



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

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June 27, 2016

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401-1925

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

The Honorable Michael E. Busch
H-101 State House
100 State Circle
Annapolis, Maryland 21401

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

Dear Governor Hogan, President Miller and Speaker Busch:

The Fitness and Athletic Equity for Students with Disabilities Act, Section § 7-4B-01 through § 7-4B-06 Annotated Code of Maryland, requires the Maryland State Department of Education to monitor compliance with the requirements of mainstream athletic and mainstream physical education programs for students with disabilities set forth in COMAR 13.A.04.13.01 and COMAR 13A.06.03 to report its findings, in accordance with § 2-1246 of the State Government Article, to the General Assembly each year.

The attached report outlines activities conducted as of May 15, 2016 to meet the requirements described above. If you have any questions or need additional information, please contact Mr. R. Andrew Warner, Executive Director for Athletics, at (410) 767-0376 or by email at robert.warner1@maryland.gov; or Ms. Susan Spinnato, Director of Instructional Programs, at (410) 767-0349 or by email at susan.spinnato@maryland.gov.

Sincerely,

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

Attachment

Fitness and Athletic Equity for Students with Disabilities MSAR# 8351

2016 Report

This is the eighth 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, 2016 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 2016

- 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 2015/16 completed.
- MPSSAA submits to MSDE athletic participation results based on 2015/16 participation survey.
- Local school systems implementation fully operational.

August 2016

- 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 200 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 eighth 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, 2016 24 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities.

Review of Activities for Mainstream Physical Education

Timeline for Implementation

May 15, 2016

- 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, 2016

- 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 Curriculum, Assessment and Accountability collected and has provided individual school system data as part of the report for the General Assembly. All data collected during 2015-2016 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 2015-2016 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: Administering APE assessments, Universal Design for Learning (UDL), demonstrating modifications to activities in physical education for students with disabilities (Differentiated Instruction), co-planning – physical education teachers and special education staff, physical education with OTs' and PT's, understanding the PE teacher roles and responsibilities in APE, and Para-educator Trainings.

In the area of new resources, several school systems have added new assessment tools, (Adapted Physical Education Informal Observation forms, gross motor skills assessments and screening tools), directions for writing adapted physical education reports, and guidelines for paraprofessionals in physical education. Local school systems are continuing to initiate the use of technology in APE classes through the purchase of iPads.

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

On-going challenges include increasing the knowledge base of special education and general education instructional assistants in adapting activities and modifying activities for students with special needs. This challenge can be addressed through additional professional development and training, however, some 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:

- 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.
- More PD for students with severe and profound disabilities.
- Provide additional statewide opportunities for professional development for teachers and staff.
- Address APE home/hospital services.
- Collaborate and clarify with the medical community regarding the requirements for participation in physical education for the State of Maryland.
- Consider a variety of formats for briefings-coordination/collaboration between MAPEC and the new APE Steering Committee.

Adapted Physical Education Steering Committee

An important contribution for all around the State was the development of the Adapted Physical Education Steering Committee that was created in 2014 in connection with the Division of Special Education/Early Intervention Services. The mission of the committee is provide leadership supporting adapted physical education on behalf of students by promoting strategic collaboration with administrators, educators, families and other stakeholders. The Adapted Physical Education Steering Committee is supported by the Maryland State Department of Education-Division of Special Education/Early Intervention Services. This committee consists of one representative from each local school system or their designee. The committee will collaborate with Maryland Adapted Physical Education Consortium (MAPEC) on projects to disseminate and enhance adapted physical education, professional development presentations, and general adapted PE resources.

The Adapted Physical Education Steering Committee received a grant from Maryland State Department of Education Division of Special Education/Early Intervention Services for \$3,500 in March 2016. The grant will be used to provide professional development for educators that work in special education centers for students with severe and profound disabilities as well as developing a trifold to be distributed to local school systems for teachers, administrators and parents.

