physical education program yearly in Pre-K through 8th grade and offered course(s) to meet high school graduation requirement(s). The memo was updated with assistance from the Attorney General's Office and aligned with the revisions to COMAR 13A.04.13.01 prior to the start of the 2021-2022 school year.

PROGRESS TOWARD THE INCLUSION OF STUDENTS WITH DISABILITIES

The Fitness and Athletic Equity Act requires LEAs to promote and protect the inclusion of students with disabilities into mainstream physical education instructional programs. Each year LEAs are asked to respond to a series of questions⁸ that address new initiatives and resources their LEA implemented that promote and protect the inclusion of students with disabilities into mainstream physical education, key challenges their LEA faces, and any areas in which MSDE could provide further assistance. Responses to these questions were collected during the 2022-2023 school year.⁹

Findings

New collaborative opportunities that promote and protect the inclusion of students with disabilities in mainstream physical education, as reported by LEAs, include:

- Shared information and resources on adapted physical education at Special Education Citizens Advisory Council (SECAC) annual fair; and
- Collaborated with a neighboring LEA to provide a professional development day for physical education and aquatics teachers.

New resources that promote and protect the inclusion of students with disabilities in mainstream physical education, as reported by LEAs, include:

- The adapted physical education itinerant teachers were given hours each quarter to meet with staff to plan and draft student goals throughout the school year; and
- Elementary and secondary special education teachers participated in a presentation on the adapted physical education referral process, the difference between physical therapy and adapted physical education services, the different adapted physical education IEP components, and the different adapted physical education teacher support models.

Key challenges to the promotion and protection of including students with disabilities in mainstream physical education, as reported by LEAs, include:

- Filling physical education and adapted physical education teacher vacancies;

⁷ See [Appendix D](#) for a copy of the memorandum distributed by MSDE to all LEA physical education and adapted physical education coordinators.

⁸ See [Appendix E](#) for a copy of the request to LEAs on the reporting of their initiatives to promote and protect the inclusion of students with disabilities into mainstream physical education instructional programs.

⁹ Responses from the 24 local educational agencies to promote and protect the inclusion of students with disabilities into mainstream physical education instructional programs can be found in [Appendix F](#).

- Training and supporting an increased number of new physical education teachers (conditionally certified/Praxis certified) who have limited to no experience in teaching physical education and/or adapted physical education;
- Finding time to schedule direct services in the least restrictive environment, collect authentic data, collaborate with special education staff to write IEPs, and attend IEP meetings; and
- Funding to purchase adapted physical education equipment.

Areas where MSDE could provide further assistance to promote and protect the inclusion of students with disabilities into mainstream physical education, as reported by LEAs, include:

- Advocate to have the Blueprint for Maryland's Future reflect the Certified Adapted Physical Education (CAPE) certification having the same increased wage as a National Board-Certified Teacher;
- Provide ongoing free virtual and face-to-face statewide professional development (PD) opportunities for teachers and staff to network and share information during the teacher workday;
- Provide additional funds to LEAs to address staffing shortages and large class sizes; and
- Support legislation to require 150 instructional minutes of elementary physical education each week and 225 minutes per week in middle and high schools.

TECHNICAL ASSISTANCE

MSDE's Director of Comprehensive Health and Physical Education from the Office of Teaching and Learning Instructional Programs and Services has attended and/or facilitated physical education and adapted physical education professional development sessions and collaborative meetings across the State. The director is familiar with the Fitness and Athletic Equity Act of 2008 reporting requirements and the implementation of high-quality standards-based physical education and adapted physical education programs.

Physical Education Collaboratives

MSDE held virtual content collaborative meetings in the fall and spring that included adapted physical education resource teachers, supervisors, and/or coordinators. At these meetings, resources for adapted physical education were made available to all LEA personnel to help provide guidance and support for students with disabilities in mainstream physical education classes.

Adapted Physical Education Steering Committee

An important resource for LEAs around the State is the Adapted Physical Education Steering Committee which was created in collaboration with the Division of Special Education and Early Intervention Services. The committee's mission is to provide leadership that supports adapted physical education by collaborating with administrators, educators, families, and other stakeholders. The Steering Committee continues to be supported by the Division of Early Intervention and Special Education Services and the Office of Teaching and Learning Instructional Programs and Services. This committee consists of one representative from each LEA, an Institute of Higher Education that has a Physical Education Teacher Education Program, Special Olympics Maryland, a school-age performance specialist from the Division of Early Intervention and Special Education Services, and the Director of Comprehensive Health and Physical Education from the Office of Teaching and Learning Instructional Programs and Services.

The committee hosts a formal hybrid meeting twice a year and monthly virtual meetings to network and discuss ongoing local issues. The committee also collaborates with the Maryland Adapted Physical Education Consortium (MAPEC) and the Society of Health and Physical Educators (SHAPE) Maryland on projects to

enhance adapted physical education through professional development, such as virtual “Shop Talks” and the annual SHAPE Maryland Convention.

Using the FY22 Maryland Elevates Grant awarded by MSDE, the Steering Committee and SHAPE Maryland funded guest speakers to attend the fall committee meeting. Dr. Michelle Greiner from the University of New Hampshire spoke at the fall meeting regarding the Lieberman-Brian Inclusion Rating Scale for Physical Education and Universal Design for Learning in Physical Education, and the committee purchased one copy of the book *Universal Design for Learning in Physical Education with Web-Resource* for each LEA.

In the spring of 2022, the Steering Committee appointed the following members to a two-year term, and they continued to serve in leadership roles this year:

- Chair – Cyndi Naylor, Baltimore County Public Schools
- Vice-Chair – Anna Routzahn, St. Mary’s County Public Schools
- Secretary – Karla Marty, Maryland State Department of Education
- Grants Manager – Joe Bildstein, Caroline County Public Schools
- Staff – Jason Semanoff, Maryland State Department of Education

The Steering Committee Chair is also a standing member of the legislatively mandated Advisory Council on Health and Physical Education, attending the bi-annual meetings and providing updates as necessary.

Online Professional Development Courses

Three virtual courses were developed by the Maryland Public Television and Special Olympics Maryland to fill a gap in professional development relevant to physical education and adapted physical education. These courses provide a cost-effective and time-efficient opportunity for teachers to augment their classroom skills while ensuring high-quality PE experiences for all students with and without disabilities.

The courses count towards the 12 credits that are needed to qualify for the National Consortium for Physical Education for Individuals with Disabilities (NCPEID) Certified Adapted Physical Educator (CAPE) certification and the six Continuing Professional Development (CPD) credits needed to renew a Maryland teaching certificate.

- MSDE #11-00-25 -Helping All Students Succeed in Physical Education-Using the IEP Process – three CPD credits;
- MSDE #11-00-28 -Adapted Physical Education: Successful Inclusion Strategies – three CPD credits; and
- MSDE #15-00-31 -Teaching Physical Education to EVERYONE – three CPD 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. All facilitators hold a Maryland certification in physical education, have completed the “Teaching Online in Maryland” course, shadowed a current facilitator, and have had experience teaching adapted physical education. The instructors are also CAPE certified.

The course content is analyzed and revised annually to improve achievement and ensure its alignment with current best practices and resources.

Society of Health and Physical Educators (SHAPE) Maryland

SHAPE Maryland, founded in 1902, is a 501(c)(3) non-profit volunteer organization that serves current and future health and physical education professionals. SHAPE Maryland continued to offer free membership and hosted several professional development sessions that included adapted physical education components throughout the year. For example, at the State Convention on Saturday, November 12, SHAPE Maryland hosted 12 adapted physical education breakout sessions.

Maryland's Adapted Physical Education Teacher of the Year Award (TOY)

SHAPE Maryland gives the Maryland Adapted Physical Education TOY Award in recognition of outstanding teaching performance in the field of adapted physical education. The teacher must be a person who:

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

Jeffrey Watkins, an adapted physical education teacher from Montgomery County Public Schools, was selected as the SHAPE Maryland Adapted Physical Education Teacher of the Year for the 2022–2023 school year.

SHAPE America Eastern District Adapted Physical Education Teacher of the Year Award (TOY)

SHAPE America is the national partner of SHAPE Maryland, and the Eastern District is one of five districts within SHAPE America. It is comprised of the following states and US territories: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont, as well as Puerto Rico and the Virgin Islands.

Jessica Wilson, an adapted physical education teacher from Harford County Public Schools and SHAPE Maryland's SY2021-22 Adapted Physical Education TOY, was selected as the Eastern District Adapted Physical Education Teacher of the Year for SY2022–2023 and qualified to run for SHAPE America's SY2023-2024 National Adapted Physical Education TOY.

Maryland Adapted Physical Education Consortium (MAPEC)

MAPEC is a workgroup that provides resources for teachers who serve students with disabilities. The mission of the consortium is to:

- Provide opportunities and resources for education, guidance, and encouragement to empower other professionals to meet the unique challenges of individuals with disabilities in the areas of health, physical education, athletics, recreation, and dance;
- Promote and develop best practices in physical education for individuals with disabilities throughout the state of Maryland;

- Encourage the promotion and development of quality physical education programs for individuals with disabilities in schools throughout the state of Maryland; and
- Encourage the promotion and development of quality professional preparation programs of adapted physical education in higher education.

The consortium publishes a newsletter that updates membership on legislative news, best practices, technology, and events that occur throughout the State. The MAPEC website is continually updated throughout the year to include documents the organization developed and serves as a statewide resource for physical education and adapted physical education teachers.

MAPEC offered free professional development, hosting a virtual mini-conference in May, with sessions about equipment modification, data collection, inclusion, and using visuals in adapted physical education. MAPEC also hosted a virtual “Shop Talk” where participants discussed current challenges and brainstormed potential solutions.

The Special Olympics Maryland

The Special Olympics Maryland (SOMD) Unified Champion Schools program continues to promote social inclusion through intentionally planned and implemented activities. With sports as the foundation, the three-component model offers a unique combination of effective activities that equip young people with the tools and training to create sports, classroom, and school climates of acceptance. To build interactive and inclusive school communities, the Unified Champion School program uses three components, Unified Sports/Physical Activity, Inclusive Youth Leadership, and Whole School Engagement. Schools that demonstrate excellence in all three components can apply for both Maryland and National Banner Recognition. Schools earning the Maryland Banner Recognition were:

- Annapolis High School
- Broadneck High School
- Catoclin High School
- Chesapeake High School
- Crofton High School
- Kent Island High School
- North County High School
- Old Mill High School
- Severna Park High School
- South River High School
- Tuscarora High School

The Unified Champion Schools National Recognition Program (NRP) recognized Annapolis High School, Kent Island High School, and North County High School for their outstanding work in social inclusion and unified physical activity. Additionally, Annapolis High School was recognized as an ESPN Honor Roll Top-5 Unified Champion School. During the 2022-2023 School Year, 22 schools applied for Maryland Banner Recognition, and ten schools applied for National Banner Recognition.

SOMD benefitted from a continuation of funding from MSDE, Division of Early Intervention\Special Education Services to support the Young Athletes Program (YAP), the implementation and reinforcement of which addresses the need to improve the school readiness of children with disabilities. This funding allows for the continuation and broadening of Young Athletes’ programming in LEAs and in homes.

In the interest of continuing the support of elementary programming, SOMD committed the efforts of a consultant to develop and deliver a Unified Physical Education implementation plan, with the primary goal of creating a succession plan for the YAP. SOMD has been able to realize an immediate and grassroots impact

through direct training and is excited to expand Unified Physical Education opportunities in LEAs in the 2023-2024 school year.

Additionally, SOMD has identified student leadership and whole-school cultural influence as top priorities for programs that directly or indirectly support social and emotional learning. During the 2022-2023 academic year, Special Olympics Maryland offered two Youth Leadership Summits and led efforts for large school inclusion events, including the Polar Bear Plunge-Cool Schools Plunge, Deep Creek Dunk-Cool Schools Dunk, Inclusive Schools Week in December, and Spread the Word: Inclusion Day in March.

The flagship program continues to be Interscholastic Unified Sports. In addition to the typical Unified Tennis, Indoor and Outdoor Bocce, Strength and Conditioning, and Track and Field seasons for high school students, Special Olympics Maryland continues to expand Unified Sports offerings to middle schools, including programs in Baltimore City, Cecil County, Calvert County, and Garrett County. During the 2022-2023 school year, SOMD piloted Unified Flag Football for high school programs and Unified Bocce in Garrett County Elementary Schools.

