

Fitness and Athletic Equity for Students with Disabilities MSAR# 8351

2014 Report

This is the sixth annual report to the General Assembly providing information on the status of the Fitness and Athletics Equity for Students with Disabilities Act, Chapter 464, ensuring participation of students with disabilities in mainstream physical education (COMAR 13A.04.13.01.) and mainstream athletics (COMAR 13A.06.03)

In an effort to continue promoting awareness of and compliance with the regulation and the law, both within the Maryland State Department of Education (MSDE) and within local school systems, the following activities were conducted as of May 15, 2014 in the areas of physical education and athletics.

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

The Maryland State Department of Education (MSDE) and Special Olympics Maryland (SOMD) recognized local school systems would need support and technical assistance as they work toward full implementation of the law. Responding to this perceived need, MSDE and SOMD have continued their collaboration of working directly with local school systems and offering them technical assistance and guidance. Details of the joint activities will be presented in this report and outlined in the technical assistance section.

Review of Activities for Mainstream Athletics

Timeline for Implementation

May 2014

- Local school systems report to MSDE on the progress of implementation plans that provide mainstream athletic opportunities for students with disabilities.
- MPSSAA Participation Survey for school year 2013/14 completed.
- MPSSAA submits to MSDE athletic participation results based on 2013/14 participation survey.
- Local school systems implementation fully operational.

August 2014

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

Data Collection

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

Regulations

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

Technical Assistance

In order to promote and provide technical support to local school systems on Corollary Sports programs, the Maryland State Department of Education and Special Olympics of Maryland collaborate on information and program offerings. Special Olympics of Maryland serves as a liaison between MSDE and local school systems and its accredited subprograms and experts on alternative sports offerings.

Model Policies

During the sixth year of implementation, local school systems were asked to submit to MSDE, Division of Curriculum, Assessment and Accountability, an accounting of progress toward the development of model policies and procedures for students with disabilities. (Appendix G) Each of the local school systems was also asked to respond to a set of questions that addresses providing services for student with disabilities in mainstream athletics. As of May 15, 2014 23 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities. The one remaining school system has indicated that they are adopting opportunities as needed.

Review of Activities for Mainstream Physical Education

Timeline for Implementation

May 15, 2014

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

August 1, 2014

- MSDE submits report to the General Assembly and continues to provide technical assistance to local school systems.

Providing Physical Education Services to all Students

Local school systems must indicate how they are addressing their compliance to the Act by providing information about physical education services to all students. MSDE was able to collect information based on the Student-Course-Grade-Teacher Data Collection (SCGT data) submitted to MSDE on the number of student's with IEP's and 504's in physical education classes. All local school systems provided information through the SCGT data collection tool for the categories of: Number of students taking physical education (indicates the number of students in grades K-8 taking physical education and the number of students in high school taking the required graduation course for physical education and any other electives for physical education); with an IEP (number of students taking physical education that have an Individual Education Plan, IEP); and with a 504 (number of students taking physical education that have a 504 plan for accommodations or modifications). Staff from MSDE's Division of Accountability, Assessment, and Data Systems and Office of Physical Education collected and has provided individual school system data as part of the report for the General Assembly. All data collected during 2013-2014 school year can be found by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix H)

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

Progress toward Inclusion of Students with Disabilities into Mainstream Physical Education

The Fitness and Athletic Equity Act asks local school systems to promote and protect the inclusion of students with disabilities into mainstream physical education. This year each of the local school systems were asked to respond to a set of questions that addressed any new initiatives and resources their school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education, key challenges their school system and individual schools face in delivering physical education opportunities to students with disabilities, and any areas in which the Maryland State Department of Education could provide further assistance that would address key initiatives and challenges. (Appendix I) A summary of the responses to these questions has been collected during the 2013-2014 school year and has been compiled and summarized. (Appendix J)

The self-reported data indicates the following responses on new initiatives local school systems (LSS) have implemented to promote inclusion of students into mainstream physical education. As last year, many systems indicated providing professional development activities for adapted physical education (APE) teachers and general PE teachers. Topics included: Understanding the Needs of Students with Autism, Administering APE assessments, Universal Design for Learning (UDL), demonstrating modifications to activities in physical education for students with disabilities (Differentiated Instruction), understanding the PE teacher roles and responsibilities in APE, and Para-educator Trainings.

In the area of new resources, several school systems initiated the use of technology in APE classes thru the purchase and use of IPADS, creation of an APE resource library, resources connected to UDL, website links to the MSDE Maryland Learning Links site, updating Adapted Physical Education Guides to provide guidelines for the Adapted Physical Education programming, creating/reviewing/purchasing assessment resources for students with APE services, and creating information on the IEP processes and compliance related to adapted physical education. Several school systems again as last year mentioned requesting funding to add new Adapted Physical Education Resource/Itinerant Teachers to provide continued consultation and professional development to all Physical Education Teachers.

The key challenges that were reported are similar to last year. They include: scheduling conflicts to provide service at all levels (elementary, middle, high), time constraints to provide the service, servicing students with severe and profound disabilities, and finding funding for resources and staff to deliver necessary student services and support to teachers and students. Time to deliver adapted physical education services to students without affecting other student needs has been an ongoing concern. Additionally, limited technology and gymnasium equipment to enhance motor skills has been mentioned by smaller systems.

On-going challenges include increasing the knowledge base of special education and general education instructional assistants in adapting activities and modifying activities for students with special needs. This challenge can be addressed through additional professional development and training, however, some school systems reported they have experienced reduced number of professional development days allotted for staff. Providing staff development for the general

P.E. teachers on how to conduct assessments, write IEP goals and objectives, and data collection for verification of services is a need and providing that training is a challenge.

Areas mentioned where the Maryland State Department of Education could provide further assistance included:

- Assisting local school systems in advocating for the Non-Public Special Education Schools to correctly identify adapted physical education on the IEP and have services provided by a certified physical education teacher.
- Continue to provide opportunities and sharing of information on updates, assessment, evaluation, best practices and what other counties are doing in the area of adapted physical education during State APE Briefings.
- Provide direct funding for Corollary Athletics and APE programming. Increased grant funding would enable the purchase of additional equipment and/or technology.
- Provide additional statewide opportunities for professional development for teachers and staff.
- Provide funding to support substitute coverage to provide mandatory trainings and to purchase various adapted physical education resources for physical education teachers throughout the county.
- Share best practices, both from a nation-wide perspective and a state perspective.
- Continue to support the MSDE secure transfer website which is fantastic and has a wealth of information.

Secure Transfer Site for Adapted Physical Education

An important contribution for all teachers around the State was the development of a secure site housed at MSDE that was created in 2012 that allows LSS to share resources they have developed and can be shared with others around the State. This was developed as a response to a need that was mentioned in last year's report. On this website are folders for Assessment Tools, LSS Adapted PE Guides, Professional Development Presentations, and General Adapted PE Resources.

No Waiver of Physical Education

Each year a letter from the Maryland State Department of Education is distributed to all local school systems reinforcing the requirements of the Federal and State regulations that require all students to have physical education K-8 and to meet the high school graduation requirement as stated in COMAR 13A.04.13.01. It also states, there is no waiver of the physical education requirement. The waiver letter can be found in the Appendix. (Appendix K)

Technical Assistance

Special Olympics of Maryland

During the sixth year of the Fitness and Athletics Equity for Students with Disabilities Act, Special Olympics Maryland (SOMD) has provided technical assistance with a focus on a variety of professional development opportunities specific to teachers of general physical education.

Nate Garland from SOMD provided technical support for SOMD programs and resources. The following list of activities occurred over the past year.

Conducted Interscholastic Unified Sports Coaches trainings for 21 of the 24 LSS in three sport seasons. Partnering with United States Tennis Association Mid-Atlantic & USA Track & Field for technical assistance SOMD hosted a total of 38 coach's education trainings for over 228 coaches. SOMD presented bocce, tennis, strength and conditioning and Track & Field training to all coaches generally comprised of general educators and special educators serving the role as coach.

Launched Unified Sports online video course as pilot in 2013- 2014 as requirement to supplement coaches' preseason training

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=36000>

Launched Special Olympics Sports Psychology training w/ supportive materials to Identified Pilot Schools systems (Anne Arundel & Frederick) Program concentrates in three specific areas:

1. Learning Considerations (Motivation; Perception; Comprehension; Memory)
2. Medical Considerations (Intellectual Disability and other related developmental disabilities section)
3. Social Considerations (Social Skills; Physical recreation at home; Economic status)

http://media.specialolympics.org/soi/files/resources/Sports-Rules-Competitions/Sport_Psychology.pdf

Conducted Physical education professional development to Wicomico County, Worcester and Allegany on bocce, tennis and strength and conditioning training to all physical education staff member at 3.5 hour in service training session.

On-line Courses

Funding for the development of three general Adapted Physical Education on-line courses was provided by Maryland Public Television and Special Olympics Maryland in 2010-2011. All three courses are currently available for teachers and staff. The first 2 courses are three credit courses and the third course is a two credit course. With a gap in professional development relevant to Physical Education and especially Adapted Physical Education, these courses provide a cost-effective and time-efficient opportunity for teachers to augment their classroom skills while ensuring high-quality physical education experiences to all students with and without disabilities. These courses will also count toward recertification of teacher certificates for the 12 credits currently needed to qualify for national certification as a Certified Adapted Physical Educator (CAPE).

MSDE Course information is listed below:

MSDE # 11-00-25 -Helping All Students Succeed in PE-Using the IEP Process – 3 credits

MSDE # 11-00-28 -Adapted Physical Education: Successful Inclusion Strategies – 3 credits

MSDE # 12-00-01 -Teaching the Separate Adapted Physical Education Class – 2 credits

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

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

Adapted Physical Education Briefings

This year the Office of Special Education/Early Intervention Services at MSDE funded a consulting position for Adapted Physical Education. The Consultant for Adapted Physical Education has provided professional development for resource teachers responsible for adapted physical education in the school systems. MSDE holds the annual fall and spring briefing for adapted physical education resource teachers in various parts of the State. Presentations and resources for adapted physical education are made available to local school system personnel at these briefings to help school system personnel promote guidance and support for students with disabilities in physical education. The fall 2013 briefing was held in Hunt Valley, Maryland and the spring adapted physical education briefing was held in Anne Arundel County in May of 2014. The agenda for both briefings can also be found in the appendix. (Appendix L,M) A listing of trainings that have been provided for local school systems is in the appendix. (Appendix N) A list of available Professional Development Opportunities for adapted physical education that can be provided to local school systems is also provided in the appendix. (Appendix O)

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

Maryland Adapted Physical Education Teacher Consortium (MAPEC)

MAPEC was established during the 2009-2010 school year with the objective of this organization to be an advocate for and to support the following mission statement. It continues to be a workgroup during 2013-2014 providing resources for teachers who service students with disabilities. The mission of the consortium is:

- 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.
- Encourage the promotion and development of quality professional preparation programs of adapted physical education in higher education.

During 2013-2014 the Maryland Adapted Physical Education Teacher Consortium (MAPEC) Consortium continued developing resources connected to four workgroups that focused on the following topics.

- Corollary Guides
- Early Childhood and Adapted PE
- Best Practices for Adapted PE
- Local School System Adapted PE Guides

The winter meeting for the Consortium was held in Anne Arundel County, Maryland on February 22, 2014. The agenda for the meeting can be found in the appendix. (Appendix P)

National Adapted Physical Education Teacher of the Year

The National Adapted Physical Education Teacher of the Year Award is given in recognition of outstanding teaching performance in adapted physical education and the ability to motivate today's youth to participate in a lifetime of physical activity. This year, as in the past several years, Maryland had a finalist for this award. Ms. Debbie Marcus, a teacher at Marley Glen Elementary in Anne Arundel County, was chosen at the Eastern District Adapted Physical Education Teacher of the Year for 2014. Ms. Marcus is also a contributing writer for the Maryland Learning Links site.

Maryland Learning Links www.marylandlearninglinks.org

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

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

Listed under the Adapted Physical Education heading on the website are the following sections:

- Adapted PE and the Law
- Adapted PE in Practice
- Tips for Teachers and Parents
- Links to Learn More About Adapted PE

Additional information about adapted physical education can be obtained by linking to the site at: <http://marylandlearninglinks.org/8841> Debbie Marcus from Anne Arundel County has provided a several articles on the Maryland Learning Links website. Mr. Rocco Aiello, past Adapted Physical Education Teacher of the Year also provided an article for the site on Corollary Sports. Additional information about adapted physical education will be continually added to the site in the future.