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 collaborated with 20 school systems to sponsor, manage, and administer five Unified Sports – Unified Tennis (fall), Unified Indoor Bocce and Unified Strength & Conditioning (winter), Unified Track & Field and Unified Outdoor Bocce (spring). Special Olympics Maryland hosted twenty-six (26) web-based and in-person coaches' trainings to aid in ensuring the readiness of two hundred sixty-six (266) coaches. Special Olympics Maryland continues a well-established partnership with United States Tennis Association Mid-Atlantic and USA Track & Field for technical assistance. To further aid coaches' preparedness, Special Olympics Maryland creates and publishes coaches' resource guides for each of the aforementioned sports. These guides outline the governing rules – coaches and athletics school system professionals are provided the opportunity to submit rule change proposals for consideration. Special Olympics Maryland also provides resources which offer “best practices” when coaching and working with people with disabilities. Unified Sports are heavily concentrated in high schools. Unified Bowling and Unified Bocce is offered in eighteen (18) Anne Arundel County middle schools. Similarly, Special Olympics Maryland partnered with Montgomery County Public Schools to sponsor intramural Unified Bocce – fifteen (15) middle schools commenced in the 2015-16 school year, with an additional fifteen (15) schools beginning in the fall of 2016.

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. Three courses were offered for three credits during the 2015 -2016 school year. Course one and two were updated in the spring of 2015 and the third course was rewritten in the summer of 2015. Funding for the updates and revision to the courses were made possible by a grant from the Collaborative Steering Committee in the Division of Special Education/Early Intervention Service. 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 # 15-00-31 -Teaching Physical Education to Challenging Populations –3 credits

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

The Division 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, 2012 and 2014 school years. The work of reviewing and editing the existing course content took place during the summer and fall of 2012, 2014 and 2015.

Adapted Physical Education Briefings

MSDE holds the annual fall and spring briefing for adapted physical education resource teachers, supervisors and coordinators 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 2015 briefing was held at MDOT in Hanover, Maryland and the spring adapted physical education briefing was held at the Carver Center in Anne Arundel County in April of 2016. The agenda for both briefings can be found in the appendix. (Appendix L, M) 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 N)

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 were seven 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) of Professionals Serving Students with Disabilities in Physical Education

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 2015-2016 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 the 2015 – 2016 school year the Maryland Adapted Physical Education Teacher Consortium (MAPEC) Consortium completed the development of Maryland’s Adapted Physical Education State Guide (including best practices for adapted physical education teachers), Maryland’s Corollary Sports Coaches State handbook, and a non-standardized early childhood physical education screening tool. The consortium has developed a biannual newsletter that updates the membership on legislative news, best practices, technology, and events that occur throughout the State. The MAPAEC wiki site (<https://mapec.wikispaces.com/>) has been updated to include documents the organization has developed and acts as a resource throughout the state. In December 2015, the group began to conduct a State-wide needs survey to gather information from physical education teachers, adapted physical education teachers, and supervisors. The survey will be analyzed in the spring of 2016 that will lead to new initiatives that support physical education teacher’s professional growth and advocate for students with disabilities.

Maryland Adapted Physical Education Teacher of the Year Award

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

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

Ms. Beverly Markevka, a teacher at Maryland School for the Blind was selected as the MAHPERD Adapted Physical Education Teacher of the Year for the 2015 – 2016 school year.

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.

Additional information about adapted physical education can be obtained by linking to the site at: <http://marylandlearninglinks.org>. Jessica Wilson, the 2015 MAHPERD Adapted Physical Education Teacher of the Year from Harford County has provided several blogs on the Maryland Learning Links website. Additional information about adapted physical education will be continually added to the site in the future.