Appendices

APPENDIX A

MARYLAND STATE BOARD OF EDUCATION

Subtitle 06 SUPPORTING PROGRAMS

13A.06.03.04 Operational Guidelines

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 tryout 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 tryout 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 B**MARYLAND STATE BOARD OF EDUCATION****Subtitle 06 SUPPORTING PROGRAMS****13A.06.04 Corollary Athletic Programs****.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:
 - (a) Graduation with a Maryland High School Diploma specified in COMAR 13A.03.02.09B; or
 - (b) 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 C

SYNOPSIS OF LOCAL EDUCATIONAL AGENCY REPORTS

Assessment	Allegany County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Board Policy JB and procedure JB-R1 - Equal Educational Opportunity <ul style="list-style-type: none"> • The Board of Education of Allegany County does not discriminate on the basis of race, color, gender, age, national origin, religion, or disability in providing access to educational programs and activities. • Board Policy IHBA, procedures IBHA-1, 2, and 3 - Corollary Physical Education and Athletics. <ul style="list-style-type: none"> • The Board of Education believes in the importance of offering physical education and athletic programs to all students. It is the policy of the Board of Education that all students with disabilities have equivalent opportunities for participation.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Interscholastic Athletics <ul style="list-style-type: none"> • Student Eligibility Determination <ul style="list-style-type: none"> • All students who meet state and local eligibility criteria are permitted the opportunity to tryout for the Mainstream Interscholastic Athletic Program. Among those criteria are: enrolled student status, age, academic eligibility, medical approval, and parent permission. • 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. • During the tryout, 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. • 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. • Pathway to Play Committee • Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to maximize student opportunities and provide guidance for coaches. The Committee shall include: <ul style="list-style-type: none"> • The supervisor of athletics

Assessment	Allegany County Public Schools
	<ul style="list-style-type: none"> • A school athletic director • An adapted physical education teacher • A special education representative • A school-based administrator <ul style="list-style-type: none"> • Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the Mainstream Interscholastic Athletic Program is referred to the Pathway to Play Committee 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. • To make its determination, the Committee shall apply the following four-point criteria: Do the accommodations or modifications: <ul style="list-style-type: none"> • Fundamentally alter the sport? • Provide a competitive advantage to the student? • Competitively disadvantage other participants? • Significantly increase the risk of injury for the student or other athletes? • The Pathway to Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> • The student is able to participate in the interscholastic athletic program with accommodations. • The student is able to participate against or alongside other athletes in individual events with allowable accommodations or modifications. • The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program. <p>Corollary Athletic Program</p> <ul style="list-style-type: none"> • 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. • The Corollary Athletic Program shall include co-ed teams of disabled and non-disabled students who meet eligibility requirements.

Assessment	Allegany County Public Schools
	<ul style="list-style-type: none"> • Allegany County Public Schools shall provide: <ul style="list-style-type: none"> • Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program. • Corollary Athletic Program coaches. • Team uniforms and game equipment. • Transportation for teams to travel in order to compete if appropriate. • Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program: <ul style="list-style-type: none"> • Are secondary school students in grades 9-12. • Are officially registered and attend an Allegany County Public School. • Submit a parent/guardian permission form for participation. • Submit a medical approval form. • Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • ACPS has partnered with Special Olympics of Maryland to offer programs in Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. • Each sports season consisted of three competitions and practices twice a week for eight weeks. • ACPS provides <ul style="list-style-type: none"> • Rules, guidelines and modifications for each activity or sport to ensure greater student participation and success within the program, • Corollary athletic program coaches, • Team uniforms and game equipment, and • Transportation for teams to travel in order to compete.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options. 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. School counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.

Assessment	Anne Arundel County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Board Extra-Curricular Programs Policy Code 909 • 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>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Interscholastic Athletics - The following criteria was added to the Student Guide for Athletes and the Athletics Handbook: • Situations that arise will be handled on a case-by-case basis. • The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students. • 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. • Students wishing to challenge the initial assessment of the coach and administration may appeal to the Pathway to Play Committee. • This committee will evaluate the student's disability and make a recommendation about the appropriate level of competition. • A student may appeal the committee's decision following the school system's standardized appeals process up to the county Board of Education
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • 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.

Assessment	Anne Arundel County Public Schools
Needs Assessment	<ul style="list-style-type: none"> Discussions were held with Adapted Physical Education Resource Teacher, Special Education Coordinator, Athletic Coordinator, Special Projects person, and other LEAs. As a result of these discussions, sports were selected based upon active student involvement, greatest opportunity for inclusion and success, available accommodations, required participation numbers, safety, and facilities. Additionally, insights were sought from community groups and parents, and Anne Arundel staff researched Special Olympics offerings.

Assessment	Baltimore City Public Schools
Policies Related to Athletic Opportunities for Students with Disabilities	<ul style="list-style-type: none"> Rules in Athletics Handbook, Section 1 B. Academic Eligibility (5) <ul style="list-style-type: none"> 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.
Assessment Criteria and Appeals Process	<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> <ul style="list-style-type: none"> Determination of Student Eligibility: <ul style="list-style-type: none"> All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can tryout for any mainstream interscholastic sports team. Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. During a tryout, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. Pathway to Play Committee <ul style="list-style-type: none"> Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to provide to the fullest extent possible opportunities for disabled students and provide guidance for coaches. The committee shall include: <ul style="list-style-type: none"> The Coordinator for Interscholastic Athletics A school athletic director

Assessment	Baltimore City Public Schools
	<ul style="list-style-type: none"> • An adapted physical education teacher • A special education representative with an inclusion background • A school-based administrator (principal or assistant principal) • Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program and is denied that opportunity is referred to the Pathway to Play Committee. This committee will consider the eligibility and appropriateness of a student’s appeal on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student’s participation. • To make its determination, the committee shall apply a four-point criteria: <ul style="list-style-type: none"> Do the accommodations or modifications: <ul style="list-style-type: none"> • Fundamentally alter the sport? • Provide a competitive advantage to the student or competitively disadvantage other participants? • Significantly increase the risk of injury for the student or other athletes? • The Pathway to Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> • The student is able to participate in the interscholastic athletic program without accommodations. • The student is able to participate against or alongside other athletes in individual Interscholastic events with allowable accommodations or modifications. • The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Program.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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.

Assessment	Baltimore City Public Schools
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

Assessment	Baltimore County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Policy 6702, Rule 6702, Office of Athletic Statement
<p>Assessment Criteria and Appeals Process</p>	<p>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.</p> <ul style="list-style-type: none"> Determination of Student Eligibility. <ul style="list-style-type: none"> Extent of the tryout period. Criteria used to select team. Number to be selected. Practice commitment, if selected. Game commitment. 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>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in corollary allied sports. There are three sports offered, one per season. Soccer is offered in the fall, Bocce 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. 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 soccer, softball, and bocce. Team games and matches are scheduled approximately one to two times per week throughout the season.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> A thorough needs assessment is done through collaboration with the Office of Athletics, Special Education, Athletic Directors, and other stakeholders.

Assessment	Calvert County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Policy 3440
<p>Assessment Criteria and Appeals Process</p>	<p>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.</p> <ul style="list-style-type: none"> • Determination of Student Eligibility: <ul style="list-style-type: none"> • All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can tryout for any mainstream interscholastic sports team. • Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. • During a tryout, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. • 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. • 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: <ul style="list-style-type: none"> • State the alleged violation; • Contain a brief statement of facts necessary to understand the complaint; • Contain a brief statement of relief sought; and • 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>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • Calvert County Public Schools are following the Special Olympics Maryland Unified Sports model. During the school year, Calvert County's high schools offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter (we will be starting Unified Bowling this winter in place of S&C), and Unified Outdoor Bocce in the spring.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • A thorough evaluation of interest among the special needs population.

Assessment	Caroline County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • CCPS Policy X.100.30 (Physical Education and Athletics for Students with Disabilities) and its corresponding regulation (X.100.30R) were adopted in December 2010
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • 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. • 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. • The assessment criterion established by CCPS are: <ul style="list-style-type: none"> • Does the student meet the eligibility requirements? • Does the student’s present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided. • 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: <ul style="list-style-type: none"> • State the alleged violation; • Contain a brief statement of facts necessary to understand the complaint; • Contain a brief statement of relief sought; and • Be filed within 30 days of the discovery of the alleged violation.

Assessment	Caroline County Public Schools
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • Caroline County Public Schools partners with Special Olympics Maryland and offered the following Unified Sports in 2021-22: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. There has been discussion with Special Olympics to add or change sports offerings in the coming years (particularly in the fall season). • 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. • 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. • Both high schools hold an appropriate recognition/culminating program for deserving athletes. • Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • 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.

Assessment	Carroll County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Board Policy IHBA
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • The assessment criterion established by CCPS are: <ul style="list-style-type: none"> • Does the student meet the eligibility requirements? • Does the student’s present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? • The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided. • Pathway to Play <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • State the alleged violation; • Contain a brief statement of facts necessary to understand the complaint; • Contain a brief statement of the relief sought; and • Be filed within 30 days of the discovery of the alleged violation.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • CCPS offered a Corollary Sports Program in the following sports in 2014 -15: Unified Bocce in the fall, Bowling in the winter, and Unified Track & Field in the spring. CCPS re-evaluated the program in 2015-16. CCPS has been providing the following sports and plans to offer these three corollary sports again for the current school year: Corollary Indoor Bocce in the fall, Corollary Bowling in the winter, and Corollary Corn Toss in the spring. • 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>Needs Assessment</p>	<ul style="list-style-type: none"> • To determine the level of interest & ensure the sport is appropriate for the greatest number of students with various types of disabilities, student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers, and special education professionals, and resource teachers were taken into account when making the decisions.

Assessment	Cecil County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> 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 tryout period. Coaches determine the final roster based on skill testing, competitive demeanor, and the student's ability to function in a team environment. An appeals process as mandated by state law is available when necessary for each school.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> Cecil County participates in the Special Olympics Maryland Unified Tennis program in the fall and the Unified Outdoor Bocce program in the spring. Bowling is offered in the winter at the High School Level. At the Middle School Level, we offer Unified Bocce and Unified Track & Field programs. The bowling program is a shortened season consisting of 5-10 practice sessions with a culminating tournament between county schools while the Tennis and Bocce season involves interscholastic play culminating with a county tournament.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

Assessment	Charles County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities: <ul style="list-style-type: none"> 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.

Assessment	Charles County Public Schools
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • 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 that 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. • To Assistant Superintendent/designee.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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 competitions. The Unified/Corollary athletic program includes co-ed teams comprised of students with and without disabilities who meet eligibility requirements. • CCPS provides: <ul style="list-style-type: none"> • rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; • corollary athletic program coaches and coordinators; • team uniforms and game equipment; and • the transportation for teams to travel in order to practice and compete.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.

Assessment	Dorchester County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<p style="text-align: center;">Policy fully adopted in May 2011.</p> <p style="text-align: center;">340.02 Revised 9/21/2017</p> <ul style="list-style-type: none"> • PURPOSE <ul style="list-style-type: none"> • To establish a uniform, county-wide policy for promoting and protecting the inclusion of students with disabilities into physical education and athletic programs. • DEFINITIONS <ul style="list-style-type: none"> • Adapted Physical Education Program- a physical education curricular program developed for a student with a disability.

Assessment	Dorchester County Public Schools
	<ul style="list-style-type: none"> • Corollary Athletic Program- an athletic program that is not governed by the requirements of the Maryland Public Secondary Schools Athletic Association (MPSSAA) and which is specifically designed to combine groups of students with and without disabilities together in physical activity. • Interscholastic Athletic Program - an athletic program that is governed by the requirements of the MPSSAA detailed in COMAR 13A.06.03. • Mainstream Physical Education- a curricular program in physical education that is aligned to the Maryland state curriculum. • POLICY STATEMENT <ul style="list-style-type: none"> • The Board of Education believes in the importance of offering physical education and athletic programs to all students. It is the policy of the Board of Education that all students with disabilities have equivalent opportunities for participation in mainstream physical education and interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided. Adapted physical education programs and corollary athletic programs shall be available to all students. Students with a disability that are enrolled in a Dorchester County Public School may participate until twenty-one years of age. • EXCEPTIONS <ul style="list-style-type: none"> • A student, who uses an accommodation or modification to play a sport that fundamentally alters the sport, provides a competitive advantage to the student, competitively disadvantages other participants, or significantly increases the risk of injury for the student or other participants, shall be offered the opportunity to participate in a corollary athletic program. • GUIDELINES <ul style="list-style-type: none"> • COMAR.13A.04.13- PROGRAM IN PHYSICAL EDUCATION • COMAR 13A.06.03- INTERSCHOLASTIC ATHLETICS IN THE STATE • COMAR 13A.06.04- COROLLARY ATHLETIC PROGRAMS

Assessment	Dorchester County Public Schools
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Participation is determined by the Pathway to Play Committee by applying the four-point criteria listed in the Athletic Programs for Students with Disabilities policy. • Parents, guardians, or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation. • Membership and participation in school-sponsored activities must be open to all students. In no instance may there be any restrictions based on race, color, sex, age, national origin, religion, disability, sexual orientation, or any other basis prohibited by law. No student may be denied participation in any activity for any reason other than those established by state, county, and/or school eligibility requirements and those requirements legitimately related to the purpose of the activity. - 473.01 Revised 2/8/2018 • Students must achieve certain academic and conduct standards to participate in extra-curricular activities. Participation standards, consistent with the requirements of the Dorchester County Board of Education and appropriate activity sanctioning body, will be developed by the activity advisors/coaches under the direction of the Superintendent of Schools and principals. General conduct standards will be published in the Calendar/Handbook and specific standards will be available from the advisor/coach prior to the beginning of the activity. - 473.02 Revised 2/8/2018.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • Two practices per week are held with two competitions between the county high schools and a culminating state tournament.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • An awareness campaign was conducted through Special Olympics Maryland during student lunch periods. Physical Education teachers, Athletic Directors and Administration will work together to promote the corollary programs. During the IEP process the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.