Appendices

Appendix A
The Data Collection Tool

2013-2014 ATHLETIC PARTICIPATION SURVEY
STATE ASSOCIATION SUMMARY WORKSHEET
 Submit to MPSSAA Office

School System _____ Number of Member High Schools: _____

INSTRUCTIONS:

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

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

Appendix B
Participation Survey

	Schools	Total Boys	IEP/504	Schools	Total Girls	IEP/504
Badminton	19	219	24	40	564	42
Baseball	190	5635	422	0	46	1
Basketball	198	5641	504	194	4665	265
Bowling	4	30	2	4	22	2
Cross Country	186	3827	377	178	2817	165
Field Hockey	0	1	0	125	3976	148
Football	186	14373	1633	0	46	4
Golf	166	1356	98	121	262	23
Gymnastics	0	0	0	8	122	1
Lacrosse	149	6406	540	139	5137	196
Soccer	182	6486	384	176	5840	233
Softball	0	1	1	185	4905	268
Swimming & Diving	106	1955	153	107	2116	112
Tennis	172	2239	120	175	2314	67
Indoor Track	172	5072	486	172	4684	221
Track and Field	189	6528	683	188	5501	294
Volleyball	38	591	33	186	4933	195
Wrestling	178	4792	607	0	101	12
Ice Hockey	1	20	2	0	0	0
Totals		65172	6069		48051	2249
Total Participation	113223					

Appendix C
Corollary/Allied/Unified Programs

SPORT	BOYS			GIRLS		
	Schools	Total Participants	Participants with IEP/504	Schools	Total Participants	Participants with IEP/504
Basketball						
Indoor Bocce						
Outdoor Bocce						
Bowling						
Cycling						
Golf						
Soccer						
Softball						
Tennis						
Track and Field						

Appendix D

2013-14 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT

Composite Survey Results from the Local School Systems

	Schools	Total Boys	IEP/504	Schools	Total Girls	IEP/504
Basketball	11	71	57	11	75	35
Indoor Bocce	97	509	402	93	565	179
Outdoor Bocce	61	327	275	60	387	189
Bowling	72	584	325	69	495	288
Cycling	5	15	14	5	9	7
Golf	12	17	13	12	6	3
Soccer	27	195	163	27	150	102
Softball	60	430	351	59	321	174
Tennis	69	367	262	69	443	176
Track and Field	48	407	244	48	351	132
Strength Training	14	124	62	54	44	19
Handball	12	123	61	12	44	12
Totals		3169	2229		2890	1316
Total Participation	6059					

- All sports listed are co-ed

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

A. Equal Opportunity for Participation.

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

B. Athletics Equity for Students with Disabilities.

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

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

REVISED 10-27-09

.01 Purpose

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

.02 Definitions

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

.03 Access to School Athletic Programs

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

in either the Interscholastic Athletic Program or the Corollary Athletic Program;

- (3) Maintain evidence indicating that the interests and abilities of students with disabilities have been fully and effectively accommodated by the local school systems Interscholastic Athletic or Corollary Athletic Program.

.04 Corollary Athletic Programs

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

.05 Eligibility for Corollary Athletic Programs

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

.06 Complaints and Appeal Process

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

.07 Corrective Actions

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

.08 Annual Reports

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

F. Synopsis of Local School Systems Reports

Section I – Mainstream Interscholastic Athletic Programs

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

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

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

		<p>participation.</p> <ul style="list-style-type: none"> • To make its determination, the committee shall apply the following four point criteria: Do the accommodations or modifications: Fundamentally alter the sport? Provide a competitive advantage to the student? Competitively disadvantage other participants? Significantly increase the risk of injury for the student or other athletes? • The Pathway To Play Committee shall render one of the following determinations for each student referred: * 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 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.
Baltimore County	Policy 6702, Rule 6702, Office of Athletic Statement.	<p>1. Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team. (1) Extent of try-out period; (2) Criteria used to select team; (3) Number to be selected; (4) Practice commitment, if selected; (5) Game commitment.</p> <p>2. The Pathway to Play Committee will consult with the Maryland Public Secondary Schools Athletic Association and determine accommodations and/or modifications necessary to enable the individual students' participation.</p>
Calvert	Policy 3440	<p>1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. 2. Parents, guardians or</p>

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

		30 days of the discovery of the alleged violation.
Cecil	CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.	<p>1. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out period. Coaches determine the final roster based on skill testing, competitive demeanor and the student's ability to function in a team environment.</p> <p>2. An appeals process as mandated by state law is available when necessary for each school.</p>
Charles	Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities: All students enrolled in Charles County Public Schools shall have the equivalent opportunity to participate in regular physical education and interscholastic athletic programs, regardless of ability or disability, subject to rules adopted by the superintendent. The rules shall require that students with disabilities be provided with appropriate and reasonable accommodations for participation. The rules shall also ensure that, if a student who uses an accommodation or modification to play a sport that fundamentally alters the sport, provides a competitive advantage to the student, competitively disadvantages other participants, or significantly increases the risk of injury for the student or other participants, then that student shall be offered the opportunity to participate in alternative athletic programs with other disabled and non-disabled students.	<p>1. Upon the request of a student, teacher, parent or coach, any student with an IEP or 504 Plan who wishes to participate in the mainstream athletic program is referred to a system-based committee who will consider the eligibility of each student on a case by case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student's participation.</p> <p>2. To Deputy Superintendent/designee.</p>
Dorchester	Policy fully adopted in May 2011.	<p>1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy.</p> <p>2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</p>
Frederick	(1) BOE Policy 309 – Discrimination Unlawful; (2) BOE Policy 404 – Students' Responsibilities and Rights; (3) FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973; (4) BOE Policy 509 – Extracurricular Activities; BOE Policy 402 and FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students With Disabilities.	<p>1. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: (a) present a safety risk; or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school's special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations.</p> <p>2. All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school based administrator, and, when</p>

		appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
Garrett	Policy 347.7 and Procedure 347.71	<p>1. All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.</p> <p>2. Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extra-Curricular Review Committee.</p>
Harford	Physical Education and Athletic Programs for Students with Disabilities Policy.	<p>1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach.</p> <p>2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.</p>
Howard	(1) Policy 9080 Interscholastic Athletic Program; (2) Policy 7120 Coaches and Advisors of High School Extracurricular Activities; (3) Policy 9070 Academic Eligibility for High School Extracurricular Activities; (4) HCPSS Interscholastic Sports Policies and Procedures Handbook (5) Allied Sports Procedures Bulletins.	<p>1. The coaching staff, athletics and activities manager, adapted physical education teacher, and special education teacher at each school will determine whether participation by a student with a disability will (a) present a safety risk or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school's coach, special education and physical education staff, parents, and the students. The type and severity of the disability and necessary accommodations and any assistive device will be the primary considerations. 2. All appeals will be reviewed by a committee comprised of, but not limited to, the Coordinator of Athletics, the Coordinator of Special Education, the Facilitator of Adapted Physical Education, a school based administrator, team coach, and when appropriate, a student advocate. All appeals must be processed within 5 school days.</p>
Kent	Eligibility for Participation in Extra-Curricular Activities; Procedure Number 600-85.	All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical

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

		superintendent of schools or his/her designee.
Queen Anne's	(1) All students follow the regulations and policies contained in the Guide for Student Athletes and Parents. (2) Policy is on file with MPSSAA.	<p>Student Eligibility Determination</p> <p>a. All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream interscholastic athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission.</p> <p>b. Students with disabilities who meet the eligibility requirements shall not be excluded from the try out unless inclusion presents an objective safety risk to the student or others based on an individual assessment of the student or fundamentally alters the nature of the mainstream athletic program.</p> <p>c. During the try out, a student with disabilities shall be allowed to use whatever modifications or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, or special equipment. A student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student's ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>a. If needed, Queen Anne's County Public Schools shall convene a Pathway To Play Committee to provide to the fullest extent possible opportunities for students with disabilities and provide guidance for coaches.</p> <p>The committee shall include:</p> <p>i. The Supervisor of Athletics for Queen Anne's County Public School</p> <p>ii. The school athletic director from the high school that student with disabilities does not attend.</p> <p>iii. A physical education teacher from the student with disabilities' high school</p> <p>iv. A representative from the Office of Special Education Services</p> <p>v. The Assistant Superintendent of Instruction</p> <p>b. Upon request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program is referred to the Pathway To Play Committee who will consider the eligibility of each student on a case-by-case basis.</p>

		<p>The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</p> <p>c. To make the determination, the committee shall apply the following four point criteria: do the accommodations, modifications or aids:</p> <ul style="list-style-type: none"> i. Fundamentally alter the sport? ii. Provide a competitive advantage to the student? iii. Competitively disadvantage other participants? iv. Significantly increase the risk of injury for the student or other athletes? <p>d. The Pathway To Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> i. The student is able to participate in the interscholastic athletic program with accommodations. ii. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids iii. The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
Somerset	Physical Education and Athletic Programs for Students with Disabilities Policy.	<p>1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</p>
St. Mary's	IBHAA Physical Education and Athletic Programs for Students with Disabilities Policy. Adopted September 8, 2010.	<p>1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. A "COMPASS"</p>

		<p>Committee comprised of the supervisor of athletics, a high school activities director, an adapted physical education teacher, a special education representative, and a school-based administrator will consider the feasibility of including students with disabilities on a case-by-case basis. 2. A chain of command is outlined for parents or guardians to follow if they choose to file an appeal. Students with disabilities who are unable to access the mainstream program will be encouraged to participate in the Physical Activity and Lifetime Sports Program (PALS).</p>
Talbot	Corollary Athletic Program For Students With Disability POLICY CODE 9.16.	<p>1. Each coach submits/post sport specific skills assessment criteria utilized for team selection to the school athletic director, special education teachers, students and parents prior to tryouts. These include such things as speed, agility, endurance, passing/kicking/shooting/throwing accuracy, offensive/defensive strategies among others. (2) The school athletic director is notified in writing that a student with disabilities expresses an interest in trying out for a mainstream interscholastic team. The written notification should include the specific sport of interest, the disability and any necessary accommodations. (3) The athletic director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success. (4) The Pathway To Play Committee will be comprised of the Athletic Director, Special Education Teacher, Coach(es) of relevant sport, County Athletic Director, Principal/Asst. Principal, Inclusion Specialist, and Student Advocate. 2. TCPS will follow the appeals process as set forth by COMAR13A.06.04.06. "Parents, guardians and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding alleged violation of this chapter. The written complaint shall: 1) state the alleged violation 2) contain a brief statement of facts necessary to understand the complaint 3) contain a brief statement of relief sought; 4) be filed within 30 days of the discovery date of the alleged violation." The superintendent/designee will review the appeal, examine the data and conduct fact-finding information and make a decision relative to the student's eligibility within 10 calendar days.</p>
Washington	Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities (Adopted May 3, 2011). The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for,	<p>All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements. The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk</p>

	<p>and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions.</p> <p>Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities (Adopted June 22, 2011).</p>	<p>and does not fundamentally alter the sport. The assessment criteria will be determined on a case by case basis and in conjunction with special education staff. If the disability or accommodations fall into one of the four-point criteria areas which preclude a student's participation, then the student or parent may request a meeting with the Pathway to Play Committee. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member. The four point criteria will include 1) whether there is an increase risk of injury for the student or other participants, 2) whether the sport is fundamentally altered, 3) whether the student gains a competitive advantage, or 4) whether other participants are competitively disadvantaged. The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate 1) in a mainstream interscholastic sport or 2) a Corollary Sport program. Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee. A student, parent, or legal guardian may appeal the committee's decision according to WCPS regulation IHBA-R.</p>
Wicomico	<p>While there are no policies specific to students with disabilities, there are policies applicable to all students. These policies are: (1) Co-curricular and extracurricular activity eligibility and (2) Wicomico County Athletic Handbook (Practice Regulations and Coaches' Responsibilities in Reference to Injuries). Students who participate in Unified Sports programs are not assessed an athletic participation fee due to the financial support that is currently offered from Special Olympics Maryland.</p>	<p>1. (1) The Departments of Athletics and Special Education will work together to appoint a task force consisting of specialists in the field of disability sports. The purpose of the taskforce will be to develop specific guidelines for determining the appropriateness of sports participation to ensure students are not at health or safety risk or that the sport is being fundamentally altered. (2) The Departments of Athletics and Special Education will be responsible for the oversight of the application of these criteria. (3) Determinations of the appropriate accommodations that need to be provided to students with disabilities are made by the IEP teams. 2. A Pathway to Play Committee is used to review appeals submitted by students and parents.</p>
Worcester	<p>Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12</p>	<p>1. The criteria and how accommodations will be provided continues to be determined by the principal in consultation with the head coach, parents, and special needs staff as appropriate. Considerations include sports skills testing, competitive demeanor, and the student's ability to function within a team environment. Students with disabilities are granted 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</p>

		himself/herself or others or (b) his/her participation fundamentally alters the nature of the mainstream interscholastic athletic program. 2. Refer to Worcester County's "Complaints and Appeal Process."
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Section II – Alternative Sports Programs