Appendices

Appendix A
The Data Collection Tool

2015-2016 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	18	212	14	34	527	43
Baseball	195	5454	441	7	12	0
Basketball	195	5591	545	193	4435	262
Bowling	4	29	3	4	27	3
Cross Country	184	3725	379	184	2836	159
Field Hockey	2	2	1	124	3868	213
Football	184	13941	1744	13	27	2
Golf	162	1241	97	135	270	14
Gymnastics	5	5	1	13	350	23
Lacrosse	146	5919	528	137	4866	206
Soccer	184	6788	398	175	5796	225
Softball	2	0	0	191	4890	294
Swimming & Diving	107	1752	148	107	2256	153
Tennis	180	2195	101	180	2439	84
Indoor Track	176	5053	531	169	4511	199
Track and Field	192	7020	674	192	5806	312
Volleyball	34	652	46	183	5059	234
Wrestling	179	4469	632	93	128	10
Ice Hockey	6	33	3	8	89	6
Totals		64081	6286		48192	2442
Total Participation	112273					

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

2015-16 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	12	80	67	12	56	28
Indoor Bocce	88	606	387	84	492	200
Outdoor Bocce	61	384	258	60	484	198
Bowling	77	577	398	76	522	261
Cycling	3	10	10	3	9	7
Golf	9	24	23	12	1	1
Soccer	27	168	134	27	131	94
Softball	57	412	342	57	290	159
Tennis	70	370	213	72	429	166
Track and Field	35	238	147	35	292	95
Strength Training	17	111	63	17	73	27
Floor Hockey	0	0	0	0	0	0
Indoor Softball	0	0	0	0	0	0
Handball	14	178	71	14	53	19
Corn Toss	8	32	24	7	32	21
Totals		3190	2137		2864	1276
Total Participation	6054					

- All sports listed are co-ed

Appendix E

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

A. Equal Opportunity for Participation.

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

B. Athletics Equity for Students with Disabilities.

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

Appendix F

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

REVISED 10-27-09

.01 Purpose

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

.02 Definitions

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

.03 Access to School Athletic Programs

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

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

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

.04 Corollary Athletic Programs

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

.05 Eligibility for Corollary Athletic Programs

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

.06 Complaints and Appeal Process

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

.07 Corrective Actions

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

.08 Annual Reports

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

Appendix G

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 increased risk of injury for the student or other participants), then the student or parent may request a meeting with the Pathway to Play Committee. The Committee will consider all possibilities for inclusion into the mainstream interscholastic program or offer an alternative extra-curricular program. The Pathway to Play Committee will consist of several athletic and special education experts. 2. Students wishing to challenge the initial assessment of the coach and administration may appeal to the Pathway to Play Committee. This committee will evaluate the student's disability and make a recommendation about the appropriate level of competition. A student may appeal the</p>

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

		<p>Fundamentally alter the sport?</p> <p>Provide a competitive advantage to the student?</p> <p>Competitively disadvantage other participants?</p> <p>Significantly increase the risk of injury for the student or other athletes?</p> <ul style="list-style-type: none"> • 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 without accommodations. * The student is able to participate against or alongside other athletes in individual Interscholastic events with allowable accommodations or modifications. * The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary 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 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</p>

		<p>facts necessary to understand the complaint;</p> <p>(3) Contain a brief statement of relief sought; and</p> <p>(4) Be filed within 30 days of the discovery of the alleged violation. The appeals process set forth in Policy 1600 Regarding Appeals shall govern the processing of the complaint.</p>
Caroline	All LSS policies and regulations were adopted in December, 2010. Policy and Regulations are on file at MPSSAA.	<p>1. Head Coach of the specific interscholastic sport decides on the assessment criteria and determines whether the student athlete's disability is either a safety risk or it fundamentally alters the nature of the mainstream interscholastic athletic program.</p> <p>2. Athletics are under the supervision of the school's principal. An appeal, based on specific written allegations of discriminatory actions by the head coach in selecting student team members is submitted to the principal. The principal may, at his/her discretion, convene a hearing panel as defined in the Fitness and Equity Regulations as the "Pathways to Play Committee" with specific membership, who will convene, conduct an investigation and render a decision concerning the allegations within five (5) school days. The student would have recourse to appeal the "Pathway to Play Committee" decision to the superintendent of schools and his/her decision could be appealed to the local Board of Education for a hearing. The decision of the Board of Education may be appealed to the State Board of Education whose decision would be final.</p>
Carroll	Board Policy IHBAA.	<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 30 days of the discovery of the alleged violation.</p>
Cecil	CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.	<p>1. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out</p>