Assessment	Frederick County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • BOE Policy 309 – Discrimination Unlawful • BOE Policy 404 – Students’ Responsibilities and Rights • FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973 • BOE Policy 509 – Extracurricular Activities; FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students with Disabilities • Regulation #400-56 – Establishment of New Athletic Activities • Regulation #400-48 – Bullying-Harassment-Intimidation Complaint Process for Students • Regulations #400-54 – Title IX Athletic Program Review; (8) Regulations #400-22 – School Individualized Education Program.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: <ul style="list-style-type: none"> • present a safety risk; or • 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. • All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school-based administrator, and, when appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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 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. • 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.

Assessment	Frederick County Public Schools
Needs Assessment	<ul style="list-style-type: none"> • Pre-season meetings with athletic administrators, coaches, teachers, students and parents. • School-based interest surveys. • Collaboration and articulation with middle schools. • Sign-up numbers at pre-season student meetings. • Post-season evaluation of student participation numbers.

Assessment	Garrett County Public Schools
Policies Related to Athletic Opportunities for Students with Disabilities	<ul style="list-style-type: none"> • Policy 347.7 and Procedure JJA
Assessment Criteria and Appeals Process	<ul style="list-style-type: none"> • All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options. • Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extracurricular Review Committee.
Description of Types of Alternative Sports Programs and Structure	<ul style="list-style-type: none"> • Historically, students with disabilities have participated in the extracurricular programs of their choice (if they meet eligibility criteria). During the school year, Garrett County Public Schools worked in partnership with Special Olympics Maryland and the two high schools offered the following options: Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Teams practiced each week and participated in two tournaments with Allegany County in tennis and bocce, as well as competed at the culminating Unified Tennis and Unified Indoor Bocce State High School Invitational. Unified Track and Field was offered in the high schools in the spring but did not have sufficient participation numbers to field teams in both high schools. Modifications/accommodations are provided to ensure a safe program for all athletes. • 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.
Needs Assessment	<ul style="list-style-type: none"> • All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.

Assessment	Harford County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> All students who tryout 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 accommodation, the special educator is contacted to assist the coach. 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, athletic director and a building administrator. Finally, there would be an appeal to the Supervisor of Interscholastic Athletics. The meeting should focus on the criterion that was set up at the beginning of tryouts, the reasons why a student did not make the team, and recommended areas of improvement.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> In 2022-2023 Harford County Public Schools offered an Allied Sports Corollary program that consisted of Bocce in the Fall, Bowling in the Winter and Basketball in the Spring. 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>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

Assessment	Howard County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> All students who tryout 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. 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 tryouts, the reasons why a student did not make the team, and recommended areas of improvement.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> The HCPSS models an Allied Sports Program after the long-established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA & HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided. 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. HCPSS provides a contracted allied sports administrator that organizes the program. The administrator assists with mentoring, recruitment, selection, certification, and assignment of allied sports coaches and officials. The administrator also ensures compliance with all the state and local policies, rules, and regulations regarding allied sports.

Assessment	Howard County Public Schools
Needs Assessment	<ul style="list-style-type: none"> • Pre-season meetings with athletic administrators, coaches, teachers, students and parents. • School based interest surveys. • Collaboration with and expansion of “Best Buddies” Program. • Collaboration and articulation with middle schools. • Sign-up numbers at pre-season student meetings. • Post-season evaluation of student participation numbers. • Annual collaboration with special education instructional team leaders. • Annual review of the Allied Sports Program by the Allied Sports Advisory Committee.

Assessment	Kent County Public Schools
Policies Related to Athletic Opportunities for Students with Disabilities	<ul style="list-style-type: none"> • Eligibility for Participation in Extracurricular Activities; Procedure Number 600-85.
Assessment Criteria and Appeals Process	<ul style="list-style-type: none"> • All students who meet state and local eligibility criteria have an equal opportunity to tryout for the mainstream athletic program. • Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission. • The athletic director and school administration will consult if there is any concern regarding a student’s participation altering the mainstream interscholastic athletic program.
Description of Types of Alternative Sports Programs and Structure	<ul style="list-style-type: none"> • 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.
Needs Assessment	<ul style="list-style-type: none"> • 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.

Assessment	Montgomery County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • MCPS IQA-RA, Administration of the High School Interscholastic Athletics Program http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf <ul style="list-style-type: none"> • 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. • MCPS Policy IOB, Education of Students with Disabilities http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf <ul style="list-style-type: none"> • Establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. • IQA-RA <ul style="list-style-type: none"> • Makes reference to athletic rules, regulations, and standards included in the MCPS High School Athletics Handbook. Athletic opportunities regarding students with disabilities will be included in this handbook.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • The coach and the athletics specialist at the local school would initially determine if the student is able to participate without presenting a risk to self or others or without fundamentally altering the game. Some approved accommodations are included in National Federation of State High School Associations (NFHS) sports rules books. If the coach and athletics specialist 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/athletics specialist and issue a recommendation. • 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. <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • a mainstream interscholastic team sport, • a mainstream interscholastic individual sport, or • a sport in the Corollary Athletics Program.

Assessment	Montgomery County Public Schools
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> 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. 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 practice and one contest per week. Teams compete for both division and countywide championships.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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 on this input, the group initially recommended potential sports that 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). Largely because of lack of participation, MCPS discontinued Unified Track and Field after the fall 2011 season, and implemented team handball in its place as the MCPS fall corollary sport. Team handball was implemented as a pilot in eleven schools in the fall 2012 season. Full implementation of team handball occurred in the fall 2013 season.

Assessment	Prince Georges County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Administrative Procedure 5129 and Administrative Procedure 5122 for students with disabilities.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> All students may tryout for interscholastic athletics. 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. Including the student with disabilities may not fundamentally alter the sport. 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 an interscholastic athletics program. We have established a Pathway to Play Committee to review cases that may arise. Parents may appeal to this Committee. A parent may appeal the decision of the Committee to the superintendent of schools or his/her designee.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> PGCPS has a Corollary Athletic Program for students with disabilities and students without disabilities as partners. Corollary 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 compete during the school year. Students are expected to practice daily when school is in session. The sports season begins 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>Needs Assessment</p>	<ul style="list-style-type: none"> Athletic Directors and/or designated staff are involved with the specifics for the schedule and to determine needs and develop plans for successful implementation of the program. School staff are notified to have students participate in the different activities offered.

Assessment	Queen Anne's County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> All students follow the regulations and policies contained in the Guide for Student Athletes and Parents.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> Student Eligibility Determination <ul style="list-style-type: none"> All students who meet state and local eligibility criteria have an equal opportunity to tryout for the mainstream interscholastic athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission. 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 individual assessment of the student or fundamentally alters the nature of the mainstream athletic program. During the tryout, 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. 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. Pathway to Play Committee <ul style="list-style-type: none"> 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. The committee shall include: <ul style="list-style-type: none"> The Supervisor of Athletics for Queen Anne's County Public School <ul style="list-style-type: none"> The school athletic director from the high school that student with disabilities does not attend. A physical education teacher from the student with disabilities' high school. A representative from the Office of Special Education Services. The Assistant Superintendent of Instruction. 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

Assessment	Queen Anne's County Public Schools
	<p>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> <ul style="list-style-type: none"> • To make the determination, the committee shall apply the following four-point criteria: do the accommodations, modifications or aids: <ul style="list-style-type: none"> • Fundamentally alters the sport? • Provide a competitive advantage to the student? • Competitively disadvantage other participants? • Significantly increase the risk of injury for the student or other athletes? • The Pathway to Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> • The student is able to participate in the interscholastic athletic program with accommodations. • The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids • The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • Queen Anne's County partners with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The teams participated in two competitions at the Unified Sports State High School Invitational at the end of the season.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • 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.

Assessment	St. Mary's County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> IHBAA Physical Education and Athletic Programs for Students with Disabilities Policy - Adopted September 8, 2010.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> Determination of Student Eligibility <ul style="list-style-type: none"> All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can tryout for any mainstream interscholastic sports team. Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. During a tryout, a student must be allowed to use any aid or modification needed to play the sport, provided it does not pose a safety risk. The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. Pathway to Play <ul style="list-style-type: none"> A "COMPASS" Committee composed of the director 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. A chain of command is outlined for parents or guardians to follow if they choose to file an appeal. Students with disabilities who are unable to access the mainstream program will be encouraged to participate in the Corollary Sports Program.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> The Corollary Sports Program offers Cycling in the fall, Bowling in the winter, and Bocce in the spring. The length of the seasons is 4 weeks with the first, second, and third week practice sessions devoted to skill development and assessments. The final week of the season is devoted to bringing participants together for combined activities/competition.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> Following a period when the Corollary Sports programs are advertised, information will be communicated, and students will be asked to express their interest by completing registration. Feedback from participants, coaches and parents/guardians will be considered at the close of each season. A post-season analysis of each sport offered will be conducted by the Coordinator of Adapted PE. Feedback from coaches, athletes, and parents, if available, will be shared with the Director of Athletics and school-based Athletic Directors.

Assessment	Somerset County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> 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. Parents, guardians, or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> The Corollary Sports programs that are offered in Somerset County are Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education offer four different interscholastic Unified Sports opportunities (one per season). Sports currently offered this past school year were Unified Cornhole in the fall, Unified Strength & Conditioning (WHS) and Bowling (CHS) in the winter, and Unified Outdoor Bocce in the spring. All students have the opportunity to tryout and participate, if selected, for regular athletic teams.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

Assessment	Talbot County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Corollary Athletic Program for Students with Disability POLICY CODE 9.16.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Determination of Student Eligibility <ul style="list-style-type: none"> • 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. • 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. • The athletic director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success. • Pathway to Play <ul style="list-style-type: none"> • 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. • 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: <ul style="list-style-type: none"> • State the alleged violation; • Contain a brief statement of facts necessary to understand the complaint; • Contain a brief statement of relief sought; and • 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.

Assessment	Talbot County Public Schools
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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"> • 2010, a Unified Bocce program was implemented. • 2010-11SY, the program was expanded to include Unified Tennis in the fall. • 2011-12SY, Unified Strength and Conditioning was added for the winter season. • With the addition of Strength and Conditioning, we now offer Unified Sports programming for all three seasons. • 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>Needs Assessment</p>	<ul style="list-style-type: none"> • 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, unified sports information is included in the quarterly SPED parent newsletters.

Assessment	Washington County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities. <ul style="list-style-type: none"> • The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and tryout 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. • Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Determination of Student Eligibility <ul style="list-style-type: none"> • 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. • Pathway to Play <ul style="list-style-type: none"> • This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member. • The four-point criteria will include: <ul style="list-style-type: none"> • whether there is an increased risk of injury for the student or other participants, • whether the sport is fundamentally altered, • whether the student gains a competitive advantage, or • 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: <ul style="list-style-type: none"> • in a mainstream interscholastic sport, or • in a Corollary Sport program.

Assessment	Washington County Public Schools
	<ul style="list-style-type: none"> • 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>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • WCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and it is co-ed. There will be no cuts. Students must meet most MPSSAA and WCPSSAA athletic eligibility criteria. Sports are offered at all seven MPSSAA participating Washington County high schools. WCPS offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Appropriate funding is provided to maintain coaches' stipends, transportation, equipment, supplies and uniforms. All three programs will model mainstream practices and competitions using the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter, consisting of two practices per week, 4-6 competitions including a county championship and a state competition.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • Pre-season meetings and training sessions with athletic administrators, coaches, teachers, students, and parents. • Collaboration with special education team leaders. • Collaboration and articulation with middle schools and "Best Buddies" Programs. • Sign-up numbers at pre-season student meetings. • Post-season evaluation of student numbers and annual review of the WCPS Unified Sports program.

Assessment	Wicomico County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Wicomico County Athletic Handbook <ul style="list-style-type: none"> • Co-curricular and extracurricular activity eligibility - 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>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • 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. • The Departments of Athletics and Special Education will be responsible for the oversight of the application of these criteria. • Determinations of the appropriate accommodations that need to be provided to students with disabilities are made by the IEP teams. • A Pathway to Play Committee is used to review appeals submitted by students and parents.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • 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>Needs Assessment</p>	<ul style="list-style-type: none"> • 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.