LSS	Description of Types of Alternative Sports Programs and Structure	Needs Assessment
Allegany	1. Unified sports activities included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. 2. Each sports season consisted of three competitions and practices twice a week for eight weeks. In 2013-14, all three Allegany County high schools conducted Unified Sports programs and participated in culminating Special Olympics Maryland Unified Sports State High School Invitational's.	Will use surveys, school announcements, and local media.
Anne Arundel	1. High school interscholastic programs were offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Outdoor Bocce in the spring. Corollary sports offerings at the middle school level will be funded. 2. All three alternative sports programs model mainstream practices and competitions. Tennis and Bocce have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating county championship event. Additionally, these teams participated in the Unified Tennis and Unified Outdoor Bocce State High School Invitational. Bowling has 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event.	Discussions were held with Adapted Physical Education Resource Teacher, Special Education Coordinator, Athletic Coordinator, Special Projects person, and other LEA's. As a result of these discussions, sports were selected based upon active student involvement, greatest opportunity for inclusion and success, available accommodations, required participation numbers, safety, and facilities. Additionally, insights were sought from community groups and parents, and Anne Arundel staff researched Special Olympics offerings.
Baltimore City	1. Baltimore City continued to partner with Special Olympics Maryland in 2013-14 and offered Unified Tennis in the fall and Unified Indoor Bocce in the winter. Coaches attended pre-season training seminars, and uniforms and equipment were provided to each school. Teams practiced after school each week and participated in city competitions and at the Unified Tennis and Unified Indoor Bocce State High School	The Unified Sports options offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic director and special education team at each school.

	<p>Invitational's. Unified Track and Field had been planned to be offered in the spring, but teams were not formed in the schools due to different factors. 2. Baltimore City and Special Olympics Maryland met to identify the problems, and worked in collaboration on plans and resources to ensure schools offered Unified Outdoor Bocce in the spring of 2014. Coaches attended pre-season training seminars, and uniforms and equipment were provided to each school. Teams practiced after school each week and participated in city competitions and at the Unified Outdoor Bocce State High School Invitational. The Interscholastic Athletics Office will work with the Special Education Office to identify and recruit students with disabilities. The Unified Sports programs are promoted to students with and without disabilities. Unified Sports programs are under the supervision of each school's athletic director.</p>	
Baltimore County	<p>1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in corollary allied sports. There are three sports offered, one per season. Soccer is offered in the fall, Bowling in the winter, and Softball is offered in the spring. All team activities are co-ed with appropriate rule modifications to ensure a safe and successful experience for all students, regardless of ability. 2. The structure of the existing Corollary Allied Sports Program has the sameness as all other interscholastic sport offerings. Team practices are held each day after school for both soccer and softball and three times a week for bowling. Bowling practices are held off campus at the nearest bowling alley to each school. Team games and matches are scheduled approximately one to two times per week throughout the season.</p>	<p>An interest survey has been given to all students with disabilities to determine the interest in the present offerings.</p>
Calvert	<p>We are following the Special Olympics Unified Sports model. During the 2013-14 school year, Calvert County's high schools offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p>	<p>A thorough evaluation of interest among the special needs population.</p>
Caroline	<p>1. Caroline County Public Schools partners with Special Olympics Maryland and offered the following Unified Sports in 2013-14: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. 2. Caroline County Public</p>	<p>Caroline County Public Schools partners with Special Olympics Maryland and uses their expertise and best practices to both determine and evaluate our Corollary Athletic Program as to its appropriateness and effectiveness in serving our Corollary sports athletes.</p>

	<p>Schools has corollary sports programs in place at both of the county's high schools, North Caroline High School and Colonel Richardson High School. 3. CCPS Corollary Sports hold practice sessions a minimum of twice weekly and schedules a minimum of two (2) competitions between the two high schools on a "home and home" basis. The high schools participate in culminating Unified Sports State High School Invitational at the end of each season. 4. Both high schools hold an appropriate recognition/culminating program for deserving athletes. 5. Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.</p>	
Carroll	<p>1. CCPS offered a Corollary Sports Program in the following sports in 2013 -14: Unified Bocce in the fall, Bowling in the winter and Unified Track & Field in the spring. CCPS evaluated the program and will continue providing the following sports for the upcoming 2014-15 school year: Unified Bocce in the fall, Bowling in the winter, and Unified Track and Field in the spring.</p> <p>2. Each sport will convene 2-3 practices per week for 8-10 weeks which includes at least 1 competition within a school each week and a culminating tournament at the end of each season.</p>	<p>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 professional and resource teachers were taken into account when making the decisions.</p>
Cecil	<p>1. Cecil County participates in the Special Olympics Maryland Unified Tennis program in the fall and Unified Outdoor Bocce program in the spring. Bowling is offered in the winter.</p> <p>2. The bowling program is a shortened season consisting of 5-10 practice sessions with a culminating tournament between schools and counties (Harford and Cecil) while the Tennis and Bocce season involves interscholastic play culminating with a county tournament.</p>	<p>The county maintains a Coordinator for Corollary Athletics who oversees the program. Consultation is done with each school's athletic director and building coordinator. Surveys are done after each season to look for improvements by the coordinator.</p>
Charles	<p>1. Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competition. The Unified/Corollary athletic program includes co-ed teams comprised of students with and without disabilities who meet eligibility requirements. CCPS provides: (1) rules, guidelines, and</p>	<p>The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.</p>

	modifications for each activity or sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms and game equipment; and (4) the transportation for teams to travel in order to practice and compete.	
Dorchester	1. Dorchester County Public Schools offered Corollary Athletic Programs to students in the following sports: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. 2. Two practices per week are held with two competitions between the county high schools and a culminating state tournament.	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.
Frederick	1. FCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model, as well as incorporating parts of the Allied Sports Program of a long-established and successful program in Baltimore County Public Schools (BCPS). 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 Freshman, JV, or Varsity interscholastic athletic team are ineligible for a Corollary Athletic Program that is conducted during the same sports season. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports offered by all 10 of the Frederick County high schools in 2013-14 included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Coaches are paid stipends. Appropriate funding for transportation, equipment, supplies, and uniforms is provided. 2. The Corollary Athletic Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic programs. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport.	(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School-based interest surveys; (3) Collaboration and articulation with middle schools; (4) Sign-up numbers at pre-season student meetings; (5) Post-season evaluation of student participation numbers.
Garrett	1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). During the 2013-14 school year, Garrett County Public Schools worked in partnership with Special Olympics Maryland and the two high schools offered the following options: Unified	All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.

	<p>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. Garrett County and Special Olympics Maryland are working together through an evaluation process to create plans which will lead to the successful establishment of Unified Track and Field teams in the spring of 2014. Modifications/accommodations are provided to ensure a safe program for all athletes.</p> <p>2. The extra-curricular programs conduct practices after school both on and off school property. Competitive events occur as scheduled by Athletic Directors and meet MPSSAA Guidelines.</p>	
Harford	<p>1. Harford County Public Schools offered bocce, basketball, and bowling. In the future we will look at offering Ripken Baseball. 2. Practices are set up by the coach/sponsor of the activity just like a regular sport team. They are given equal access to the gym and are rotated in the practice schedule of the athletic program. In most cases they are given priority in scheduling time in the gym. A county wide tournament is held at the end of each activity.</p>	By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.
Howard	<p>1. The HCPSS models an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA & HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided. 2. The Allied Sports Program follows</p>	<p>(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School based interest surveys; (3) Collaboration with and expansion of “Best Buddies” Program; (4) Collaboration and articulation with middle schools; (5) Sign-up numbers at pre-season student meetings; (6) Post-season evaluation of student participation numbers; (7) Annual collaboration with special education instructional team leaders (8) Annual review of the Allied Sports Program by the Allied Sports Advisory Committee.</p>

	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.	
Kent	Kent County works in partnership with Special Olympics Maryland, providing Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Kent County High School's Unified teams participated in 2 local competitions each season as well as in the Unified Tennis, Strength and Conditioning, and Outdoor Bocce State High School Invitational.	Meetings were held with key school system administrators, the supervisor of athletics, the high school principal, and the coach to determine needs and develop plans for successful implementation of the program.
Montgomery	1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics programs for students with disabilities and students without disabilities: Team Handball in the fall, Unified Bocce in the winter, and Allied Softball in the spring. 2. Seasons are approximately 8 weeks in length, including two weeks of practice before the first game, followed by 6 weeks of contests and practices. Generally, after the first two weeks, there are approximately four days of practices and one contest per week. Teams compete for both division and countywide championships.	A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based in this input, the group recommended potential sports to include: Unified Track and Field in the fall, Unified Bocce in the winter, and Allied Softball in the spring. The sports that were ultimately chosen were appropriate using a number of criteria, including level of interest, facilities, number of students who could participate, and the status of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics).
Prince George's	1. PGPS has a Corollary Athletic Program. Indoor Softball in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring are the sports in which the students competed during the 2013-14 school year. 2. Students are expected to practice daily when school is in session. The sports season begin approximately 2 weeks later than the traditional interscholastic program. The teams participate in approximately 50 - 70% of the games the varsity sports teams would have.	Students, parents and adapted physical education staff will be surveyed.
Queen Anne's	Queen Anne's County partners with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The teams participated in two competitions, as well as, various Unified Sports State High	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.

	School Invitational's at the end of the seasons.	
Somerset	1. Somerset County Public Schools offered program opportunities in Unified Strength and Conditioning and Unified Outdoor Bocce in 2013-14. It will be adding Unified Tennis for the 2014-15 school year. 2. All students have the opportunity to tryout and participate, if selected, for regular athletic teams.	During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested. Letters will also be sent out to inform parents.
St. Mary's	1. The Physical Activity and Lifetime Sports Program (PALS) offers Cycling in the fall, Bowling in the winter, and Bocce in the spring. 2. Length of the season is 4-6 weeks with the first two or three sessions devoted to practices and assessments and the remainder of the season devoted to bringing together participants for combined activities/competition.	Following a period when the Corollary Sports programs are advertised, a pre-season meeting will be held and students will be asked to express their interest by completing a survey form. Feedback from participants, coaches and parent/guardians will be solicited at the close of each season.
Talbot	1. TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School. In the spring of 2010, a Unified Bocce program was implemented and continues to be offered at each school. During the 2010-11SY, the program was expanded to include a two season Unified Sports program consisting of Unified Tennis in the fall and Unified Outdoor Bocce in the spring. During the 2011-12SY, Strength and Conditioning was added to our Unified Sports Programs. This was offered during the winter season. With this addition, we now offer a 3 season program for Unified Sports. 2. The Unified Sports season encompasses an 8-week period. Athletes practice two times per week and the length of practice is ninety minutes per session. There were three in-county school competitions for bocce, tennis and strength and conditioning. Kent County High School also joined EHS and SMHS for a tri-meet during each sports season. EHS and SMHS also participated in the regional and state meets. During the 2014 Bocce season, EHS & SMHS held tri-meets with Kent, Queen Anne's and Caroline Counties.	The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.
Washington	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.	1) Pre-season meetings and training sessions with athletic administrators, coaches, teachers, students, and parents; 2) Collaboration with special education team leaders; 3) Collaboration and articulation with middle schools and "Best Buddies" Programs; 4) Sign-up numbers at pre-season student meetings; 5) Post-season evaluation of student numbers and annual review of the WCPS Unified Sports program.