		<p>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	<p>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>	<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 Assistant Superintendent/designee.</p>
Dorchester	<p>Policy fully adopted in May 2011.</p>	<p>1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy.</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	<p>(1) BOE Policy 309 – Discrimination Unlawful; (2) BOE Policy 404 – Students' Responsibilities and Rights; (3) FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973; (4) BOE Policy 509 – Extracurricular Activities; BOE Policy 402 and FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students With Disabilities; (5) Regulation #400-56 – Establishment of New Athletic Activities; (6) Regulation #400-48 – Bullying-Harassment-Intimidation Complaint Process for Students; (7) Regulations #400-54 – Title IX Athletic Program Review; (8) Regulations #400-22 – School Individualized Education Program.</p>	<p>1. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will: (a) present a safety risk; or (b) fundamentally alter the nature of the mainstream athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school's special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations.</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 appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.</p>

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.	<p>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</p>

		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 interscholastic athletics program. Including the student with disabilities may not fundamentally alter the sport. 3. We have established a Pathway to Play Committee to review cases that may arise. Parents may appeal to this Committee. 4. A parent may appeal the decision of the Committee to the superintendent of schools or his/her designee.</p>
Queen Anne's	(1) All students follow the regulations and policies contained in the Guide for Student	<p>Student Eligibility Determination a. All students who meet state and local eligibility</p>

	<p>Athletes and Parents. (2) Policy is on file with MPSSAA.</p>	<p>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> <ul style="list-style-type: none"> i. The Supervisor of Athletics for Queen Anne's County Public School ii. The school athletic director from the high school that student with disabilities does not attend. iii. A physical education teacher from the student with disabilities' high school iv. A representative from the Office of Special Education Services v. The Assistant Superintendent of Instruction <p>b. Upon request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program is referred to the Pathway To Play Committee who will consider the eligibility of each student on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or</p>
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		<p>modifications necessary to enable the individual student's participation.</p> <p>c. To make the determination, the committee shall apply the following four point criteria: do the accommodations, modifications or aids:</p> <ul style="list-style-type: none"> i. Fundamentally alters the sport? ii. Provide a competitive advantage to the student? iii. Competitively disadvantage other participants? iv. Significantly increase the risk of injury for the student or other athletes? <p>d. The Pathway To Play Committee shall render one of the following determinations for each student referred:</p> <ul style="list-style-type: none"> i. The student is able to participate in the interscholastic athletic program with accommodations. ii. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids iii. The student is unable to participate in individual or team spots because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.
Somerset	Physical Education and Athletic Programs for Students with Disabilities Policy.	<p>1. This will be determined by the Pathway to Play Committee by applying the four point criteria listed in the Athletic Programs for Students with Disabilities policy. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</p>
St. Mary's	IBHAA Physical Education and Athletic Programs for Students with Disabilities Policy. Adopted September 8, 2010.	<p>1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. A "COMPASS" 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</p>

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

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

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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 2015-16, all three Allegany County high schools conducted Unified Sports programs and participated in culminating Special Olympics Maryland Unified Sports State High School Invitational.	Will use surveys, school announcements, and local media.
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 of bocce and bowling is being offered at the middle school level through intramural programs. 2. All three alternative sports programs model mainstream practices and competitions. Tennis and Bocce have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating county championship event. Additionally, these teams participated in the Unified Tennis and Unified Outdoor Bocce State High School Invitational. Bowling has 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event.	Discussions were held with Adapted Physical Education Resource Teacher, Special Education Coordinator, Athletic Coordinator, Special Projects person, and other LEA's. As a result of these discussions, sports were selected based upon active student involvement, greatest opportunity for inclusion and success, available accommodations, required participation numbers, safety, and facilities. Additionally, insights were sought from community groups and parents, and Anne Arundel staff researched Special Olympics offerings.
Baltimore City	Baltimore City continues to partner with Special Olympics Maryland and offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Outdoor Bocce in the spring. Coaches attend pre-season training seminars, and uniforms and equipment are provided to each school. Teams practice after school each week and participate in city competitions and at the Unified Tennis, Unified Indoor Bocce, and Unified Outdoor Bocce State High School Invitational. The Interscholastic Athletics Office will work with the Office of Specialized Services to identify and recruit students with disabilities. The Unified Sports programs are promoted to students with and without disabilities. Unified Sports programs are under the supervision of each school's athletic director.	The Unified Sports options offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic director and special education team at each school.
Baltimore County	1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity	An interest survey has been given to all students with disabilities to determine the interest in the present offerings.