Assessment	Worcester County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> 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. Refer to Worcester County's "Complaints and Appeal Process."
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> In partnership with Special Olympics Maryland, Worcester County offers a Corollary Sports program through Unified Sports in the fall, winter, and spring. Unified Sports offerings are open to all students and are regulated by the Coordinator of Athletics, the Special Education and athletic departments of each high school. Students may take part in Unified Tennis, Corn Hole, Unified Outdoor Bocce, and/or bowling.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

APPENDIX D

Physical Education Requirement Memorandum



Mohammed Choudhury
State Superintendent of Schools

TO: Coordinators and Supervisors of Physical Education
FROM: Susan C. Spinnato, Director of Instructional Programs
RE: Student Participation in Standards-Based Physical Education Programs

Every school system must provide an instructional program in physical education for all students in grades PreK-8 each year to meet the requirements of the State physical education framework. Further, each local school system must offer a standards-based physical education program in grades 9-12 which meet the requirements of the State physical education framework to meet graduation requirements.

Amendments to Code of Maryland Regulations (COMAR) 13A.04.13.01 became effective on July 12, 2021. For example, local school systems (LSSs) may not:

- Authorize a student to substitute other activities for a standards-based physical education program for graduation credits such as interscholastic sports, community-based sports, physical therapy, Junior Reserve Officer Training Corps (JROTC), or marching band;
- Waive the standards-based physical education requirement to meet the graduation requirement;
- Excuse students from standards-based physical education to participate in other content area classes or to complete classwork assignments in other content areas; or
- Withhold a student from the standards-based physical education program as a punishment unless the student is suspended.

COMAR 13A.04.13.01G(3) incorporates requirements of Education Article, §7-4B, Annotated Code of Maryland which requires local school systems to ensure that students with disabilities have an equal opportunity to participate in mainstream standards-based physical education programs, with reasonable accommodations necessary to participate to the fullest extent possible. Adapted, allied, or unified standards-based physical education programs are to be available for students with disabilities to meet the standards-based physical education program outcomes. A student's individualized education program (IEP) or 504 plan may reflect how students will meet standards-based physical education.

An individualized action plan will be developed and approved in collaboration with the parent and/or guardian for students who are temporarily unable to participate in the standards-based physical education program. The action plan must provide appropriate learning experiences aligned with the [State Framework](#).

If I can be of further assistance, please contact me at susan.spinnato@maryland.gov.

APPENDIX E

Reporting by Local Education Agencies on the Progress Toward the Inclusion of Students with Disabilities into Mainstream Physical Education

Reporting Period: September 1, 2022, through May 15, 2023

Reporting Procedure: Local Education Agency Supervisors of physical education and/or adapted physical education were emailed a link to an electronic form on March 9, 2023. The form is below.

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

Education Article §7-4B-05 requires all local education agencies (LEAs) to report by May 15 of each year to the Maryland State Department of Education (MSDE) on their compliance with the provisions of the Fitness and Athletic Equity Act of 2008.

The Fitness and Athletic Equity Act requires LEAs to promote and protect the inclusion of students with disabilities into mainstream physical education. Each year MSDE must submit a description of the initiatives undertaken by the LEAs to the General Assembly by August 1st.

Below are five questions for reporting to MSDE on the progress toward the inclusion of students with disabilities into mainstream physical education.

All information must be entered on this form and submitted by May 15th, 2023.

If you have any questions or concerns, please reach out to jason.semanoff@maryland.gov

Local Education Agency: _____

1. 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?
2. 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?
3. What NEW resources have been developed, provided, or revised for students with disabilities or for adapted physical education?
4. 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?
5. Are there any areas in which the Maryland State Department of Education could provide further assistance that would address your key initiatives and challenges?

Local Education Agencies are expected to maintain supporting documentation of reported information. MSDE will continue to acquire the remaining physical education and special education enrollment data internally.

APPENDIX F

Local Education Agency Responses

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?

Local Education Agency	Responses to Question #1
<p>Allegany</p>	<p>Allegany County Public Schools continues to consult with the Maryland Coalition for Inclusive Education (MCIE). These action plans focused on improving co-planning, tiered intervention, and specially designed instruction practices at each school.</p> <p>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.</p> <p>Physical Education teachers ensure all students are included in daily lessons and students with disabilities needs are met.</p>
<p>Anne Arundel</p>	<p>Unified PE was implemented at 12 high schools and Unified Dance at eight high schools.</p> <p>Writing curriculum for Middle School Unified PE to be implemented in SY2023-24.</p> <p>Special Education provided funding for professional development opportunities for physical education teachers who teach students with disabilities, including the SHAPE National Convention in Seattle for two teachers.</p> <p>Provided professional development to IEP facilitators and special education teachers to explain adapted physical education.</p> <p>Collaborated with PGCPs to provide a professional development day for physical education and aquatics teachers at the developmental centers.</p> <p>Collaborated with special education to provide school-based professional development on working with students with disabilities in cultural arts classes.</p> <p>Shared information and resources on adapted physical education at Special Education Citizens Advisory Council (SECAC) annual fair.</p> <p>Monthly staff meetings with the Coordinator of Physical Education, Health, Dance, and Adapted Physical Education, the Coordinator of Special Services/Special Education, and the Adapted Physical Education Resource Team.</p>
<p>Baltimore City</p>	<p>In City Schools, Adapted Physical Education (APE) is supported by the Academics Office, specifically, the Office of Special Education - Related Services Unit. General physical education (PE) teachers are supported by the Office of Teaching and Learning, which also falls under the Academics Office. From these offices, the Coordinator of Health and Physical Education, the Educational Specialist II for Health & PE the Educational Associate for APE collaborate regularly to plan relevant teacher trainings and professional learning activities.</p>

Local Education Agency	Responses to Question #1
	<p>City Schools has three school-based APE teachers who staff each of the separate public day schools, providing APE services to students enrolled in those schools. In addition, there are five itinerant city-wide APE teachers who provide APE services either directly to students or via consultation with the student and/or general PE teacher for students with APE services on their IEP. These staff members support 161 City Schools students receiving APE services as a part of their IEP, of whom 61 receive direct service, 21 receive in-direct (co-teaching) services, and 79 receive APE consultative service. Twenty-five students who receive direct services also have consultative services for physical education.</p> <p>All APE teachers work with students with disabilities in accordance with IEP requirements and the following service delivery models:</p> <ul style="list-style-type: none"> • Direct services - administered through one-on-one sessions between student and teacher for the required amount of time focusing on IEP goals and objectives. • Co-teaching - the APE teacher and the general PE teacher work side by side to aide students with APE services in their least restrictive environment. In this model, APE teachers often deliver services via breakout sessions and provide one-on-one guidance and support for students(s) requiring APE services. • Consultative - the APE teacher provides supplementary aids and services to general PE teachers who have students with IEP services in their classes. These consultative sessions often include recommendations for curricular modifications and adaptations and equipment adaptations to allow those students receiving services access and inclusion to the general physical education program in the least restrictive environment. <p>The model of adapted physical education service delivery and associated documentation continues to move toward being more consultative. This requires knowledge of students with disabilities and adaptations by the PE teachers. The APE teachers continue to support PE teachers by planning and developing professional learning opportunities in the areas of equity, diversity, inclusion, adaptation of instructional materials, visual aids, and Special Olympics. In addition, APE teachers;</p> <ul style="list-style-type: none"> • Complete service delivery documentation; • Receive training to ensure IEPs are accurate and aligned with student needs; • Execute APE assessments and assessment reports; • Write and submit IEP progress reports and report cards; • Update and maintain IEP records; and • Attend IEP meetings.

Local Education Agency	Responses to Question #1
<p>Baltimore County</p>	<p>The Adapted Physical Education (APE) Resource Team members are each assigned a division/area within the Office of Special Education (Teaching and Learning, Compliance, and Related Services) to serve as a conduit for communication. APE resource teachers attend monthly IEP chair meetings where they can access current information and policies in special education. The APE team shares pertinent information with physical education teachers during various professional development opportunities. The APE Resource Teachers have presented professional development sessions on Adapted Physical Education to IEP Chairs/Facilitators, Special Education Department Chairs, and Student Support Team Chairs.</p>
<p>Calvert</p>	<p>The physical education and special education offices periodically hold meetings to discuss updates, progress, needs, and supports in the area of Adapted Physical Education. The physical education office employs one APE Resource Teacher, and the special education office employs one APE Resource Teacher. Calvert County has 22 of 23 schools that provide an all-inclusive Physical Education setting. Calvert County does have one school (Calvert Country) that supports approximately 25 students in a self-contained environment. At this school, physical education classes are considered to be outside of the general education setting. The objective of the learning environment is to support students by providing them with techniques and strategies so they may successfully return to their home school.</p>
<p>Caroline</p>	<p>The APE Teacher Specialist meets regularly with the Supervisor of Special Ed. and the Supervisor of PE/Health to discuss student needs and the needs of the program. A pilot course at the high school level was created for the spring semester to meet the needs of students. Collaboration with gen. ed. PE teachers occurs weekly to discuss progress and additional support that may be needed for the successful inclusion of all students.</p>
<p>Carroll</p>	<p>APE consulting teacher works directly with the PE supervisor and meets or conferences on a weekly basis to keep abreast of APE/PE updates. PE supervisor, in collaboration with the APE consultant, provided opportunities to meet weekly with all PE/APE teachers to discuss all matters related to virtual/hybrid PE/APE. CCPS is currently involved with the TIES grant and sharing relevant information with all PE/APE teachers. All APE teachers are sharing lessons with General Ed. PE teachers to incorporate modifications within the PE lesson. Schools are sharing materials/equipment to assist with needs at those respective schools. APE consultant created a resource links page to help PE/APE teachers with virtual/hybrid instruction. APE consultant/PE supervisor regularly attends staff meetings, IEP meetings, MSDE meetings, and Principals' meetings.</p> <p>During Back-to-School teacher orientation week, teachers are given opportunities to collaborate, share and expand their knowledge regarding APE/PE topics. APE consultant provided quarterly progress report assistance for all APE teachers. Special Education documents were shared periodically with PE/APE teachers to keep them informed of current Special Education topics/decisions. As a result, PE/APE teachers were better informed/ready to provide relevant/differentiated instruction during this unprecedented time to all students with disabilities.</p>

Local Education Agency	Responses to Question #1
Cecil	<p>The Instructional Coordinator for Special Education and the Program Coordinator for Health/PE have collaborated to identify the necessary components of referral, evaluation, and eligibility determinations for Adapted Physical Education (APE) services. In collaboration with the APE Teacher, a series of resource tools and documents are being designed to support IEP teams in making appropriate decisions. These resources will include information regarding accommodations and/or modifications to physical education classroom activities which will make them accessible to students. A continuum of APE services will be developed so that staff can easily determine the level of support needed for each student based on their unique learning needs.</p>
Charles	<p>The APE Resource Teachers' positions are currently listed under the Special Education Department. Recently, a new position was created in Special Education to work with students at a center, freeing the other two APE teachers to serve as resources for schools. As resources, they collaborate with compliance officers, special education directors, program coordinators, and department heads in Special Education and Physical Education. They also consult with direct service providers for Adapted Physical Education, such as physical education teachers, at local schools to ensure that the needs of students with disabilities are met in physical education. Our goal is for students with disabilities to be fully included in physical education, and every effort is made to mainstream them. Our Special Education programs are fully included in our schools, giving students with disabilities direct access to their same-age peers in both the school culture and the physical education setting.</p>
Dorchester	<p>Across Dorchester County Public Schools (DCPS), beyond monitoring for compliance with the directives of Individualized Education Programs and 504 plans, there is a concerted effort made by both the Physical Education teachers and the Special Education staff at each school to co-plan and adapt lessons to make sure students with disabilities are accommodated and afforded the opportunity to participate in physical education classes with their peers to the fullest possible extent. Physical Therapists are also consulted to provide input on the development of effective plans and activities. In cases where students demonstrate anxiety with new/unfamiliar teachers and students, staff members serving as instructional aides have been very involved with helping make introductions and provide comfortable transitions. The Supervisor of Physical Education collaborates with the Supervisor of Special Education annually in preparation for setting the school year's adapted physical education expectations.</p>
Frederick	<p>The two departments worked together this spring to plan events for three specialized programs from various schools within FCPS. The departments have been meeting together to continue to plan for inclusion opportunities for students in specialized programs, especially at the middle school level. Directors from both departments have been involved in meetings, and both agree that it is important to continue to work together as we move forward and expand our Adapted PE Department.</p>