	WCPS offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Funding to appropriately maintain coaches' stipends, transportation, equipment, supplies, and uniforms has been a collaborative effort with Special Olympics Maryland and WCPS. 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.	
Wicomico	<p>1. The Corollary Sports programs that are offered in Wicomico County are Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education offer three different interscholastic Unified Sports opportunities (one per season). Sports currently offered this past school year were Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p> <p>2. Unified Sports teams practice a minimum of two times a week and participate in three interscholastic competitions, including the State Unified Sports Invitational. Unified Sports will be administered by the Unified Sports Coordinator under the supervision of the Departments of Athletics and Special Education. Special Olympics Maryland provides resources and training for all Unified Sports coaches. Wicomico County works with Special Olympics Maryland to conduct its interscholastic competitions.</p>	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.
Worcester	In partnership with Special Olympics Maryland, Worcester County offers Unified Sports opportunities in the fall, winter, and spring. In 2013-14, Worcester's high schools conducted Unified Outdoor Bocce programs and will be adding Unified Tennis and Unified Strength and Conditioning for the 2014-15 school year. Corollary Sports offerings are open to all students.	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 H

Summary Data on Participation in Mainstream Physical Education Local School System Data 2013-2014

Local School System	K-8 in PE	With an IEP	With a 504	No IEP or 504	HS in PE	With an IEP	With a 504	No IEP or 504
Allegany	5677	877	38	4762	1001	95	15	891
Anne Arundel	53057	4384	2213	46460	12953	1203	888	10862
Baltimore City	52537	7924	1247	43366	8049	1637	225	6187
Baltimore	72456	8099	2659	61698	12592	1573	728	10291
Calvert	10495	858	674	8963	1976	113	204	1659
Caroline	2414	243	51	2120	708	59	33	616
Carroll	17049	1915	771	14363	4951	435	281	4235
Cecil	9679	1366	170	8143	2809	314	87	2408
Charles	16702	1474	37	15191	3727	329	11	3387
Dorchester	2826	251	33	2542	542	37	9	496
Frederick	26618	2523	940	23155	6139	574	298	5267
Garrett	2247	258	74	1915	488	37	20	431
Harford	25498	3043	547	21908	7378	897	213	6268
Howard	35413	2817	709	31887	6273	466	236	5571
Kent	1184	155	40	989	154	38	6	110
Montgomery	102868	10539	2235	90094	20577	2551	660	17366
Prince George's	83068	8077	1450	73541	15366	1709	377	13280
Queen Anne's	5144	631	131	4382	951	121	35	795
St. Mary's	8980	810	155	8015	1280	116	36	1128
Somerset	1639	252	45	1342	388	74	12	302
Talbot	2970	259	71	2640	560	61	19	480
Washington	14999	1311	219	13469	3783	354	96	3333
Wicomico	9899	8278	951	142	2199	221	71	1907
Worcester	4275	4212	487	142	505	73	22	410
Seed School	240	33	0	207	53	1	0	52
Totals	566250	59537	14793	491920	115402	13088	4582	97732

Appendix I

Reporting on the progress toward inclusion of students with disabilities into mainstream physical education.

Reporting Period: September 1, 2013 through May 15, 2014

Instructions for reporting on the progress toward inclusion of students with disabilities into mainstream physical education.

State Statue §7-4B-05, requires all local school systems/public agencies (LSS/PA) to report by May 15 of each year to the Maryland State Department of Education on the school system's compliance with the provisions of the Fitness and Athletic Equity Act of 2008.

The Fitness and Athletic Equity Act asks local school systems to promote and protect the inclusion of students with disabilities into mainstream physical education. The Maryland State Department of Education must submit a description of the initiatives undertaken by the local school systems to the General Assembly by August 1, 2014.

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

All data must be entered on this form. Submit form to: mmason@msde.state.md.us by May15, 2014.

Local School System/Public Agency: _____

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

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

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

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

**Note: The LSS is expected to maintain supporting documentation of reported information.
Contact Person: Mike Mason, (410) 767-0524; mmason@msde.state.md.us**

Appendix J

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

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

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

LEA	Response to Question
Allegany	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>As a somewhat small school system, our departments are in continual collaboration. There are frequent department meetings with the Chief Academic Officer, as well as council, curriculum and other meetings within the school system to collaborate on issues pertaining to our students and the services we provide.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>During the 2013-14 school year, several content supervisors and teachers attended a UDL Workshop in March 2013, so they can train teachers on how to more easily incorporate UDL strategies into daily instruction.</p> <p>Supervisors Staff Development in August 2013, all PE & Health teachers were provided a block of instruction and resources on "Evidence Based Practice & Student Learning". These resources included: IRIS Center (Peabody Institute at Vanderbilt University) which is dedicated to improving education outcomes for all children, especially those with disabilities. The topics include: Accommodations, assessment, assistive technology, behavior & classroom management, collaboration, content instruction, differentiated instruction, disabilities, diversity, early intervention/early childhood, learning strategies, mathematics, reading, literacy, language arts, related service, response to intervention, school improvement/leadership, and transition. All of these areas can be utilized as part of the TPE SLO. Teachers were introduced/reintroduced to Maryland Learning Links as a resource to visit for information, guidance and resources related to Special Education and Early Intervention.</p> <p>Dave Hobel, APE teacher attended the Fall & Spring APE Consortium Meetings as professional development activities. He participated in the online course: EDHS 5500: Including Children with Disabilities in General Physical Education to enhance his skill set to better provide opportunities for children with disabilities.</p> <p>Both Martha Mauzy and Dave Hobel are members of MAPEC (Maryland Adaptive Physical Education Teacher Consortium).</p> <p>3 teachers and the PE Supervisor attended the MAHPERD Conference in October 2013.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p>

	<p>ACPS has a strong partnership with SOMD. Along with the SOMD support, the expansion of Corollary Athletics has brought more success to Allegany County Public Schools. The Unified Tennis team from Mountain Ridge High School became the 2013-14 Championship Team. These students were honored at the December Board Meeting and the school was presented with a plaque for their trophy case.</p> <p>Every year, ACPS teams up with SOMD to raise money doing the Hooley Plunge. 2014 marks the 10th year for the program. An initial idea to have 30 people jump in the freezing March water at Lake Habeeb, has grown exponentially to over 800 plungers raising over \$120,000 to support community programs. Within ACPS, these donations support SLE programs at the Community Based Transition Program, Allegany High SLE, Braddock SLE, CCTE, Cash Valley SLE, Fort Hill SLE, Mountain Ridge SLE, Washington Autism/Best Buddies Program and Westmar SLE, as well as the Unified/Corollary Sports programs in Allegany County. The donation received in 2013-14 has funded a new Bocce ramp was purchased for Allegany High School in December 2013 and for new folding mats to be purchased for John Humbird Elementary, Flintstone Elementary, West Side Elementary, and Cash Valley Elementary as well as supported the purchase of uniforms for our corollary sports teams and transportation costs to attend sporting events.</p> <p>Information has been placed on the ACPS website (http://www.acpsmd.org/Page/807) informing the community of our efforts to ensure physical education inclusion for students with disabilities. The website provides links to the ACPS regulation, the MSDE Guide for Serving Students with Disabilities in PE, and http://www.marylandlearninglinks.org.</p>
Anne Arundel	<p>Anne Arundel County has not only defined Adapted Physical Education (Adapted Physical Education (APE) as a service for students with disabilities who require specialized instruction in physical education, but also actively implements modifications and accommodations in general education for those who need support vs. direct service provisions. For students who require APE, an APE Specialist is available to assist the PE Teacher with instructional planning, delivery, and assessment of students for physical education. Additionally, county special education staff have caseloads that promote collaborative planning efforts, outreach, and technical assistance to county physical educators.</p> <p style="text-align: center;">APE Decision Making Resources:</p> <ul style="list-style-type: none"> • Flowchart – Process navigation chart for students qualifying for Adapted PE services • MSDE Guide for APE – refer to this guide for general information, laws, responsibilities, and accommodations/modifications for lesson planning Blackboard (http://blackboard.aacps.org/webapps/portal/frameset.jsp) –County resources for Health and PE teachers - lesson ideas, modifications, and information on disabilities, etc. • APE framework for all Developmental Centers • Aquatics Handbook – Policies and procedures for qualifying center-based students for aquatics <p>Additionally, training and technical assistance to physical education teachers continues to include the Maryland State Department of Education “A Guide for Serving Students with Disabilities in Physical Education.” AACPS values the role this Guide can play in the deliberate and collaborative planning on behalf of students with disabilities. Professional Staff Development Activities this year have also included:</p> <ul style="list-style-type: none"> • County participation at an annual Fall Briefing. • County participation at an annual Spring Briefing held in April 2013. • Annual countywide PD • ParaEducator PD with Intranet Resources (Models for continued growth) • MOVE Curriculum re-certification

	<ul style="list-style-type: none"> • Access to the county's UDL Website/ Maryland Learning Link <p>Initiation of the Curriculum Writing Academy – summer 2014, which included collaboration by content and learning strategy in specialized in writing teams. Focus was on Maryland College and Career Ready Standards/expectations with UDL and DI structures/strategies.</p> <ul style="list-style-type: none"> ○ As of the winter of 2014/2015, Curriculum Writing has expanded to additional courses and a pilot Assessment Writing Academy was initiated. <p style="text-align: center;">Elementary Physical Education K-5 Fitness for Life (HS) Health Education (MS)</p> <p style="text-align: center;">Collaboration on SLO exemplars for students with disabilities</p> <p>AACPS is currently working with Special Olympics on a grant to integrate a “Young Athletes Program/Curriculum for 3 and 4 year olds.</p> <p>AACPS is also investigating purchasing additional assessments/MOI for APE, with the hiring of another APE Specialist:</p> <ul style="list-style-type: none"> • Informal gross motor assessment • The Test of Gross Motor Development-2 • A Teacher's Guide to Including Students with Disabilities in General Physical Education by Martin E. Block • The Brockport Physical Fitness Test Manual by Joseph P. Winnick and Francis X. Short. – waiting on the new edition set to hit the shelves on July 1, 2014. <p>NOTE: AACPS leads the implementation of Unified Sports at the HS Level; having clear guidelines for Corollary and Unified Sports integration at all Secondary schools. Additionally, AACPS is currently working with Special Olympics on the development / integration of a “Young Athletes Curriculum.”</p> <p>NOTE: AACPS' Deb Marcus was recognized at the National Adapted Physical Education Teacher of the Year Award for her outstanding teaching performance in adapted physical education and the ability to motivate today's youth to participate in a lifetime of physical activity.</p>
Baltimore City	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> ○ In Baltimore City Public Schools (City Schools) adaptive physical education is managed by the Related Services Unit within the Office of Special Education. An educational associate, who manages adaptive physical education and Special Olympics, works closely with the Educational Specialist for Interscholastic Athletics (general education) to ensure adaptive physical education requirements are conveyed to school-based physical education teachers. <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> ○ In Fall 2013, the itinerant adaptive physical education teachers and the adaptive physical education associate began attending monthly professional development sessions with school-based physical education teachers to provide special education information and skill adaptations related to the monthly topics and lessons. School year-to-date, a total of four collaborative sessions between itinerate adaptive physical education teachers and school-based physical education teachers have resulted in increased skills and ability for school-based physical education teachers to adapt unit-specific sports skills and fitness activities to meet the IEP needs of their students. In addition, the school-based physical education teachers are now better able to effectively apply assessment modification strategies, written and practical, with students with disabilities. ○ An interdisciplinary, collaborative professional development activity for itinerate adaptive physical education teachers, occupational therapists, and physical therapists is being planned for the fall of 2014. Focuses of the professional development activities are expected to include: push-in and collaborative models, collaborative IEP development and supplemental aids and services.

	<p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> ○ In school year 2013-2014, the Unified Interscholastic Athletic Program continued with outdoor bocce added to the spring season. Strength and conditioning, offered last year, was discontinued. There appears to be a higher student interest level in outdoor bocce (12 schools this year) versus strength and conditioning (4 schools last year). The following unified sports are offered this year: tennis, indoor bocce, and outdoor bocce. The unified sport with the largest student response this year was indoor bocce, with 19 schools participating. ○ The district's Adapted Physical Education Guide was revised to refine guidelines for the adapted physical education program and to assist both adaptive and school-based physical education teachers. ○ A co-teaching model has been created and implemented at several schools to assist the school-based physical education teacher with adaptations and modifications for working with students with adaptive physical education services on their IEP. This model allows students to receive adaptive physical education in the least restrictive environment in the general education setting.
Baltimore	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> ➤ In collaboration with The Office of Special Education, the High School Course Registration Guide was edited. The course titled "Physical Education for Students with Special Needs" was eliminated. The course Fitness Foundations/Fitness Mastery will be the required course for all students. The IEP will dictate the environment in which the student will receive instruction. ➤ Collaboration with related services for professional development on understanding and addressing the needs of students with autism. ➤ Adapted Physical Education provided professional development to the IEP Chairs regarding compliance on IEP's for adapted physical education. ➤ All Adapted PE resource teachers attended the following professional developments: <ul style="list-style-type: none"> ○ Special Education Department Chairs/Building Representatives Trainings ○ IEP Chair Update Trainings ○ Leadership Development for Special Education Services – "You're Going to Love This Kid: Lessons About Teaching, Supporting, and Including Them All" by Paula Kluth, author of "Don't We Already Do Inclusion" ○ Continuum of Services: A five part series addressing the continuum of special education services available in Baltimore County Public Schools ○ Curriculum and Instruction - Assessments - C and I Leadership Meeting ○ C&I Digital Curriculum Conversion Training - C&I Digital Conversion Training <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> ○ August countywide professional development for Elementary, Middle, and High School PE Teachers-Keynote Speaker: Tom Moran, Ph.D., James Madison University Sessions related to adapted physical education: Manipulate the Task, not the Learner and There's More than One Way to Play ➤ Fall Elementary PE Professional Development -Using Adapted Physical Education Information and Resources Effectively ➤ Fall High School Department Chair PE Professional Development-Quality Adapted PE: Observation of a Separate Adapted Physical Education Class

	<ul style="list-style-type: none"> ➤ Winter Professional Development for Elementary and Middle School Physical Education Teachers “Common Core in Physical Education.” This webinar provided authentic applications and instructional strategies that align with Common Core State Standards. This webinar can be accessed by all teachers on Safari Montage. ➤ Winter Professional Development for Teachers Teaching Students with Autism-Understanding the Needs of Students with Autism-An Overview for Physical Education ➤ Spring Professional Developments-Teaching Physical Education to Students in CLS/FALS programs (students with intellectual disabilities and autism) and Cardio Drumming for All Students <p>Achieved Outcomes:</p> <ul style="list-style-type: none"> ➤ Increased awareness and understanding of what individuals with disabilities are faced with in physical education. ➤ Increased knowledge of differentiating instruction to meet the needs of all abilities. ➤ Increased knowledge of the Common Core State Standards and the relationship to Physical Education. ➤ Increased awareness of resources available on the Baltimore County intranet for physical education teachers to support instruction to students with disabilities. ➤ Increased knowledge of current strategies to meet the needs of students on the Autism Spectrum to support instruction in physical education. ➤ Improved overall instruction to students in separate adapted physical education classes. ➤ Increased accuracy on IEP’s and 504’s for physical education. ➤ Increased knowledge of a cardio activity with modifications to address all student abilities. ➤ Developed resources for Cardio Drumming Routines to be put on the physical education intranet. ➤ Increased knowledge to empower physical education to be an effective member of the IEP team. <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> ➤ Revised TIENET Templates and directions put on the county intranet to be available to all physical education teachers. ➤ Hybrid Fitness Reporting Template was created to allow teachers to document fitness scores and collect data for students who take specific test items from either the Brockport and/or Fitnessgram Physical Fitness Test. <p>The webinar “Common Core in Physical Education” can be accessed on Safari Montage for future use by all physical education teachers.</p>
Calvert	<p>RESPONSE: The physical education and special education offices continue to take the opportunity to meet quarterly to discuss students and services within our schools. Calvert County Public Schools hired an additional APE Resource Teacher to service the students in our county (currently have 2 APE Resource Teachers). The APE Resource Teachers meet with the county’s physical therapists regarding students with 504 needs. We take a look at the students we have and the barriers they face within the general PE setting, and we brainstorm appropriate modifications</p>

	<p>and adaptations for our students so that they can most often engage within the mainstream setting. The APE Resource Teachers have also provided assistance and guidance to the new PE teacher at our local Special Education Center. These opportunities allow teachers to share information, collaborate their thoughts and ideas. Calvert County Public Schools also provided APE services through home hospital visits, and the use of an online Edmodo classroom for the first time! Professional development associated with the roles of the instructional assistant have also been delivered. Additional resources and equipment are continually sought out and incorporated into instruction. This year we purchased additional modified equipment for units such as basketball, balance, bowling, golf, softball, and bocce.</p>
Caroline	<p>The Physical Education Supervisor has continued to work with the Special Education Supervisor to strengthen our practices of including students with disabilities into mainstream Physical Education. Physical Education teachers have been provided with one-on-one professional development, as needed, to support the inclusion of all students in Physical Education. CCPS has continued to strengthen adapted physical education by working with physical education teachers and Special Education teachers regarding progress monitoring of goals, and identifying needs of students. We have implemented the guide we created last year for APE, and are monitoring its implementation to identify any changes, if necessary.</p>
Carroll	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>Carroll County Public Schools employees a consulting teacher to adapted physical education and athletics that is housed under the Department of Special Education. This individual acts as a liaison between the Department of Special Education and the Physical Education Department for CCPS. Situations, concerns, and questions are shared with both departments to insure that the correct process/answers are given to all situations.</p> <p>\What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>Throughout the year, the coordinator of A.P.E. works to share any new information gathered from resources at MSDE, other Counties, and the Department of Special Education with the physical education staff around the County. Furthermore, when professional development days are provided to the PE supervisor by the County, the APE Lead Teacher offers a half-day session on aspects of adapted physical education.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>Carroll County Public Schools continue to grow it's preschool PE and APE programs at the majority of our elementary schools. Furthermore, CCPS utilizes a lending library for sharing of adapted equipment, coordinated by the consulting teacher of APE.</p>
Cecil	<p>The respective offices of physical education and special education maintain a positive working environment. Collaboratively we have worked to provide professional development to teachers in techniques for successfully including students in addition to providing 1on1 trainings ranging from assessments, to assistance with required paperwork, to pedagogy.</p> <p>As part of a countywide decision this year our professional development opportunities were limited with teachers. We have advocated and assisted teachers in outside development through MSDE online courses as well as events held by other professional organizations.</p> <p>While no new resources (i.e. curriculum or guides) have been developed this school year we have provided training on changes in our corollary athletic activities in an attempt to have more similar activities included in classroom lessons to offer exposure to new sports being offered in our system.</p>
Charles	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>The Adapted Physical Education Resource Teachers' positions are listed under the Special Education Department in Charles County Public Schools. These individuals collaborate with</p>

	<p>compliance officers, special education directors, resource teachers, and the department heads in special education and physical education. The APE Resource Teachers also consult with direct service providers for adapted physical education (i.e. physical education teachers) at the local schools about meeting the needs of students with disabilities in physical education.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>The APE Resource Teachers conduct in-services on professional development days on specific topics related to APE. Individual meetings are set up with physical education teachers to consult, model, and provide specific instruction related to APE. The main participants are the physical education teachers. Specifically this year participants have been given information related to administering different APE assessments, reviewed APE guidelines and procedures, and introduced different activities in physical education for students with disabilities</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>This is year two of a new course entitled “Physical Education Leadership and Disability Awareness”.</p> <p>This elective course develops leadership skills in physical education and recreation and allows students to carry out specific responsibilities in connection with the routine organization of a class when working with students with disabilities. Students will be given specific training targeted toward effective peer tutoring. As the course progresses there will be practical experiences geared toward a better understanding of the many areas of teaching students with disabilities in physical education based on an Individual Education Program. Specific assignments will center on disability awareness.</p>
Dorchester	<p>Across Dorchester County Public Schools (DCPS), beyond monitoring for compliance with the directives of Individualized Education Plans or 504 plans, there is a concerted effort made by both the Physical Education teachers and the Special Education staff at each school to co-plan and adapt lessons to make sure students with disabilities are accommodated and afforded the opportunity to participate in physical education classes with their peers to the fullest possible extent. Physical Therapists are also consulted to provide input on the development of effective plans and activities. In cases where students demonstrate anxiety with new/unfamiliar teachers and students, staff members serving as instructional aids have been very involved with helping make introductions and provide comfortable transitions. Teachers at North Dorchester Middle School are particularly encouraged by the results they have observed with the adapted measures implemented in their instruction that; have helped to include students in wheel chairs in various activities, use medicine balls with straps for students who struggle to grasp, and using lowered basketball hoops or softer / larger balls for greater success.</p> <p>Over the course of the 2013-2014 school year staff from Hurlock and Warwick Elementary Schools assumed leadership responsibilities and attended state level Adapted Physical Education as well as Physical Education briefings. Following these opportunities, our representatives returned to share information and best practice regarding the implementation of Adapted Physical Education with instructional staff at district wide professional development sessions.</p> <p>Physical Education staff from Sandy Hill Elementary, Warwick Elementary, Mace’s Lane Middle School and North Dorchester Middle School visited colleagues in Wicomico County at different points during the school year to share and bring back valuable curriculum ideas as well as instructional strategies that will better serve both our special education and general education populations in inclusive instructional settings.</p> <p>A number of student interns were assigned to DCPS this year. Our teachers were very appreciative of having this additional instructional capacity in their learning environments as well. Several teachers explained that providing more focused instruction to students with specific disabilities was made much easier with this additional assistance. Teachers greatly appreciated the extra opportunities for one on one interaction with their special education students.</p>

Frederick	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> ➤ Collaboration continues to occur and improve at the school level among Special Education Staff and Physical Education Staff in the form of IEP Team Meetings, School Level Team Meetings, and other building level conversations among the physical education department, para-professionals, case managers, physical therapists and occupational therapists. ➤ Collaboration occurs through APE Specialists regular attendance and presentations at Special Ed. leadership meetings. ➤ Physical Education content area specialists continue to meet with special education directors several times throughout the school year to collaborate on plans for promoting success for all students. <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> ➤ The Physical Education Curriculum Specialists and APE Teacher Specialists have created a two tiered leadership team for implementation of three half-day workshops each for professional development and increased knowledge of the process and development of adapted physical education. Tier two teachers also had shadowing opportunities and an opportunity to attend MSDE state briefing meetings. These teachers increased knowledge and experience in APE and presented some of their experience to other teachers. ➤ Professional development that is specific to Adapted Physical Education has been provided in the form of in-service training to some special education team leaders during the Fall of 2013 and Spring of 2014. Outcomes of the sessions were that they would pass on the information to their local school so that case managers and paraeducators would have an increased understanding of Adapted Physical Education. ➤ Professional development specific to Adapted Physical Education was provided to all FCPS Physical Education Teachers in February for review of process and increased understand of teacher roles and responsibilities. Sessions for working positively with paraeducators and inclusion strategies, modifications, and accommodations were also provided. <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> ➤ Many additions and revisions of intranet resources such as assessment and data collection templates have been presented for reporting student progress. Additional resource books and manuals have been added to the adapted physical education professional lending library.
Garrett	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>Being a small system all departments are in constant collaboration through monthly instructional administration team meetings, monthly administrators and supervisors meetings, and meetings at the school level to develop plans for individual students. PE teachers are invited to and attend IEP meetings as appropriate. Special education staff is always included in all staff development and curriculum development. GCPS has unified tennis and unified bocce programs that are successful and well attended.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>Because of the small number of students who require APE, professional development is provided to schools on an as needed basis when difficulties arise for specific students. Professional development was provided this school year to one middle school to assist</p>

	<p>them in providing an appropriate APE program for students who transferred into the school from the elementary school. The professional development was both general and student specific. The physical therapist consults on an as needed basis with PE teachers to ensure successful participation of our physically challenged students in the PE curriculum.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>No new resources other than the purchase of some supplies.</p>
Harford	
Howard	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> • More than 90% of students who receive adapted physical education services, in comprehensive schools, are included in general physical education classes. • More than 90% of students who receive adapted physical education services are served through a direct adapted physical educator in general physical education classes. • Leaders from physical education and adapted physical education meet on a regular basis to collaborate on best practices for all students in physical education. • Physical education and adapted physical education collaborate in curriculum writing. • Physical education and adapted physical education leaders attend MSDE Physical Education and Adapted Physical Education yearly briefings. • The adapted physical education program presents current best practices and strategies to general physical education teachers throughout the academic school year. • Physical education and adapted physical education teachers frequently review IEP data and resources to monitor student growth. • Physical education and adapted physical education teachers meet on a weekly basis to plan inclusive opportunities for students with disabilities. <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>Countywide professional development, where adapted physical education and general physical education teachers attend and present.</p> <p>Sessions included:</p> <ul style="list-style-type: none"> ▪ Fitnessgram Modification-Participants received modification strategies to implement ▪ Developing Student Learning Objectives (SLOs)-Participants were provided the opportunity to develop SLOs ▪ Serving Students Who Receive Adapted Physical Education- New teachers reviewed the service delivery model for student with APE services ▪ Applying Universal Design for Learning (UDL) Principles: Including all Learners in Physical Education-Participants reviewed strategies to embed UDL principles within physical education lesson plans <p>Adapted Physical Education Trainings</p> <p>Sessions included:</p> <ul style="list-style-type: none"> ▪ IEP Technical Assistance and Supports-Participants reviewed IEP components and guidelines ▪ Test of Gross Motor Development-2 Training- Participants reviewed testing protocols, skill analysis and scoring <p>Para-educator Trainings</p> <p>Sessions included:</p> <ul style="list-style-type: none"> ▪ Serving Students Who Receive Adapted Physical Education- Para-educators reviewed the service delivery model for students with APE services ▪ Collaborating with Special Education and Related Service Providers- Para-educators reviewed their roles and responsibilities when students with disabilities are in physical education <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p>