Local Education Agency	Responses to Question #1
<p>Garrett</p>	<p>Physical education and special education offices collaborate through monthly instructional and administrative meetings. These meetings include directors, supervisors, administrators, coordinators, and other personnel as needed. The physical education staff is also invited and attends IEP meetings at schools, as needed, to help plan for inclusive physical education classes based on individualized student needs. The special education staff collaborates with the physical education staff to help plan and implement adapted physical education activities. Related service providers are also included in IEP and collaborative meetings to help plan for adapted physical education. In addition, feedback is sought from physical education teachers about additional professional development or equipment needs. GCPS has also implemented unified track, bocce, and tennis at the middle and high school levels, in addition to participation in the Blind Skier program. These events have high participation and are well attended by the school staff and community.</p>
<p>Harford</p>	<p>PD – Adapted Physical Education department presented at the beginning of the year session for all PE teachers, Elementary, Middle, and High, on adapted physical education processes, supports, and resources.</p> <p>Adapted Physical Education teachers proactively articulating to special education case managers and school counselors for appropriate physical education class placement. Especially at the high school level, with PE electives best matching the student’s needs and abilities with the elective most appropriate.</p> <p>Monthly adapted physical education department meetings with physical education and special education supervisors invited for collaboration.</p> <p>PD – Office of special education presented training to the adapted physical education department on IEP writing.</p>
<p>Howard</p>	<p>The physical education office collaborates regularly with special education for the design and implementation of county-wide professional development events. These events are held in August, November, and April. During these events, teachers are provided with targeted professional learning on how to successfully implement the curriculum and include students with disabilities in mainstream physical education classes. In August, adapted physical education staff presented to physical education teachers on implementing Universal Design for Learning in physical education. In November, adapted physical education staff presented to high school physical education teachers on best practices for inclusion in physical education, and in April, a collaborative physical education/adapted physical education session was presented to elementary physical education and adapted physical education teachers on planning strategies to promote inclusion.</p> <p>In addition, adapted physical education teachers, who are part of special education, regularly collaborate with the physical education teachers on instruction, pedagogy, modifications, differentiation, and accommodations. This collaboration is based on IEPs and individual students' needs on how to best include them in the mainstream physical education class. This year the physical education office has collaborated with special education for the implementation of a unified physical education and leadership class. This</p>

Local Education Agency	Responses to Question #1
	<p>class has provided increased access and opportunities for students with disabilities to participate in mainstream physical education. The physical education office has also collaborated with special education on the implementation of the unified physical education and leadership curriculum through informal walk-throughs.</p>
<p>Kent</p>	<p>All students are enrolled in Physical Education, and IEPs are implemented within the general education environment. Collaboration occurs between IEP case managers and Physical Education teachers.</p>
<p>Montgomery</p>	<p>The Office of Teaching, Learning, and Schools, Curriculum and Instructional Programs (OCIP) and the Department of Special Education Services (DSES) have collaborated to promote the inclusion of students with disabilities in physical education and the 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 providers (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.</p> <p>OCIP and DSES collaborate to promote the training of physical education teachers to adapt and modify curriculum for Alternative Learning Outcomes (ALO) through a systematic training program and support on determining appropriate curricular goals and approaches to learning and assessment.</p> <p>OCIP and DSES collaborate to provide appropriate teaching positions to schools with discrete programs to provide specialized teaching and instruction supporting student access to the grade-level curriculum.</p> <p>HPE and the Office of Physical Disabilities collaborated to ensure that students were being appropriately serviced in virtual physical education and that goals and objectives were being met when appropriate. The Office of Physical Disabilities shared technology (document cameras) to support meeting the needs of students.</p> <p>Offices have shared best practices, coordinated services, and identification of students for OT/PT/APE services.</p>

Local Education Agency	Responses to Question #1
<p>Prince George's</p>	<p>We began inclusive dance courses at the high school level for SY22-23. These classes include certificate track students and non-disabled peers at high schools where there is an existing dance program/teacher. These courses are electives, and there will be a one-to-one ratio of disabled to non-disabled students. The courses are yearlong electives, and the dance teacher is the teacher of record. Best Buddies programming is being used to train students and assist in the success of this course. Concurrently, we have a partnership with Joe's Movement Emporium to provide a dance opportunity for our certificate-track high school students. This is a month-long program where the students put on a dance showcase. Secondary transitions (work skills, i.e., program design, lighting, emcee, and usher) are also included in the program design.</p> <p>The Adapted Physical Education Program has continued to work to increase the percentage of students included in general physical education classes. We have done this by scaling back our service to non-APE IEP students in Special Education programs and making sure they are enrolled in general physical education courses. APE teachers still provide services to APE IEP students in these programs. The goal is to increase the least restrictive environment (LRE) based on student needs. APE teachers also provide consult and support services to physical education teachers to assist them in providing a successful experience for all students in their classes. We are also in the early planning stages of redefining the role of the Adapted Physical Education Program to only provide APE services to students in Certificate track programs. We are scaling back services to students with IEPs in our Emotional (ED) programs and Autism programs because they are on the Diploma Track. These students are moving to general physical education classes with non-disabled peers. The Adapted Physical Education teacher is available to assist the general physical education teacher during the transition and with any consultative support requested.</p>
<p>Queen Anne's</p>	<p>Queen Anne's County Public Schools is continuing to provide Professional Development to physical education teachers and school administration in order for them to better understand the importance of Adapted Physical Education. Additional work is being done with the 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 specialists and supervisors of PE and Special Education to review potential programs/training needed and to review the needs of the district. We have also piloted the Young Athletes program at two of our elementary schools with our preschool program for ages 3-5.</p>
<p>Saint Mary's</p>	<p>The special education supervisor and the physical education supervisor review procedures and specific cases to ensure the inclusion of students with disabilities into mainstream physical education classes.</p>

Local Education Agency	Responses to Question #1
Somerset	<p>The Coordinator of Adapted Physical Education participates in ongoing meetings between the offices of Physical Education and Special Education.</p> <p>Reports on the monitoring and implementation of local, state, and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in St. Mary's County Public Schools.</p> <p>Reports and shares information from MSDE regarding updates from the monthly Adapted PE briefing meetings as the Consultant for Adapted Physical Education for the Maryland State Department of Education.</p> <p>Collaborated with local and state organizations in sharing, reviewing, and discussing various Adapted PE class models and best practices for students with disabilities.</p> <p>Adapted PE collaboration with the school systems Physical Therapist to attend Adapted PE direct service sessions, Adapted PE classes, and general education PE classes to provide additional support to students with disabilities to increase their participation and engagement level.</p> <p>Collaboration with special education teachers to ensure all high school diploma-bound students in specialized programs are registered to participate in the graduation requirement Physical Education course.</p> <p>Additional support and equipment have been provided to Physical Education Teachers to increase students' engagement and understanding of the course content.</p> <p>Support physical education teachers at the high school level to develop and implement peer mentoring programs to support students with disabilities during their adapted physical education classes and direct service sessions.</p>
Talbot	<p>The office of special education has come to the schools and met with teachers to increase their understanding of the services provided.</p>
Washington	<p>The Adapted Physical Education (APE) staff works with the Special Education case managers to set up IEP goals and promote the inclusion of students in physical education classes. The APE staff travels to schools to work with classroom teachers to implement strategies for the inclusion of students with specific needs. The Adapted Staff attends IEP meetings and works collaboratively with classroom teachers as well as physical education teachers to provide services, answer questions and train teachers on our processes to ensure strategies for inclusion are being effectively implemented.</p>

Local Education Agency	Responses to Question #1
<p>Wicomico</p>	<p>Wicomico County Special Education services have consulted with the Physical Education Department to work on looking at the least restrictive environment (LRE) regarding physical education and student needs, resulting in direct services or services outside of the general education environment.</p> <p>Wicomico County's Related Services Team is working collaboratively to ensure quality physical education and an open line of communication regarding student progress and needs.</p>
<p>Worcester</p>	<p>We continue to work with Special Olympics in providing various sporting activities for students at our Special School. This was our 7th year of implementing the Unified Sports Program. The Unified Sports program in Worcester County for all three high schools has been very successful. Sports are offered during all three athletic seasons (bocce, bowling, and tennis). In the past, before Covid-19, we had a few teams who went 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!</p> <ol style="list-style-type: none"> 1. The physical education program specialist from MSDE has provided professional development to all physical education teachers (K-12) in Worcester County, including adapted physical strategies in the classroom. 2. Our physical education teacher at Cedar Chapel Special School leads professional learning sessions for all physical education teachers during the school year. <p>Cedar Chapel Special School has provided their APE teacher with professional development training with Core Boards and PODDs for communication with students with disabilities in the APE classroom. This APE teacher has also been invited to and attended several APE trainings. In the past, ALL PE teachers were given PD on formative assessment in the PE classroom for students with and without disabilities. As we get back to a more "normal" PE setting, with most of our students back live, we will use our CCSS instructor for PD sessions with our PE staff.</p> <p>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 needs. During the 2016-17 school year, the skill assessments were all revised and uploaded into our LMS, Engrade. We now have new iPad technology for the PE/Health teacher to assist with record keeping and curriculum planning for their class. It also allows teachers to download apps that 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.</p>

What NEW professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?

Local Education Agency	Responses to Question #2
<p>Allegany</p>	<p>Allegany County teachers have been provided with a continuation of the past professional development opportunities to ensure all students have a high-quality physical educational experience. Professional development is centered around Focused Instruction, Guided Instruction, Collaboration, and Independent Work -the components of 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 to improve student achievement outcomes for all students.</p> <p>The H/PE department continues to facilitate professional development for all physical education teachers related to inclusion and methods of adapting physical education instruction to meet the needs of all students. ACPS has partnered with Frostburg State University on professional learning regarding accommodations, adapting physical education instruction, and setting. We promote the use of SHAPE Maryland professional learning opportunities for all H/PE teachers.</p>
<p>Anne Arundel</p>	<p>Beginning of the year, county-wide Physical Education professional development sessions were offered on Inclusion Strategies, Creating a Culture of Inclusiveness, Unified PE Curriculum Updates, and Lessons from the SHAPE America conference.</p> <p>Provided TIENET training for six physical education teachers who have students with APE goals on their IEPs.</p> <p>Expanded on current professional development series on working with students with disabilities in cultural arts classes to include Working with Related Service Providers, Behavior Challenges, and Managing IEPs, 504 plans, and Emergency Action Plans.</p> <p>New Teacher Orientation - "Introduction to Adapted Physical Education/Dance" professional development session with our new PE/Dance teachers.</p> <p>Provided in-person full-day professional development to physical education teachers who have students with adapted PE on their IEPs. Topics included Understanding Inclusion, Peer buddies, Working with Paraprofessionals, Understanding the IEP, data collection, and Creating adaptations and modifications</p>

Local Education Agency	Responses to Question #2
Baltimore City	<p>All professional learning opportunities for physical education teachers are developed with an equity lens since we serve all students. Some highlights from our SY 22-23 professional learning opportunities include:</p> <ul style="list-style-type: none"> • You Seeing This? Visual Aids to Support All Learners – This session was offered twice this year to provide teachers with the opportunity to create visual aids to support teaching and learning. It was led by two APE teachers who have created an extensive library of visual aids to support their students. As a result of these offerings, teachers were able to create, print, and laminate visual aids for their classrooms. This has improved access to grade-level content, provided immense support for teachers who experience a language barrier with some of their students, and has made our programs more inclusive for students with special needs. • Instant Activities to Foster Equity, Diversity, and Inclusion – This was a two-part (5 hours) professional learning workshop designed to increase intentionality when planning activities to ensure that each student, regardless of ability, can participate successfully. Participants developed a set of criteria to self-assess their activities which has led to greater student engagement. • Climate Change! Adjustments, Modifications, & Adaptations to Ensure All Students are Seen, Heard, Valued, Challenged, and Supported – This session was offered twice and pushed teachers to consider how to best support students on the Autism spectrum. Participants achieved a new mental model for supporting students that may experience the gymnasium and its loud noises negatively. • Special Olympics Maryland (SOMD) – This session was offered by SOMD staff to acclimate teachers to their curricular resources for our youngest learners. In addition, teachers learned how they could get their students with special needs involved in Special Olympics. We hope the outcome of this session will be more City Schools students represented at the various events hosted by SOMD each year.