	<p>Howard County has:</p> <p>Integrated technology for video modeling and instant corrective feedback</p> <p>Continued training for APE staff to administer The Test of Gross Motor Development-2</p> <p>Developed IEP resources for APE staff to ensure compliance with IDEA and COMAR regulations.</p> <p>Strength and Conditioning Best Practice Guide with UDL implementation strategies</p> <p>Adapted physical education program developed a resource library for assistance when planning for students with disabilities in physical education</p>
Kent	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>Due to the size and resources available for our county, the special education department collaborates on a school by school basis to consider areas of difficulty and solutions. This includes ensuring that sufficient supports go with each student to their physical education class in order to ensure sufficient success.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>We provided job-embedded professional development to our physical education teachers as they worked with our physical therapists to create appropriate lessons for their students.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>We have provided resources depending on individual teacher requests based on student needs. We have one class who receives supports at each level, elementary, middle and high. The high school class is fully included in one of the high school strength and conditioning or other elective physical education. These classes permit students to participate with age appropriate peers to work on physical activities at their individual level.</p>
Montgomery	<ul style="list-style-type: none"> <p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>The Office of Curriculum and Instructional Programs (OCIP) and Department of Special Education Services (DSES) have collaborated to promote the inclusion of students with disabilities in physical education and delivery of adapted physical education services. The collaborative effort has facilitated the involvement of physical education teachers in Individualized Education Program (IEP) and 504 Plan meetings to discuss concerns about specific students with disabilities in physical education. The physical education teacher assesses the student to determine the most appropriate instructional accommodations, curricular modifications, and continuum of adapted physical education services. The physical education teacher, school counselor or special education teacher, and appropriate related service provider (occupational therapist, physical therapist, and speech pathologist) collaborate to determine appropriate instructional accommodations and curricular modifications in physical education to meet the students' individualized needs.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>The following professional development opportunities were provided to physical education teachers in MCPS:</p> <p>Strategies for Paraeducators Working Effectively with Students with Special Needs in Physical Education, November 1, 2013, 8:30 a.m.–10:30 a.m.</p> <p>Course Description/Outcomes: The course provided paraeducators with information and strategies for working effectively with physical education teachers to promote success and maximize learning for students with disabilities in physical education.</p>

	<p>Elementary Physical Education Voluntary Collaborative Planning for Students with Special Needs, March 28, 2014, 9:00-11:00 a.m. Course Description/Outcomes: This professional development provided physical education teachers with the opportunity to share and plan learning tasks for students in the Autism, Learning for Independence (LFI), or School/Community-based (SCB) programs. The session also provided standards-based teaching and learning updates on the countywide expectations for Curriculum 2.0 implementation for students that are non-diploma bound.</p> <p>Instructional Strategies to Support Students with Autism Spectrum Disorder (ASD) in Physical Education, September 18, 2013, and May 1, 2014, 4:00 p.m.–5:30 p.m. Course Description/Outcomes: This professional development provided physical education teachers (Pre-K–12) with information on instructional strategies to support students with ASD in physical education. The professional development defined ASD, identified and discussed instructional strategies, and examined the implementation of specific instructional strategies in physical education.</p> <p>OASIS/Special Services (O/SS) Access Training for Physical Education Teachers new to O/SS, May 21, 2014, 3:30 p.m.–5:00 p.m. Course Description/Outcomes: This session is intended for physical education teachers new to O/SS who need access to the online IEP tool. O/SS is a module within OASIS that supports the Special Education process.</p> <ul style="list-style-type: none"> • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>The following adapted physical education resources for elementary and secondary physical education have been developed and are accessible to teachers through the <i>MCPS Adapted Physical Education Collaboration site</i> on <i>myMCPS</i>:</p> <ul style="list-style-type: none"> • Adapted Physical Education Forms • Assessments for Evaluating Students for Adapted Physical Education Services • IEP Process • Instructional Resources for Adapted Physical Education • MSDE Documents • Professional Development Resources for Adapted Physical Education • Sample Adapted Physical Education Evaluation Reports <p>All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. The resources include:</p> <ul style="list-style-type: none"> • <i>Test of Gross Motor Development, Second Edition (TGMD–2) Examiners Manual</i> by Dale A. Ulrich and <i>Profile/Examiner Record Forms</i>. The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education. • Each middle school (38) and high school (25) physical education department received the resource, <i>A Teacher’s Guide to Including Students with Disabilities in General Physical Education</i> by Martin E. Block. The resource provided information on instructional strategies for including students with specific disabilities in general physical education. • Middle school and high school physical education departments received the resource <i>The Brockport Physical Fitness Test Manual</i> by Joseph P. Winnick and Francis X. Short. The assessment allows the teacher to: identify health related concerns; determine the components of fitness to be measured; create physical fitness profiles; and apply standards associated with desired levels of health-related physical fitness.
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	<p>A 0.5 (semester) credit high school course, Leadership Opportunities in Physical Education, has been developed and will be piloted at two MCPS high schools during the 2014-2015 school year. The course is designed to develop personal responsibility, social responsibility, and leadership skills within the physical education setting. Throughout the course, typically developing students will have the opportunity to assist students who have various physical and learning disabilities with the development of movement skills and concepts, health-enhancing physical fitness and activity, and personal and social responsibility. Students will research and analyze a variety of disabilities, develop a personal and peer practice or fitness plan, and apply communication techniques and instructional strategies to assist students with disabilities with movement skill acquisition and/or improving fitness.</p>
Prince George's	<p>We have collaborated in professional development opportunities for general and adapted physical educators.</p> <p>APE teachers were included at the PE Back to School In-service and APE presented at the new teacher workshops with non-tenured physical education teachers.</p> <p>A para-professional workshop was held in January 2014. An Adapted Physical Education section included working with students in general and adapted physical education classes.</p> <p>The Danielson Framework for Teaching Observation Model and Student Learning Objectives (SLO's) are continually discussed specific to balance and suitability for diverse learners (Establishing Instructional Outcomes, Domain 1).</p> <p>In January 2014, Adapted Physical Education was included in an in-service for paraprofessionals.</p> <p>Discussed APE Transition Plan, APE Process Guide, Curriculum Mapping Tool, Physical Education Goal Wizard, Assessment Rubrics</p>
Queen Anne's	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>Queen Anne's County Public School District provides all students with physical education services. Before students with disabilities (SWD) are mainstreamed into a physical education class, the local school's IEP team develops students' goals and a program that meets the students' needs. The goals are documented on the students' IEP. QACPS IEP teams make recommendations when warranted for the development of an adaptive physical education program and/or student supports. The Supervisor of Special Education and Supervisor of Health and PE pool resources to assist and train PE teachers along with special educators in the development of an APE program.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>During the professional development activities in August 2013, the Supervisor of PE reviewed the Adaptive PE Policy[34 CFR § 300.108 Physical Education; Authority: 20 U.S.C. 1412(a)(5)(A), United States Code] with the physical educators in K-12. There was a review of the procedures for determining whether a student with disabilities is eligible for APE or other modified versions of PE.</p> <p>The Danielson Framework for Teaching Observation Model and Student Learning Objectives (SLO's) was implemented. New end of the year modified cognitive assessments were developed.</p> <p>Outcomes achieved were</p> <ul style="list-style-type: none"> (a) Review and updates of the regulations governing the physical education services for SWD. (b) Identification and evaluation of individual needs when developing an adaptive physical education program for SWD. (c) Develop modified physical educational programs and assessments for SWD and/or minor to severe injuries. <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>The District has provides new iPads for elementary teachers.</p>
St. Mary's	<p>How the physical education and special education offices have collaborated regarding issues to</p>

	<p>promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> • The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the offices of Physical Education and Special Education. Emphasis is place on: • Report on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in all SMCPS. • Report on MSDE Adapted PE briefing that are conducted by the Consultant for Adapted Physical Education Maryland State Department of Education <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> • In order to offer our students a diverse learning environment, physical educators participate in ongoing professional development training that is conducted throughout the school year. All of our professional development programs are conducted by the Coordinator of Adapted Physical Education and Corollary Sports. This specialized training provides general and adapted physical educators with the necessary tools to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation. For example, a student with cerebral palsy (CP) participates in sitting volleyball with her general physical education class. The student with CP participating in sitting volleyball helps to increase his/her physical activity, build self-confidence and foster friendships. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing an adapted sport like sitting volleyball can create excitement and desire for students with a disability to allow them to appreciate their full potential and become more physically active during their lifetime.
Somerset	
Talbot	<p>We have no new initiatives or programs this year. It is regular practice for the Physical Education and Special Education offices to collaborate and discuss individual issues if they arise. We have long been a county that emphasizes inclusion, so it is also regular practice for Special Education students to be included in Physical Education classes as a normal part of their school lives. P.E. teachers are included as members of the IEP Team and collaborate and consult with Physical Therapists, Occupational Therapists, and others, to develop individual students' goals. Where adaptations are needed, our Physical Education teachers are actively involved in planning and delivering the instruction, including accommodations and modifications as appropriate.</p>
Washington	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> • The Adapted Physical Education Teachers continue to work collaboratively with members of the Special Education department from central office as well as individual schools and with the Supervisor of Health & Physical Education. When concerns, questions and special situations occur; they are shared with both departments to insure that the correct process is being followed and the correct answers are given to all situations. <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> • Continue to provide professional development in collaboration with Special Olympics to provide curriculum for lifetime sport activities that match the Unified Sports programs. Curriculum is appropriately modified to allow opportunities for special needs students to participate in the activities while in regular classrooms. • APE staff attends MSDE briefings for Adaptive Physical Education. • Teachers regularly attend in-service training for curriculum and assessment revision where they receive copies of APE material provided by MSDE as well as the physical education coordinator. <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> • All of our staff was purchased an iPad to use. This technology allows teachers to utilize video and apps during instruction with the students as well as it houses our new student information system which allows staff to have instant access to student information. • Additionally, we started a pilot program at a high school that is a modified physical education class, which includes APE students. This program is run on the same principals

	as the Unified Sports program where special needs students are paired with able bodied students to assist during the class period.
Wicomico	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> • What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants? • What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education? <p>This school year we have a number of initiatives that are going on: we have started to include elementary education students in our special Olympics day program competitions, and this year our numbers are growing- we now have 4 elementary schools participating, with a total of 8 in-county schools, we have been utilizing a number of student-athlete volunteers who mentor and work with our special populations in an on-going basis for Special Olympics events- both unified and day programs, and field day activities, and the APE teachers are continuing to represent WCBOE at the MAPEC conferences, and we have initiated the use of technology in APE classes thru the use of IPADS. This year all student were introduced to the SLO initiative- with most of the special needs students participating and showing growth in their target areas.</p>
Worcester	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> • The special education coordinator has continued to open in-services and professional development workshops to all teachers including physical education teachers. • 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. • Schools are continuing to invite all physical education teachers to the IEP meetings and provide input to the IEP development, when applicable. • We continue to work with Special Olympics in providing various sporting activities for students at our Special School. • This year, our new County Athletic Director, has been instrumental in beginning the Unified Sports program in Worcester County for all three high schools. He is working with each school Athletic Director directly to offer the activities at our high schools. Sports are being offered during all three athletic seasons (bocce, bowling, and tennis). We actually have a bocce team that placed at the state level, we are proud of this for our first year! (new initiative)! <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <ul style="list-style-type: none"> • A fall 2014 workshop is planned for PE teachers to continue to learn about APE and students in their classes with disabilities. • This year 2014 a teacher attended the National PE convention and attended several workshops on APE and will be presenting that information to teachers in the fall. • Teachers regularly attend in-service training for curriculum and assessment revision where they receive copies of APE material provided by MSDE as well as the physical education coordinator. <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <ul style="list-style-type: none"> • Last year, 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. We take a UDL approach, in that modifications that will help a student with a disability can also help the traditional students; therefore many modifications are made for all students. We have been implementing the new skill assessments this year and will be including them in our county's digital conversion.