Local Education Agency	Responses to Question #2
<p>Baltimore County</p>	<p>At countywide professional development sessions, physical education teachers that teach students in self-contained special education programs were given information about IEPs and compliance for in-person and virtual learning. Professional development sessions on teaching fitness to students with disabilities and teaching the separate adapted physical education class were provided to all physical education teachers. At each physical education meeting for high school department chairs, middle school content leaders, and elementary physical education teachers, information on resources, the IEP process, and equipment was presented to provide support to teachers. 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 physical education to students with disabilities. New PE Teachers also receive training regarding APE information on the online IEP system, Student Planning System (SPS), through an online course. This spring, the CPD course “Teaching Physical Education to Students with Disabilities” was offered to PE teachers. In addition, teachers were provided with updated and expanded resources on the BCPS Schoology (BCPS Learning Management System) APE Group.</p>
<p>Calvert</p>	<p>Training for paraprofessionals and general educators were provided by the Adapted PE resources teachers prior to the start 2022-23 school year. These trainings were developed to increase awareness of how to best support daily instruction within the PE setting as well as to provide an opportunity to expand knowledge of equipment/environment modification to support students.</p> <p>Throughout the year, we have observed an increase in collaboration between the paraprofessional and general PE teachers to best meet the individual needs of their students. We have also noted an increased rate of support, strategies, and activities modification being shared amongst General PE teachers between school buildings.</p>
<p>Caroline</p>	<p>Visits to other school districts in the area to observe classrooms in action serving students with disabilities. Collaboration with peers across the state at APE meetings and other individual meetings set up as needed. These opportunities allow teachers to collaborate and implement new techniques and learning in their own classrooms. Teachers were given the opportunity to attend the SHAPE MD convention for other PD opportunities needed.</p>
<p>Carroll</p>	<p>Our Adapted PE consulting teacher provides individual professional development to APE teachers in the area of carrying out physical education to students, equipment, paperwork assistance, and opportunities for growth are provided. A Microsoft Teams channel was specifically created for all APE teachers to be a forum to share ideas, share lessons, borrow equipment, and communicate for the betterment of their students and professional growth.</p>

Local Education Agency	Responses to Question #2
Cecil	<p>At our last professional development, several physical education teachers had the opportunity to go through the evaluation process. Updated training is being developed based on the new programmatic documents. Training will be provided to all physical education teachers in the fall of 2023. An overview of the new documents and resources will be provided. Additionally, a video series will be utilized to support ongoing practices. The Adapted Physical Education teacher is participating in professional development to improve her individual practices.</p>
Charles	<p>Professional development opportunities in Adapted Physical Education are provided annually to teachers, including orientation for new teachers on Adapted Physical Education specific to Charles County. Staff are also offered sessions during in-service days on various topics in Special Education and Adapted Physical Education. This year, a lesson was modeled for new teachers during orientation, which included modification ideas for students with various needs. During a county-wide in-service day, all physical education teachers were introduced to the concept of Universal Design, focusing on allowing all students to access the regular physical education curriculum. The outcome was designed to help participants better understand their students with varying abilities and provide strategies to fully include them in physical education. This year’s professional development will serve as a foundation for future sessions. Additionally, an APE Resource Teacher presented information to instructional assistants to help them facilitate a meaningful experience in physical education.</p>
Dorchester	<p>For the eighth year, during the 2022–2023 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; especially with MSDE updating this document last year. Because of the updated language sent out by MSDE regarding participation in physical education, we have very clear language that can be shared to ensure we protect students with disabilities (permanent and temporary) but also protecting standards-based physical education instructional time. One major resource change due to staff turnover even during the middle of the school year is that the Supervisor of Physical Education provides one-on-one professional development sessions with new faculty.</p>
Frederick	<p>The additional PD opportunities included weekly PD for our Adapted PE Department, where people were brought in from Special Education and PE Departments periodically to join in our meetings. The Adapted PE Itinerants were given hours each quarter to meet with staff to plan, draft goals, etc., throughout the school year. Those hours were great to have, but it was difficult to get teachers to sign up for before or after-school PD opportunities. We are not sure how to plan for this to improve in the future as many teachers are feeling overwhelmed, and our Adapted PE Department is here to help them, but many feel like we are adding to their workload. Programs that took advantage of the extra hours were working much more fluidly with our itinerants in their schools.</p>

Local Education Agency	Responses to Question #2
Garrett	<p>Due to the small number of students who require adapted physical education, professional development is provided to teachers on an as-needed basis. Our county representative attends the state-adapted physical education meetings and disseminates the information to the other physical education teachers in the county. We also include a physical therapist to consult with the physical education teacher on the unique needs of specific students in regard to movement activities.</p>
Harford	<p>PD - Presentation by Adapted Physical Educators to all Elementary and Secondary Special Education teachers on the process of referring students for adapted physical education. The difference between PT and APE services was clarified and shared. Adapted Physical education IEP components were explained and reviewed. Explanation of adapted physical education teacher support model and general physical education teacher responsibilities for adapted physical education. The role of the special educator in the area of adapted physical education. Resulted in increased invitations to meetings by case managers resulting in more collaboration with IEP team members and parents. Observations and assessments were able to be completed in a more timely manner.</p> <p>PD - Elementary and Middle School Physical Education teachers by school rotated each quarter, presenting different activity-based learning lessons covering different curriculum areas. Each session included modifications and accommodations for students with disabilities. Closure from sessions included additional adapted physical education modifications to share out time for all and supported by adapted physical education staff.</p>
Howard	<p>All physical education teachers received professional development on curriculum implementation and instructional design. In August, adapted physical education staff presented to physical education teachers on implementing Universal Design for Learning in physical education. In November, adapted physical education staff presented to high school physical education teachers on Best Practices for Inclusion in Physical Education, and in April, a collaborative physical education/adapted physical education session was presented to elementary physical education and adapted physical education teachers on planning strategies to promote inclusion. In addition, high school physical education teachers received professional development on the implementation of the unified physical education and leadership curriculum. Quarterly adapted physical education meetings are designed for the adapted physical education teachers. Part of the design is for these teachers to share information with the teachers at the schools where they provide services. The adapted physical education program head works with individual physical education teachers to better serve students with disabilities.</p>
Kent	<p>None occurred.</p>

Local Education Agency	Responses to Question #2
<p>Montgomery</p>	<p>Maryland Online Individualized Education Program (MOIEP) for Physical Education Teachers (asynchronous) Professional Learning Description/Outcomes: The Department of Special Education Services (DSES) provided a professional learning session for physical education teachers on the Maryland Online Individualized Education Program (MOIEP) tool. The session prepared participants for navigating MOIEP and documenting adapted physical education (APE) services in the MOIEP tool.</p> <p>Adapted Physical Education 3-Credit CPD/0.4 CEUs (HE-16) (virtual hybrid model) Professional Learning Description/Outcomes: This course is designed to provide education professionals providing students with disabilities with extended knowledge and skills in the area of adapted physical education. The participants will deepen their understanding of student behaviors for the application of instructional strategies and the development implementation of the IEP process.</p> <p>New Teacher Orientation: ES and Secondary Adapted Physical Education: Best Practices and APE Evaluation topics include: assessment aligned to scope and sequence, an introduction to restorative practices, break out session for evaluations for adapted physical education, and best practices for classroom management. Teachers reviewed multiple Adapted Physical Education Assessments, report writing, and determination of services for students.</p> <p>Biweekly Collaboration meetings: Topics included evaluation and assessment, teaching in a virtual environment, concurrent teaching, and safety measures when supporting students with disabilities during COVID. Teachers shared best practices in the delivery of physical education.</p>
<p>Prince George's</p>	<p>I provide an adapted physical education teacher to present at the PD sessions planned and organized by our physical education program. They present on assessment and qualification in APE and inclusion and best practice strategies in the general physical education class.</p> <p>Our PD focus this school year has been on the 'restart' of our school-based Special Olympics Program after the pandemic.</p>
<p>Queen Anne's</p>	<p>New this year, QACPS worked in collaboration with Special Olympics Maryland. QACPS hosted the Special Olympic Maryland team, and they presented various inclusive experiences for our students at our countywide professional development. Additional SOMD hosted several QACPS at the Polar Bear Plunge.</p>
<p>Saint Mary's</p>	<p>None</p>

Local Education Agency	Responses to Question #2
Somerset	<p>All of our professional development opportunities are conducted by the Coordinator of Adapted Physical Education and Supervisor of Special Education. This specialized training provides general and adapted physical educators with the necessary tools to increase PE Teachers' confidence when working with students receiving Adapted Physical Education services.</p> <p>Professional development opportunities are designed to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation in the Corollary Sports program.</p> <p>In order to offer students a diverse learning environment with exposure to a variety of physical activities, physical educators participate in professional development training that is conducted bi-annually to ensure consistent practices are followed and students' IEPs are in compliance with Adapted PE.</p> <p>After-school professional development opportunities through optional meetings with the Coordinator for Adapted Physical Education Services and The Supervisor of Special Education Services.</p> <p>Emphasis on student engagement in a comprehensive physical education experience through exposure of a variety of physical activity opportunities. The activities and lessons shared with Physical Educators are designed to increase students' physical activity levels, increase self-confidence, and foster friendships with their peers. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing and exposing students to a variety of physical activities that 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.</p> <p>Collaborated with the Special Olympics teams to provide PE Teachers with information on the various school-based programs that can be implemented to provide a more inclusive PE experience for all students.</p> <ul style="list-style-type: none"> • Implementation of a unified PE class at the elementary level. <p>Provide PE Teachers with specialized training in standardized assessment to ensure students are performing on grade level with their same-aged peers.</p> <ul style="list-style-type: none"> • PE Teachers have been trained in administering standardized assessments that can be used with students with disabilities to determine eligibility to receive Adapted PE services. <p>Provide PE Teachers with training on how to complete an assessment report after analyzing students' performance data on standardized Adapted PE assessments.</p> <ul style="list-style-type: none"> • Improved PE Teachers' ability to complete assessments and reports independently when determining students' eligibility to receive Adapted PE services.

Local Education Agency	Responses to Question #2
Talbot	Teachers were made aware of programs available to them through MSDE.
Washington	This year at our preservice meetings, we brought in Special Olympics to do training on Unified Physical Education and the resources available to staff for implementing Unified Physical Education strategies. We piloted Unified Physical Education at one elementary school and one high school and plan to explore expanding in the next school year. Through the implementation of these programs, we are now planning Unified Field Days to end the year, and high school classes are looking to expand high school unified classes in Physical Education.
Wicomico	Physical Educators were provided with professional development opportunities in the area of working with students with IEP, BIP, and 504 plans in a general physical education environment. They were consulted on how to scaffold and modify the curriculum while still linking lessons to State, National, and Benchmark Standards. Teachers were also given techniques to use, such as side-by-side modeling, visual aids, proper techniques for physical prompting and tools for students with behavior concerns. Teachers have continued to understand the importance of meeting students where they are at and using a UDL approach. Teachers have been successful with planning and executing lessons in a general education environment while providing equity and meeting the needs of all learners. Teachers continue to collaborate more freely with their related services team.
Worcester	We have not had NEW professional development opportunities for PE teachers instructing students with disabilities. We continue to use our PE teacher at the Cedar Chapel Special School as a major resource for all our PE instructors. As we have gotten back to a more "normal" school year, those PD opportunities will begin to happen.

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

Local Education Agency	Responses to Question #3
<p>Allegany</p>	<p>ACPS utilizes MSDE guidance documents on adapted PE and has dispersed these to all PE teachers. PE teachers have also been given additional resources based on individual student needs.</p> <p>Schools are continuing to invite physical education teachers to IEP meetings and provide input to the IEP development when applicable.</p> <p>We continue to work with Special Olympics in providing various sporting activities for students. ACPS is continuing our Unified Sports program in the county for all three high schools, which has been very successful. Sports are offered during all three athletic seasons (tennis, bocce, and track and field).</p>
<p>Anne Arundel</p>	<p>Addition of Adapted Physical Education Teacher Specialist position – 12-month position!</p> <p>We worked with 6 groups of students from our STEM/BMAH programs to create resources and equipment to support students with disabilities in physical education.</p>
<p>Baltimore City</p>	<p>In addition to sharing MSDE's updated "A Guide for Serving Students with Disabilities in Physical Education" with all physical education teachers, City Schools also coordinated several opportunities for educators to create new visuals to support and enhance student learning. These opportunities were led by itinerant adapted PE teachers and were offered as choice sessions during two of our system-wide days for professional learning. The Young Athletes Program from Special Olympics was also provided to all PE teachers as a supplemental resource for our youngest learners, and in February 2023, we hosted the Special Olympics Maryland team for a workshop to help folks become more familiar with the program.</p>
<p>Baltimore County</p>	<p>Adapted PE informational documents, directions for appropriately documenting APE on the IEP, templates for writing APE reports, revised goal and objective writing structure, and updated recreation resources have been created and uploaded onto Schoology for use by PE teachers to support students with disabilities. The asynchronous training for PE teachers on our online IEP system was updated and provided to all PE teachers.</p>
<p>Calvert</p>	<p>Calvert County continues to revise and update the CCPS PE checklist as an option for informal assessments. This offers data collection in a new light compared to the standard-driven assessments (TGMD-3, Brockport, etc.). This checklist has been used at the elementary and secondary levels. New equipment has been purchased, donated, or built for students at several schools to increase accessibility. Calm corners continue to be utilized and modified to support our more active/sensory students who attend the general education PE setting.</p>

Local Education Agency	Responses to Question #3
<p>Caroline</p>	<p>Additional materials have been purchased to pilot a new course in the high school setting. Currently working with CTE program to develop and create equipment to be used within the PE setting for students with disabilities.</p>
<p>Carroll</p>	<p>Student logs, PLAAFP templates, and other documents relating to special education paperwork were revised/created to assist all APE teachers. We currently have an APE lending library that includes books, guides, literature, and equipment. Books and equipment were purchased to add to the library in the areas of lesson modifications, instant activities, and autism. Modified equipment was purchased as well.</p>
<p>Cecil</p>	<p>New resources include:</p> <ul style="list-style-type: none"> • New APE referral form • Parent/student interview questions for assessment process • New assessment template • Resource documents for the administration of the individual assessments • Resource document for the continuum of APE supports • Resource/Guidance document on progress monitoring of IEP goals • Resource document on using evaluation and on-going assessment data to write the present levels of performance.
<p>Charles</p>	<p>During the 2022-2023 school year, several resources have been developed and provided in the area of adapted physical education. A new goal resource has been developed to help teachers use the current level of performance to develop specific, measurable, achievable, relevant, and time-bound goals unique to each student. An additional APE staff member has been added to work with students with disabilities in a center full-time, allowing for greater access to the physical education curriculum for these students. Moreover, an APE resource teacher has been designated to focus on providing support at the middle school level. During a professional development session, the Lieberman-Brian Inclusion Scale was introduced to teachers as a means to improve the experience of all students in physical education.</p>