	<ul style="list-style-type: none"> Three PE teachers piloted the use of iPads in the gym this year. It was very successful, however, to be compatible with currently programs, we may purchase Samsung tablets in the future.
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2. What are the key challenges your school system and individual schools face in delivering physical education opportunities to students with disabilities? Have these challenges changed since last year?

LEA	Response to Question
Allegany	The challenges with delivering physical education opportunities to students with disabilities lies with being able to construct a program for students with severe disabilities who have significant limitations and restrictions. ACPS is still utilizing the use of the Nintendo Wii to overcome obstacles for students with significant mobility or no-touch limitations, however, would like to increase what is available to students but funding is the major challenge.
Anne Arundel	<p>Coaching/Outreach/Technical Assistance across all grade levels in a proactive manner</p> <ul style="list-style-type: none"> Staffing enhancements will continue to be requested ParaEducator flexibility 2nd APE Specialist <p>NOTE: Students with disabilities are included in mainstreamed physical education routinely. In fact, Anne Arundel County exceeds the SPP Indicators for LRE (5A and 5B). However, the role of APE and maximizing engagement through a UDL lens is a focus and will continue to be a priority.</p> <ul style="list-style-type: none"> Limited Professional Development Days/opportunities Equitable distribution of state-of-art APE materials to all PE Educators – Promotion of UDL Planning Time at the Elementary Level
Baltimore City	<ul style="list-style-type: none"> Planning professional development regarding APE strategies and activities for general education PE teachers has presented a challenge. <ul style="list-style-type: none"> In response to this challenge, beginning in SY 2014-2015, an education specialist will be designated to coordinate and manage general physical education. For the current school year, as noted above, adaptive physical education teachers collaborated on four occasions with school-based physical education teachers to share adaptive techniques and strategies. The model of adaptive physical education service delivery and associated documentation has changed to be more consultative, which requires the school-based physical education teacher to adapt the curriculum to appropriately serve students with disabilities in the general education setting. A mechanism to oversee whether adaptive physical education goals are incorporated into the lesson plan and implemented is needed. <ul style="list-style-type: none"> One of the duties of the general education physical education specialist will be to oversee the implementation of adaptive physical education IEPs by school-based teachers. The Office of Special Education and the Office of Student Support will collaborate to ensure adaptive physical education is being implemented for students who require it. Class schedules make consultative training between school-based physical education teachers and itinerate adaptive physical education teachers difficult. For example, a student may have a physical education class in his schedule for quarter 1 and no physical education class in quarter 2, but adaptive physical education goals still remain on the IEP. If adaptive physical education goals remain on the IEP, they must be implemented even if there is no PE class. <ul style="list-style-type: none"> The Office of Special Education will begin inserting adaptive physical education goals into the students' IEPs to reflect the allotted period of the school year that physical education is also provided to their non-disabled peers.

	<ul style="list-style-type: none"> • Access to equipment has been challenging at some schools. <ul style="list-style-type: none"> ○ In response to this challenge, in school year 2013-2014, the Office of Special Education purchased mobile equipment kits for each adaptive physical education teacher. Each kit includes a variety of items such as: poly spots, foam balls, weighted balls, playground balls, waffle footballs, soccer balls, scooters, basketballs, bowling set, wiffle ball and bat, t-ball, jump ropes.
Baltimore	<p>Many of these challenges remain the same, however progress has been made in addressing #2, # 3, #4, #5 (*explains progress)</p> <ol style="list-style-type: none"> 1. Time not mandated for physical education. 2. Varied schedules and programs at schools throughout the county. <ul style="list-style-type: none"> * Progress- all high schools will be going on a block schedule. 3. Poor instruction in general physical education where students with disabilities are included. <ul style="list-style-type: none"> * PE Teachers have been encouraged to take the MSDE online continuing education courses for adapted physical education. * The Office of Physical Education provides opportunities for professional development to improve instruction throughout the school year. * The Adapted Physical Education Resource Teachers assist with or support instruction upon request. 4. PE teachers not being held accountable for the IEP process or quality instruction for students in the self-contained programs (CLS/FALS) who receive adapted physical education outside general education. <ul style="list-style-type: none"> * APE resource teachers communicating and working closely with IEP Chairs, Assistant Principals, and Principals. * Two professional developments were offered to help improve instruction to students in the self-contained programs. 5. Quarterly reports were not being completed by physical education teachers. <ul style="list-style-type: none"> * Each quarter a reminder from The Office of Physical Education is sent to all physical education teachers to complete progress reports in addition to report cards. 6. Lack of staffing for adapted physical education resource teachers, currently there are 3.6 adapted physical education resource teachers for 175 schools: <ul style="list-style-type: none"> Elementary - 121 PE teachers Middle - 111 PE teachers High - 115 PE teachers 7. Physicians recommending “NO physical education for students.”
Calvert	<p>RESPONSE: After reflecting upon our challenges from last year, I feel our county has done an excellent job with addressing these challenges. Last year, the diversity of the population of students with disabilities who require very specialized modifications to instruction as well as the limiting factors of space within the school buildings were major challenges. While considered a relatively small county with regards to student enrollment, the geography of the county made it challenging to service more than a few schools in a given day. This school year, with funding from The Board of Education (PE department), another APE Resource / Itinerant Teacher was hired for Calvert County Public Schools. The addition of another itinerant teacher made it possible to provide APE services to more students, and assist within the general PE classroom setting. I feel our county has benefited greatly from the addition of another experienced APE Resource Teacher. The general PE teachers have more opportunities to work together with the APE Resource Teachers to service our students. As last year, fiscal resources still remain a concern.</p>
Caroline	<p>We have continued to build our partnership between Physical Education and Special Education to better serve all of our students. This has been referenced in earlier reports, and much progress has been gained. A key challenge to our district is the daily</p>

	monitoring of APE due to the many responsibilities of the Supervisor of Instruction for Physical Education. The district is currently exploring avenues to share responsibilities with the Special Education department.
Carroll	Budget concerns remain an obstacle for CCPS. Providing appropriate staffing to cover APE services in all settings can be challenging. Nevertheless, our County remains committed to provide all students, including those with disabilities, with an appropriate physical education program. It is our philosophy, that no matter the financial situation, we must ensure that students with disabilities have access to a program that enables them to achieve the same goals in physical education as their non-disabled peers. If special services are required to assist students with disabilities to master these goals, services will be provided.
Cecil	Our system has adequate staffing to allow our general physical education teachers to also deliver the APE program with a consultant available as needed. Challenges for us include the ability to provide differentiated professional development as well as connecting students to appropriate physical activity opportunities during the school day. A previous challenge of teacher attitude towards APE has been removed. With our change from a direct to consultant model many of our staff experienced anxiety about teaching a new population which has been relieved with the opportunity to work with these students. Current attitude towards APE overall is very positive.
Charles	Key challenges include: scheduling conflicts to provide service at all levels (elementary, middle, high), time constraints to provide the service, providing professional development time for adapted physical education teachers, servicing students with severe and profound disabilities, finding appropriate inclusion opportunities.
Dorchester	<p>As our Corollary Sports Program in DCPS continues to develop, it has been noted that a need to enhance this program persists. In some instances, the schedule, equipment, and resources need improvement. We will continue to work toward providing additional opportunities for appropriate competition for the athletes on these teams.</p> <p>High School Physical Education staff have expressed an interest in finding additional activities / games that are both appealing to all populations and appropriate for students with disabilities. It was noted that a number of the more traditional games raise specific safety concerns for students with disabilities. Our High School instructors would appreciate additional professional development on adaptive strategies and modifying Physical Education at the High School level.</p>
Frederick	<ul style="list-style-type: none"> • The need for continued professional development for administrative leadership with respect to compliance and importance of adapted physical education as a necessary direct service for students. • The need for continued professional development and limitations of staff time for professional development is a continuing challenge. • Time to deliver adapted physical education services to students without affecting other student needs has been an ongoing concern. • Adequate staff as well as a revised staffing formula to reflect changing individual school needs in specific areas in order to deliver necessary student services appropriately.
Garrett	Challenges continue to be the provision of accommodations and modifications for a wide array of disabilities and physical needs that differ in each school. There is no funding available to support an APE specialist even on a limited basis.
Harford	
Howard	<ul style="list-style-type: none"> ▪ Providing staffing support that aligns with multiple school schedules -- Continuing initiative. Actions taken: <ul style="list-style-type: none"> ○ Developing block scheduling ○ Early alignment of schedules ▪ Working with students with sensory needs ▪ Providing appropriate planning time between APE and general physical education teachers ▪ Maximizing the use of paraeducators in the support of physical education and adapted physical education students

Kent	The key challenge is that our system has so few individuals in roles of leadership, which makes implementing new programs a demand the attention of staff who have multiple responsibilities. This is our continuing challenge, and it is only through team work that we manage to respond. We do have meetings to respond to student needs as a new student enters our system. We also have physical therapy support to guide the decision making and adapt the program. It is the same challenge that is ongoing.
Montgomery	<p>The challenges facing MCPS and individual schools in delivering physical education to students with disabilities has not changed since last year.</p> <ul style="list-style-type: none"> • Staff (physical education teacher) allocations • Space/facilities • Support staff (paraeducators) allocations • Communicating the adapted physical education process to all physical education and special education teachers throughout the county (202 schools) • Substitute coverage to provide mandatory training to teachers during the instructional day
Prince George's	We continue to experience the same barriers as previous years. Scheduling is still a significant problem. Some of our students with more severe disabilities participate in community based programming and are out of the building often. This lessens the opportunity for participation in physical education with non-disabled peers. As a result students are participating in more non-inclusive APE classes.
Queen Anne's	<ul style="list-style-type: none"> • A shortage of funding for para educators to assist the regular educators with supports for students with disabilities in physical education. • Limited technology and gymnasium equipment to enhance SWD motor skills. • Ongoing training of physical educators in the process of creating physical education IEP goals and data collection to evaluate the effectiveness of the goals for SWD.
St. Mary's	<ul style="list-style-type: none"> • The implementation of an Adapted PE and Corollary Sports school based web site. This new resource has been implemented for the 2013/14 school year. Both sites have pertinent information that directly relates to teaching and coaching students with disabilities. • Upgrade and revise the APE resource guide along with the Corollary Sports Handbook. Both documents provide our PE/APE Teachers and Corollary Sports coaches with the latest information pertaining to teaching/coaching students with disabilities.
Somerset	
Talbot	None Reported
Washington	The challenges have not changed since last year. The primary challenge is to provide adequate funding to support additional full-time equivalent positions to move to a local goal of providing a 1:20 teacher: student ratio. Space at some schools, especially during the winter months can be a challenge for our team.
Wicomico	Time is always a challenge, but the APE teachers are working to meet and plan when possible. This year we met 2-3 times to work and plan technology incorporation and special events for the students. Most communication is done through email and phone conversations. SPACE is a big issue at the high school level. I am working with PE supervisor to provide students with more suitable space to participate in for next school year. This year the general education PE teachers have worked with the APE teacher to provide space and gym time when needed.
Worcester	<ul style="list-style-type: none"> • We are a small, rural school system which does not deny ANY student access to our athletic activities or physical education classes and programs; therefore, setting up additional opportunities has not been identified as a need. If a need were to arise, we will 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

	<p>and at one school in particular, we work with Special Olympics and our County Athletic Director (director of the new unified sports program) to integrate regular ed and special ed students in competitive sports activities.</p> <ul style="list-style-type: none"> Challenges instructionally include planning time for teachers and funding for new equipment.
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3. Are there any areas in which the Maryland State Department of Education could provide further assistance that would address your key initiatives and challenges?