Local Education Agency	Responses to Question #3
Dorchester	<p>During the 2022-2023 school year, the Supervisor of Special Education, as well as the special education staff, provided updated, 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 adapted physical education needs are also housed on the 2022-2023 Physical Education Instructional Expectations document. To ensure adapted physical education expectations are taking place, the Supervisor of Physical Education uses E-Blast and also collects the number of students receiving adapted physical education services during the school year.</p>
Frederick	<p>We have continued to work on Adapted Health Resources as well as Fit 4 Work resources within our county. Through the development of all of these resources, we have also been able to get to know more classroom teachers of our specialized programs. We are also now able to better support students with goals to work in the community one day.</p>
Garrett	<p>Adapted physical education resources have been provided to our physical education teachers to provide them with ideas for activities and lessons for students with disabilities. In addition, GCPS has allocated funds to purchase additional adapted equipment to support additional inclusion opportunities for students with disabilities in physical education classes.</p>
Harford	<p>Adding resources to the new Canvas Platform in Elementary, Middle, and High school PE curriculum sites.</p>
Howard	<p>The Office of Health and Physical Education, in collaboration with special education, has created a new curriculum for the .5 high school course Lifetime Fitness. In addition, the Office of Health and Physical Education developed a new curriculum for pre-k programming, which helps in the psychomotor, cognitive, and affective development of the youngest learners.</p> <p>The adapted physical education program head and adapted physical education teachers have continued to add resources to the online database. This database can be accessed by adapted physical education teachers and general physical education teachers.</p> <p>Adapted physical education staff have created elementary unit-specific task lists to support the inclusion of students with disabilities in physical education, a curriculum-aligned middle school adaptations list, and curriculum-aligned modified content resources for high school Lifetime Fitness.</p> <p>The adapted physical education office created a resource to support teachers in writing Standards-aligned Present Levels of Performance on the IEP for physical education.</p>
Kent	<p>The supervisor of special education has collaborated with physical education teachers about the inclusion of students with severe disabilities and brittle bone syndrome.</p>

Local Education Agency	Responses to Question #3
Montgomery	<p>The following adapted physical education resources for elementary and secondary physical education have been developed or updated and are accessible to teachers through the MCPS Curriculum Site.</p> <ul style="list-style-type: none"> • Adapted Physical Education Articles and Research • Adapted Physical Education Forms • Adapted Physical Education Goals and Objectives Resource • Assessments for Evaluating Students for Adapted Physical Education Services • Guidelines for Supporting Students with Disabilities in Physical Education • Professional Development Resources for Adapted Physical Education • Sample Adapted Physical Education Evaluation Reports (updated) • Sample Supplementary Aids and Services. (updated) • All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. • 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 (in 11 languages this year). • Test of Gross Motor Development, Third Edition (TGMD–3) Examiners Manual - The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education. • Preschool Education Program resources for teaching in a virtual environment. Teachers have access to a complete year of PreK curriculum adapted to meet the needs of students with disabilities in the preschool setting. • End of school year reporting to central office of experiences with specific individual students who are receiving services. This articulation sheet allows for deeper conversations regarding budgeting for additional staffing each year and/or changing our delivery model. We are currently a consultation model for schools which does not provide for as much on-going support of students with disabilities.

Local Education Agency	Responses to Question #3
<p>Prince George's</p>	<p>We are opening a new Therapy Tank at Stephen Decatur Middle School for the SY23-24. The Adapted Aquatics teacher will provide APE IEP services to the severe and profound students at that school site matching national PE Standards. We have two additional therapy tanks in the planning stages.</p> <p>Since the pandemic, our staff worked on a WIX site to house videos that could be used for synchronous and asynchronous instruction. This WIX site is structured to house videos that match National Physical Education Standards at the Early Childhood, Elementary, and Middle/High School levels. There is also a section for the Severe and Profound population. There are resources for assistance in communication and equipment modifications to allow for access with multiple disabilities. A section on our Secondary Transition program (Fit 4 Work) is also available. The videos on the site are a mix of staff-made and videos found on the internet on various exercise sites. The site allows for some standardized instruction throughout our program. We have rotated a new staff member to oversee and update the WIX site to keep it current.</p>
<p>Queen Anne's</p>	<p>Special Olympic Maryland shared a tremendous amount of resources with our teachers. The resource included:</p> <ul style="list-style-type: none"> • Inclusive Health & Fitness Guidebook • Unified Physical Education • Health & Fitness Offerings and Resources • Young Athletes Program Host Manual • Young Athletes In-Schools Program (PREK-2nd) • Young Athletes At-Home Program (ECI)
<p>Saint Mary's</p>	<p>SCPS has started to investigate resources that align with the Special Olympics program that will provide various sporting activities for students.</p>

Local Education Agency	Responses to Question #3
Somerset	<p>Revision of our Adapted PE school-based website along with our Adapted PE and Corollary Sports Handbooks. The Adapted PE website has been updated for physical educators to provide special education resources for Adapted PE accessible in one location.</p> <p>Revised and developed an Adapted PE equipment inventory shared through a google site to provide PE Teachers with a variety of adapted equipment items that can be used to support students with disabilities during general education PE and/or Adapted PE direct service sessions.</p> <p>Collaboration with the Supervisor of Special Education and the Teacher for the visually impaired to purchase vision equipment through a grant that can be used to support students with visual impairments during PE and Adapted PE service time.</p> <p>Developed and provided PE teachers that teach students with visual impairments, a variety of vision equipment items that can be used to support students ability to participate in PE with their peers.</p> <p>Collaboration with the Teacher for the visually impaired from Maryland School for the Blind to create a braille binder to provide students with visual impairments the opportunity to learn the design of the field/court layouts of various team sport activities.</p> <p>Provided activity suggestions for the use of implementing the vision equipment items to support students with visual impairments during PE and Adapted PE direct service sessions.</p> <p>Provided standardized assessment training opportunities to PE teachers on how to administer the TGMD3 and Brockport Physical Fitness Test to determine eligibility for receiving Adapted PE services.</p> <p>Developed and implemented a prescreening form for PE teachers to identify students with disabilities that are struggling to participate with their same aged peers during their general education PE classes.</p> <p>The use of Schoology to share resources to support physical education teachers that provide Adapted Physical Education services.</p>
Talbot	<p>TCPS created a document for doctors to indicate what students can and cannot participate in. This assists in creating plans for students, whether on a temporary or permanent basis.</p>
Washington	<p>We piloted a Unified Physical Education class at a high school. Through this class, we were able to develop ways for students to partner with students with disabilities, so inclusion was occurring through the entire instructional block of every class.</p>

Local Education Agency	Responses to Question #3
<p>Wicomico</p>	<p>Teachers in Wicomico County have been emailed MSDE's APE Guide for Serving Students with Disabilities in Physical Education. Sport Specific PD has been provided in areas of goal ball, beep baseball, sitting volleyball, bocce, and floor hockey. Wicomico County is continuing to provide IUS opportunities such as Unified Tennis, Unified Strength and Conditioning, and Unified Bocce. We have continued to also remain Unified Champion Schools by participating in school day programs such as the MOVE Challenge at Pinehurst Elementary, Glen Avenue, and Wicomico High School. Mardela High School is completing its 3rd year in providing a Unified Physical Education Program. SOMD school day sports in Soccer, Basketball, and Track& Field are participated in countywide. Wicomico County is currently represented on the Adapted Physical Education Steering Committee.</p>
<p>Worcester</p>	<p>The Supervisor of Special Education has continued to open in-services and professional development workshops to all teachers, including physical education teachers.</p> <p>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.</p> <p>Schools are continuing to invite physical education teachers to IEP meetings and provide input to the IEP development team when applicable.</p> <p>We continue to work with Special Olympics in providing various sporting activities for students at our Special School.</p> <p>This was our seventh year of implementing our Unified Sports program in Worcester County for all three high schools has been very successful. Sports are offered during all three athletic seasons (bocce, bowling, and tennis).</p>

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

Local Education Agency	Responses to Question #4
<p>Allegany</p>	<p>Training for paraprofessionals to support the needs of students in physical education classes to ensure the child has a sense of belonging is critical to fulfilling the needs expressed on the IEP. Teaching staff has become creative in adapting PE programs to meet the needs of children with accommodations, but funding to purchase adaptive equipment through the PE department is very limited. More funds to provide more support for the PE teachers, such as planning time and more PE teachers. Planning time for secondary PE teachers for direct services, data collection, writing IEPs, and for attending IEP meetings. There is no funding available to support an APE specialist, even on a limited basis.</p> <p>No, these challenges have not changed from last year.</p>
<p>Anne Arundel</p>	<p>Our key challenge is the lack of staffing to meet the needs of the students with needs in physical education, both with IEPs and 504 plans. We also struggle to provide the necessary support to the physical education teachers who are teaching those students. These challenges are the same as in all previous years. We are making strides in becoming recognized and included in special education. However, the demands are not met with the staffing needs that are required.</p>
<p>Baltimore City</p>	<p>To ensure teachers are effectively identifying students for APE services, we are creating a guidance document for our general PE teachers so that they are clear on the steps to take to refer a child for APE services. The least restrictive environment for most of these students will likely be the general physical education class, but it is important to ensure we have the proper documentation in place and are providing all students with an appropriate physical education program.</p> <p>Staffing has been a challenge this year. According to Office of Human Capital data from November of 2022, 63.4% of schools have at least one certificated PE teacher on staff. We want 100% of our PE classes to be led by certified physical educators and will continue to work with our school leaders and partners in the Office of Human Capital to ensure we are adhering to high-quality hiring procedures. In SY 23-24 budgeting processes, schools were required to budget for PE positions as part of COMAR requirements; however, having a position and filling that position with certified staff in the quantity needed has proven difficult.</p>

Local Education Agency	Responses to Question #4
<p>Baltimore County</p>	<p>Baltimore County Public Schools (BCPS) provides physical education opportunities to all students. BCPS utilizes the consultative model and provides funding for three APE resource teachers to support all 375 Pre-K-12 physical education teachers in our 176 school buildings. It is a difficult task for three APE resource teachers to provide adequate support to our large population of teachers. Many of the schools also have self-contained special education programs requiring additional support for students and teachers. Supporting PE teachers in the identification and implementation of APE, as well as consulting with teachers on the instruction of students with disabilities (students that do not require APE and specially designed instruction), can, at times be a challenge. It has been difficult to support the increased number of new physical education teachers (conditionally certified/Praxis certified) with no experience or training in teaching physical education to students with disabilities.</p>
<p>Calvert</p>	<p>One of the key challenges that currently is presented, is with the overlap with instructional techniques and strategies which are successfully utilized within their classroom settings are not often being presented and implemented within the general PE environment (Behavior charts, first then boards, incentive token, PECS).</p> <p>The area of challenge has changed as last year's focus was based around the required mask mandate and the reclamation of students to the school environment.</p>
<p>Caroline</p>	<p>As our schools' student numbers increase, our availability of space for specialized equipment and instruction is becoming more and more difficult to navigate. This is a new problem that is beginning to spread across the district.</p>
<p>Carroll</p>	<p>With relatively compressed schedules, teachers need more time to collaborate with Special Education staff. The inclusion of common planning time would help with communication and planning. Many schools have seen an increase in special education students throughout the year. This puts extra strain on the current APE staff in that particular school. In addition, more financial resources are needed to lessen the burden on staff and provide expensive special education equipment. More itinerants would allow more personal instruction to students with disabilities. Most of these challenges remain the same from previous years.</p>
<p>Cecil</p>	<p>Challenges include continuing to develop physical education teachers' knowledge of the special education process (referral, evaluation, eligibility, IEP development). Provide professional development and resources to build knowledge. Additionally, it is challenging to coordinate schedules for IEP team meetings so that the physical education teacher can attend and participate without disrupting the instructional day for multiple grade levels.</p>

Local Education Agency	Responses to Question #4
Charles	Charles County continues to face challenges related to large class sizes, diverse school cultures, and facility limitations, particularly with regard to accommodating students with disabilities. These challenges have persisted in previous years and remain areas of focus for improvement. A new challenge has emerged in the form of finding and retaining qualified physical education teachers, as several schools have had to rely on first-year teachers or long-term substitutes.
Dorchester	Currently, our system does a thorough job of supplying the resources/materials, including human resources, to meet the needs of our students with disabilities in the physical education setting. Last school year, there was a challenge where our faculty was being used to cover multiple classes due to staffing shortages which interfered with delivering true physical education instruction. Although there are still staffing shortages, it does not appear to interfere with the instruction taking place in the physical education setting.
Frederick	A major issue is scheduling. The scheduling of classes when there are other classes in the gym, no Adapted PE block, and also no common planning or PD time with the itinerants. All of these obstacles make it difficult for a school to provide FAPE to all students and to identify new students for Adapted PE Services or SAS. These challenges are always an issue in our school system, but we have been able to meet with more Administrators and have discussions around the best way to plan for an APE Class within a schedule or which staff would be best to teach the class and provide services.
Garrett	With only one adapted physical education teacher in the county, it is challenging to plan for professional development, observations, and feedback without having this teacher out of their school and missing their own classes. This challenge has been consistent over the years.
Harford	The increasing number of students on caseload and the increase in severity of student needs. Efficiency in tracking students with adapted physical education needs through 504 plans.
Howard	A large number of high-needs special education population in physical education classes. This challenge continues to increase as the special education population increases and adapted physical education and physical education staffing do not incrementally increase with the student population. Despite key challenges, teachers continue to strive to implement the curriculum with the appropriate strategies, modifications, and accommodations.
Kent	No changes have happened since last year. There are no key challenges at this time.

Local Education Agency	Responses to Question #4
<p>Montgomery</p>	<p>The challenges facing MCPS and individual schools in delivering physical education to students with disabilities have increased since last year.</p> <p>Distance learning for students receiving APE services has been the largest challenge. The biggest challenge that we face is the lack of central office support for our school-based staff. Our general physical education central office position was cut from a 1.0 to a .6 position, and now the total responsibility for all 210 schools' general and adapted physical education programs are supported by a 1.6 FTE. This is much less than ideal.</p> <p>Although we have a slight increase in staffing for our support of discrete school-based programming from 16.2 to 17.0 FTE. This increase is great; however, there has been an increase in students receiving APE services by 150% since last school year, and we know that there are more students in need of APE services in our school system. Additional ongoing challenges are:</p> <ul style="list-style-type: none"> • Staff (physical education teacher) allocations • Space/facilities and specialized equipment • Support staff (paraprofessional) allocations • Communicating the adapted physical education process to all physical education and special education teachers throughout the county (210 schools). <p>Substitute coverage or an after-school stipend to provide physical education teachers with time to implement the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.</p>
<p>Prince George's</p>	<p>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 are being utilized to provide planning times for classroom teachers.</p> <p>The high vacancy rate and the schools' inability to secure substitutes for classroom teachers are also having an impact on our services. Limited staffing in schools has caused the cancellation of community-based instructional trips (including Adapted Aquatics) because schools cannot release staff or support staff from the building to monitor students on trips.</p>

Local Education Agency	Responses to Question #4
Queen Anne's	<p>Some challenges are still the same;</p> <p>Training for paraprofessionals to support the needs of students in physical education classes to ensure the child is participating, being successful, and safe;</p> <p>Physical Education teachers writing IEP goals;</p> <p>Resources for accommodations; and</p> <p>A continued need to educate teachers, administrators, paraprofessionals, and parents about APE services and how they can benefit students.</p>
Saint Mary's	<p>SCPS faces the challenge of scheduling students into intensive adapted PE classes. With low numbers in small schools, scheduling is an issue. Improving teacher confidence in the Special Education process through additional training opportunities.</p> <p>Having highly qualified staff to work with students in adaptive PE classes.</p>
Somerset	<p>Improving teacher confidence in the Special Education process through a variety of training opportunities and collaborative meetings.</p> <p>Validity of information PE Teachers are required to input quarterly when updating students' progress in the Maryland Online IEP system.</p> <p>Limited planning time of PE Teachers impacts their ability to attend special education training opportunities to increase their knowledge of the special education process for Adapted PE</p> <p>Limited gym space and equipment for PE Teachers when delivering Adapted PE services.</p> <p>Further discussion of consideration of SHAPE America's recommendation, elementary children should receive 150 minutes per week of daily, quality physical education instruction. Students in SMCPs do not receive enough daily quality physical education to effectively and efficiently teach cognitive, affective, and psychomotor development. Approximately 75% of our students with disabilities are included in general physical education classrooms, yet our general PE teachers consistently report that they do not have the skills they need to effectively instruct diverse learners, including students with disabilities.</p>
Talbot	<p>Staffing and school size. Our elementary schools range in population from 96 students to 1,100. It is difficult to find time for access to the gymnasiums.</p>

Local Education Agency	Responses to Question #4
Washington	<p>Our challenge continues to be the growth of PreK and, overall, the continual rise in students with special needs while maintaining the same number of staff. This growth puts a real strain on staffing as caseloads increase. We continue to collaborate and work collectively to attempt to increase efficiency. These challenges have increased in the last year due to the higher number of students with needs.</p>
Wicomico	<p>It continues to be difficult to make instructional gains with students who are already struggling to meet grade-level expectations. This year has been a transition getting back into the school norm due to past Covid Restrictions. Students are falling farther behind in the Psychomotor, Affective, and Cognitive domains due to the 2-year lapse. Schools have had to become extra creative in working within the school to provide extra supports to fit new trending student needs.</p>
Worcester	<p>We are a small, rural school system that 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 instructional include planning time for teachers and funding for new equipment. These challenges are similar to years past, as we have not seen much change in our county regarding special areas.</p>

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

Local Education Agency	Responses to Question #5
Allegany	Continue to provide MSDE APE Briefings. Continue to provide online professional development for general education physical educators. Advocate for smaller PE classes and more APE staffing.
Anne Arundel	Consider providing data from each county's adapted PE programs, including the number of students with APE, the number of APE staff, type of program provided (Itinerant, consult, etc.), so that counties have information to share with decision makers to improve their programs Continue offering the Adapted PE course through MSDE Continue providing support to the APE Steering committee and advocating for students with disabilities in PE
Baltimore City	Baltimore City Schools will continue to follow the guidelines set forth by MSDE for servicing children for Adapted Physical Education and we will continue to address our need for assistance and guidance from MSDE as the program continues to grow. City Schools Adapted Physical Educators will continue to participate in professional development opportunities for teaching students with disabilities. An area where we could use assistance would be helping to develop a better way to identify and assess students to qualify for Adapted PE services on their IEP.
Baltimore County	<p>Further assistance would be helpful in the following areas:</p> <ol style="list-style-type: none"> 1. Continuation of professional development opportunities and online courses on best practices for teaching students with disabilities. 2. Information provided to LEA Special Education Offices from MSDE (Physical Education and Special Education) that outlines Adapted Physical Education, legislation that supports it, and implementation in schools.
Calvert	<p>Funding of teaching positions continues to be an ongoing concern across the county.</p> <p>We also find the language, implementation, and processes of the IEP system seem to be inconsistent from county to county. Providing updates and guidance as laws, policies, and language change within the department of special education would support counties and their consistency across the state.</p>
Caroline	Continual PD opportunities for PE teachers working with special education students, specifically to use of equipment and students with specific disabilities.
Carroll	Provide professional development opportunities at teacher accessible times and/or inform teachers throughout the state on access to archived webinars/documents/materials, etc. Provide financial grants to develop special education and APE staff members. Provide an incentive for teachers to teach APE.

Local Education Agency	Responses to Question #5
Cecil	Continue to provide MSDE APE Briefings. Provide professional development & training in APE for general education physical educators.
Charles	MSDE can continue to offer professional development opportunities through continuing education courses and by partnering with the MSDE APE Steering Committee and MAPEC. In an effort to address the challenge of finding and retaining qualified physical education teachers, MSDE should focus on training new and inexperienced teachers. Additionally, it would be helpful if MSDE provided guidance on how to find qualified physical education teachers, as this has become a pressing issue for our schools.
Dorchester	We really rely on the Adapted Physical Education guide to incorporate into our beginning-of-the-year professional development. As more relevant and updated practices and expectations are identified, please incorporate them into this document.
Frederick	We struggle constantly with changing a teacher’s planning block to an APE Block or APE Class. Staff think we are taking away their allotted minutes, although most PE teachers have extra minutes. It would be nice for more information to come from above about the need for this APE Block at all schools. To be honest, we know there are students all over our district that are not being given services because the teacher doesn’t want to do the work or doesn’t have time. That is not a good excuse, but it is one we hear often.
Garrett	Continued professional development in the area of adapted physical education is needed. It would also be beneficial to have additional resources for our physical education teachers to pull from based on student needs.
Harford	Integrate the 504 plan system into the MD IEP system to provide one system for tracking students with needs for accommodations and modifications under IDEA and ADA.
Howard	Guide on what the appropriate number of students with IEPs or with adapted physical education services should be in each class. Advocate for smaller physical education classes and more adapted physical education staffing. Support in creating state-developed resources on referral and assessment. Gather a team of stakeholders to revise the MSDE physical education framework in order to accommodate all students.
Kent	Activities within general physical education settings to meet the needs of children with brittle bone syndrome.

Local Education Agency	Responses to Question #5
<p>Montgomery</p>	<p>Provide additional funding to support substitute coverage or an after-school stipend to provide mandatory training and support physical education teachers with implementing the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.</p> <p>Support “highly qualified” status for supporting and teaching students with APE services to be a person with a 4-year “physical education degree” or at least six additional college-level course credits in adapted physical education. This would assist in supporting the teachers who support APE at a higher level. It is more difficult for our office to support teachers who are teaching “out of content” when they do not have the level of understanding on how to teach motor learning and then adapt and modify these items in a safe manner.</p> <p>Attempt to provide LSS with information on best practices for the number of APE teachers ratio to students they support.</p> <p>Continued work to reform COMAR to include guidelines for the following - highly qualified status, ratio of teacher to student, statewide training on implementation of services to the school system, administrators with information on how to work to ensure compliance in their school district accountability measures and reporting on the delivery of APE services at the LSS.</p> <p>Continued advocacy to have the MD Blueprint reflect Certified Adapted Physical Education (CAPE) certification having the same increased wage as the National Board-Certified Teacher.</p>
<p>Prince George's</p>	<p>Your Physical Education Specialist has provided Platinum Level service to the PE/APE community in the state. We could not ask for anything more.</p>
<p>Queen Anne's</p>	<p>Continue with APE Briefings, Steering Committee, and MAPEC.</p> <p>Provide online PD for PE teachers regarding IEPs, co-teaching, assessments, modifications, and PDs on what other counties are doing to provide and share with teachers.</p>
<p>Saint Mary's</p>	<p>MSDE could host an APE boot camp for supervisors that do not have a background in physical education.</p>

Local Education Agency	Responses to Question #5
Somerset	<p>Development of an online platform for parents that could serve as an all-access center for physical education so that parents can explore with their child to promote appropriate physical activity options at the pace best suited for each individual child.</p> <p>A guidance document of how MSDE supports implementing various programs offered by Special Olympics to support inclusive school environments aligned to information shared at monthly state Adapted PE briefings.</p> <p>Offer ongoing support through professional learning opportunities for Physical Educators to participate in to learn more about Adapted Physical Education.</p> <p>Create a course at the high school level for general education students to earn credits towards graduation requirements for their role serving as a peer mentor when supporting students with disabilities.</p> <p>Create a peer mentoring program guide that can be implemented at the secondary level to increase general education students' understanding when working with students with disabilities.</p> <p>Provide a disability awareness guide that can be implemented with general education students to increase awareness and knowledge of understanding various disabilities.</p> <p>Share information about any available grant opportunities that PE teachers could apply for to improve how they are able to support students with disabilities in PE</p> <p>Development of a special education guidance document for PE Teachers that outlines compliance when updating students' progress reports, present levels of performance, and annual goals.</p> <p>Offer quarterly virtual professional development opportunities for PE teachers to attend to learn best practices in the area of Adapted PE and have the opportunity to network and learn from other professionals throughout the state.</p> <p>MSDE continues to support legislation to increase the amount of time in physical education recommended by SHAPE America. SHAPE America's Physical Education Guidelines recommend that elementary schools provide 150 minutes of instructional physical education each week and that middle and high schools provide 225 minutes per week.</p> <p>MSDE and local schools can implement physical activity programs that maximize opportunities for students to be physically active to support in meeting the national recommendation set by SHAPE America.</p>
Talbot	No
Washington	Continue to provide MSDE Adapted Physical Education briefings. Advocate for smaller caseloads and/or more APE staffing. The use of virtual trainings/meetings for APE staff works better due to travel time from our county.

Local Education Agency	Responses to Question #5
Wicomico	Continue to obtain resources and available funding to provide more resources to students in need of all services to enhance learning opportunities.
Worcester	As we have stated in the past, anything you can do to help with professional development for teachers that is FREE or to provide funding for counties to come to PD is desperately needed. Our local level PD has been cut so drastically that we are unable to provide all of the PD necessary to special area teachers. Please continue to share information on updates, assessments, evaluations, and what other counties are doing in the area of adapted physical education.