LEA	Response to Question
Allegany	MSDE could provide direct funding for Corollary Athletics and APE programming.
Anne Arundel	<ul style="list-style-type: none"> State Professional Development Options APE Certification Cohort investigation – RTC framework MSDE Grants related to APE awareness/implementation expansion State summary of the Goals Creator Software
Baltimore City	<ul style="list-style-type: none"> The online adapted physical education courses developed by MSDE should be available for teacher training by Summer 2014. At present, courses are being re-structured in order for the content training to more closely align with City Schools' continuing education requirements. Currently, one of the three courses have been revised to meet the Baltimore City Public Schools requirements for Achievement Units (AUs). Increased training opportunities for school-based physical education teachers are necessary for them to better understand the IEP process and how to adapt the curriculum for students with disabilities. Increased grant funding would enable the purchase of additional equipment and/or technology.
Baltimore	<ul style="list-style-type: none"> Mandate a required time for physical education. Collaborate with the medical community regarding adapted physical education and the requirements for physical education for the state of Maryland.
Calvert	<ul style="list-style-type: none"> Address APE home hospital services Continue information sharing through edmodo website Continue to provide opportunities for collaboration and information sharing during State Briefings.
Caroline	MSDE has continued to be supportive of the efforts in Caroline County by responding to our needs, and creating a collaborative state-wide environment for districts to work together.
Carroll	MSDE has been a great support of our APE program by their continued effort to encourage collaboration between the systems in our state. The multiple APE briefings offered throughout the year have proven to be a great resource. Valuable information gathered at these meetings are circulated through our system to continue to improve the APE program.
Cecil	The leadership of Mr. Mason, previously as the Specialist in Physical Education, and currently in his role with APE has been invaluable. Online courses developed have been excellent tools to expand the PD opportunities for teachers but they are expensive for both the local budget and for teachers. MSDE's assistance in partnering with a graduate university which would allow teachers to use county tuition credits as well as tax credits offered by the state would be amazing.
Charles	Provide examples of how a multi-level curriculum can facilitate inclusion as well as how to incorporate disability awareness into regular physical education units
Dorchester	This year we were extremely fortunate to have a great deal of guidance from MSDE's Physical Education Specialist in the development of curriculum and assessment as well as for providing suggestion that would help our instructional staff better serve our special education population. One of our instructors shared the following, "It's nice to have a refresher workshop every now and then as a reminder of 'how' we can multi task when we have a range of needs."

	We hope that these type of professional development opportunities in conjunction with collaboration with colleagues from neighboring counties can continue to improve our instructional practice particularly with respect to addressing the needs of our students with disabilities.
Frederick	MSDE has provided much for the development and progress in the area of APE. The state needs to continue to share best practices, both from a nation-wide perspective and a state perspective. Continue to provide a network of contacts that have expertise in this area. Continue to provide statewide opportunities for professional development for teachers and staff. Press for statewide designation of physical education as a core subject.
Garrett	Continued support and training would be appreciated.
Harford	
Howard	Continued professional development opportunities from MSDE.
Kent	No, it is more a need for the opportunity within the county to plan as a team, and we make time when we find the need to do so.
Montgomery	The Maryland State Department of Education could provide funding to support substitute coverage to provide mandatory trainings and to purchase various adapted physical education resources for physical education teachers throughout the county.
Prince George's	MSDE has been very supportive to the Physical and Adapted Physical Education programs in Prince George's County.
Queen Anne's	MSDE can help Queen Anne's County School District: With continuous supports in developing a successful APE program, methods of measuring SWD growth and fitness assessments, and development of student learning objectives (SLO). Continue to provide opportunities for sharing of information on updates, assessment, evaluation, best practices, programs, and what other counties are doing in the area of adapted physical education. By providing easy access to online resources for teachers through the LMS.
St. Mary's	It would be my hope and contention that MSDE would support legislation to increase the amount of time so that all students receive daily quality physical education. Students receive the minimal amount of physical education goes against current research findings and recommendations by the Surgeons General Report on Physical Activity and Health and the Centers for Disease Control and Prevention to improve the current and future health of our students.
Somerset	
Talbot	None Reported
Washington	Continue to provide opportunities for collaboration and sharing at state meetings. The addition of Mike Mason as a Consultant for Adapted Physical Education is a great asset to all Adapted Physical Education Teachers and Supervisors for Health and Physical Education.
Wicomico	Keep providing opportunities for APE professionals to meet, share ideas, and keep updated on the latest initiatives, trends, and practices.
Worcester	Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education. The secure transfer website is fantastic and a wealth of information. We strongly recommend that the MSDE Health Supervisor and MSDE PE Supervisor be two separate positions. The amount of information that would be handled by one person if this position is combined, would be overwhelming. We have had fantastic support from Mr. Mason in our county!

Appendix K

Exemption Letter



Lillian M. Lowery, Ed. D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

To: Physical Education Supervisors
From: Mike Mason, Content Specialist in Physical Education
Re: Exemption from Physical Education

I have received requests for information regarding exemption from the Physical Education requirement in grades K-8. This is to advise you that under the Maryland State Board of Education regulations, 13A.04.13.01, there is no exemption from physical education K-8. Physical Education must be provided to all students each year. However, there are modifications one may make based on the physical limitations or medical condition of the student.

Students may participate in a modified program of physical education based upon individual needs. This would require an individual program be adapted to assist students with any necessary modifications. This program would have to be approved by the parent or guardian, physical education teacher, supervisor, and local school system for these modifications to be developed.

If I can be of further assistance, please contact me at 410-767-0524. Thank you for continued cooperation.

MarylandPublicSchools.org

Appendix L

Fall 2013 Adapted Physical Education Briefing October 3, 2013

Agenda

Introductions

Announcements

MAHPERD Leadership	Appointed Position	Mike
MAPEC Leadership	Nominations	Scott
Special Education State Steering Committee		Scott and Mike
ED White Paper	APE Position Statement	Scott and Mike
Pre-K Federal Guidance Discussion		Mike
Non-Public Placement Discussion		Linda
On Line APE Courses		Mike

Early Childhood Discussion Early Education

Nancy Vorobey MSDE DSE/EIS Section Chief/

Brockport Update

Kathy Read

Secure Transfer Site Update

Mike

Handout with Password and User Name with new updates to the site

SLO's Student Achievement and Teacher Effectiveness Discussion All

What specific data points are teachers using to measure student growth
What data do you collect that can be linked to an SLO.

Technology and APE

Wiki/Edmodo Discussion	John Perna
Adapted PE Google site	Rocco Aiello

Lunch

Physical Therapy

Physical Therapy and APE Collaboration
Karen Greely BCPS and Dawn Moon PGCPs Presenters Linda Webbert

Facilitates

Updates from the 4 Workgroups

Corollary Guides - Contact Person: Rocco Aiello - raaiello@smcps.org
Early Childhood - Contact Person: Ryan Kelly - RWKELLY@carrollk12.org
Best Practices - Contact Person: Shannon Whalen - Shannon.Whalen@hcpss.org
Local School System APE Guides: Contract Person: John Perna - john.perna@fcps.org

Workgroups Meet and Plan for the Year Next Meeting??

Appendix M

Spring 2014 Adapted Physical Education Briefing May 22, 2014 Agenda

Introductions

Announcements

APE Summer Institute June 25 Site: Easton High School

Throwing Skills for Diverse Learners, Interdisciplinary Warm-ups, Working with Challenging Students

CAPE Exam Discussion

Summer Institute

State Conference

VLINC Resources Angie Tyler

State Service Delivery Model Update

Regional Meetings

Fitness and Athletic Equity Report Update

National Conference, Consortium Update

NCPEID Annual Conference Thursday, July 17th through Saturday, July 19th.

Fall MAHPERD Conference Update Shannon Whalen

SOMD Update Nate Garland SOMD

APE HS Course Panel Discussion

Assessment and Data Collection

Louisiana Competency Test for Adapted PE LaDonna Schemm and Seth Rak

Lunch

Transition Planning

Let's Have a Plan!! Brad Weiner

Updates from the 4 Workgroups

Corollary Guides - Contact Person: Rocco Aiello - raaiello@smcps.org

Early Childhood - Contact Person: Ryan Kelly - RWKELLY@carrollk12.org

Best Practices - Contact Person: Shannon Whalen - Shannon_Whalen@hcpss.org

Local School System APE Guides: Contract Person: John Perna - john.perna@fcps.org

Workgroups Meet

Fall Meeting

Wed. October 1 or 8

Appendix N

Summary of Professional Development Presentations for Local School Systems on Adapted Physical Education

LSS	Professional Development	Presenter
Allegany	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE Allegany County Office of Special Education June 13, 2014
Anne Arundel	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Special Education Staff	Deb Marcus and Mike Mason August 17, 2011
Balt. City		
Baltimore	Physical Education In-service presentation on Bocce	Tom Waite- SOMD August 24, 2012
Calvert		
Caroline	Adapted Physical Education PD IEP Process	Mike Mason-MSDE September 14, 2011
Carroll		
Cecil		
Charles	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE February 8, 2012
Dorchester		
Frederick	Adapted Physical Education PD Bocce	Mike Bovino – SOMD February 10, 2012
Garrett		
Harford	Adapted Physical Education PD Inclusion Structuring the Environment	Brad Weiner, Scott Geist PG County Mike Mason MSDE January 23, 24 2012
Howard		
Kent	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason –MSDE Kent County Office of Special Education June 17, 2014
Montgomery		
Prince George's		
Queen Anne's	Overview of Adapted Physical Education Procedures and the Fitness and Athletic Equity Act Teachers and Staff	Mike Mason-MSDE April 20, 2012
St. Mary's	Introduction to Bocce session for all PE teachers as part of Rocco Aiello's Adapted PE course	Tom Waite – SOMD June 1, 2011
Somerset		
Talbot		
Washington		
Wicomico	Introduce the Special Olympics Softball Individual Skills Competition as part of a Throwing/Catching Unit. Presented bocce, tennis and strength and conditioning training to all physical education staff members.	Tom Waite – SOMD Mike Bovino – SOMD Consultant April 2011
Worcester		

Appendix O



Professional Development Opportunities For Adapted Physical Education Topics

- Strategies for including students with disabilities in mainstream physical education
- Accountability in adapted physical education
- Classroom organization/management (Hellison Model)
- Adapted PE services and strategies (IEP Process, Assessment, Goal Writing)
- Learning and behavioral characteristics of students with disabilities and strategies to improve learning
- Related school support services (OT,PT)
- Customized hands-on training for physical education teachers in working with students with a variety of disabilities.....
 - *Students with autism*
 - *Students who use a wheelchair*
 - *Students with ambulatory challenges*
 - *Students who have head/brain injury or spinal cord disorders*
 - *Students who are visually or hearing impaired*
 - *Students with an intellectual disability*
- Connecting students to services/programs beyond the school-day
- Co-teaching strategies in adapted physical education
- Utilizing para-professionals to benefit students and teachers
- Transitioning opportunities for students with disabilities
- Instructional models for learning (Spectrum/Continuum of Services)
- Specific Sport Inclusion Strategies Connected to Corollary Opportunities
 - Bocce
 - Tennis
 - Track and Field
- Partners:
 - Special Olympics Maryland
 - Blaze Sports America
 - Kennedy Krieger Institute
 - Baltimore Adapted Recreation and Sport (BARS)
 - Maryland Alliance for Health, Physical Education Recreation and Dance (MAHPERD)
 - Maryland Association of Non-public Special Education Facilities (MANSEF)
 - National Association for Sport and Physical Education (NASPE)
 - Local School System Personnel

To request information or for more details, please contact

Mike Mason mmason@msde.state.md.us

Appendix P

Winter 2014 MAPEC/MSDE Adapted Physical Education Briefing February 19, 2014 Agenda

Introductions

Announcements

Congratulations to Deb Marcus EDA TOY for APE
MAPEC Leadership Results for Chair, Vice Chair and Secretary (2 Year Terms)
Fitness and Athletic Equity Report 2014
MAHPERD TOY for Adapted PE
Nomination Application
APENS Discussion CAPE Certification
Online APE Courses
Courses Start March 11, 2014 Dates for Registration Facilitators
Summer PE Institute
Adapted PE Track Suggested Topics
MAHPERD Convention speakers and topics for APE
APE Service Delivery Forms

SLO's Student Achievement and Teacher Effectiveness Discussion

We will discuss what specific data points teachers are using to measure student growth.
We would also like to see any SLO examples for teachers that are working with the severe and profound student population.

PLC Conversation

Discussion on the Edmodo site as it contributes to the work of the workgroups. Does it meet the needs of the work groups?

Poll Question: How often do you check your Edmodo APE PLC for updated messages and posts?

Once every two weeks 15.38%, 2 vote(s)
Once a week 23.08%, 3 vote(s)
I only check it when I see a posting notice in my email 61.54%, 8 vote(s)
I do not check it on a regular basis 0 vote(s)

MD Special Ed/Early Intervention Services Census Data and Related Tables

Discussion about the Census Data and the impact on adapted physical education especially for early childhood.

Open Discussion on specific issues in LSS

Discussion questions on back

Lunch

Half day to work in Workgroups

Corollary Guides - Contact Person: Rocco Aiello - raaiello@smcps.org
Early Childhood - Contact Person: Ryan Kelly - RWKELLY@carrollk12.org
Best Practices - Contact Person: Shannon Whalen - Shannon.Whalen@hcpss.org
Local School System APE Guides: Contract Person: John Perna - john.perna@fcps.org

Next Meeting Discussion

Regional Meetings???