	<p>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.</p> <p>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>	
Calvert	<p>We are following the Special Olympics Maryland Unified Sports model. During the 2015-16 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 2015-16: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. 2. Caroline County Public Schools has corollary sports programs in place at both of the county's high schools, North Caroline High School and Colonel Richardson High School. 3. CCPS Corollary Sports hold practice sessions a minimum of twice weekly and schedules a minimum of two (2) competitions between the two high schools on a "home and home" basis. The high schools participate in culminating Unified Sports State High School Invitational at the end of each season. 4. Both high schools hold an appropriate recognition/culminating program for deserving athletes. 5. Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.</p>	<p>Caroline County Public Schools partners with Special Olympics Maryland and uses their expertise and best practices to both determine and evaluate our Corollary Athletic Program as to its appropriateness and effectiveness in serving our Corollary sports athletes.</p>
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 be providing the following sports for the upcoming 2015-16 school year: Unified Bocce in the fall, Bowling in the winter, and Corollary Corn Toss in the spring.</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</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.	account when making the decisions.
Cecil	1. Cecil County participates in the Special Olympics Maryland Unified Tennis program in the fall and Unified Outdoor Bocce program in the spring. Bowling is offered in the winter. 2. The bowling program is a shortened season consisting of 5-10 practice sessions with a culminating tournament between schools and counties (Harford and Cecil) while the Tennis and Bocce season involves interscholastic play culminating with a county tournament.	The county maintains a Coordinator for Corollary Athletics who oversees the program. Consultation is done with each school's athletic director and building coordinator. Surveys are done after each season to look for improvements by the coordinator.
Charles	1. Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competition. The Unified/Corollary athletic program includes co-ed teams comprised of students with and without disabilities who meet eligibility requirements. CCPS provides: (1) rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms and game equipment; and (4) the transportation for teams to travel in order to practice and compete.	The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.
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. The program is interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There are	(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

	<p>no cuts. Students who are members of a mainstream Junior Varsity or Varsity interscholastic athletic team are ineligible for a Corollary Athletic Program that is conducted during the same sports season. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports offered by all 10 of the Frederick County high schools in 2015-16 included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Coaches are paid stipends. Appropriate funding for transportation, equipment, supplies, and uniforms is provided. 2. The Corollary Athletic Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic programs. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport.</p>	<p>meetings; (5) Post-season evaluation of student participation numbers.</p>
Garrett	<p>1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). During the 2015-16 school year, Garrett County Public Schools worked in partnership with Special Olympics Maryland and the two high schools offered the following options: Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Teams practiced each week and participated in two tournaments with Allegany County in tennis and bocce, as well as competed at the culminating Unified Tennis and Unified Indoor Bocce State High School Invitational. Unified Track and Field was offered in the high schools in the spring, but did not have sufficient participation numbers to field teams in both high schools. Modifications/accommodations are provided to ensure a safe program for all athletes. 2. The extra-curricular programs conduct practices after school both on and off school property. Competitive events occur as scheduled by Athletic Directors and meet MPSSAA Guidelines.</p>	<p>All students are encouraged to participate in extra-curricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.</p>
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>	<p>By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.</p>

Howard	<p>1. The HCPSS models an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA & HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided.</p> <p>2. The Allied Sports Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic program. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport. Season culminating events take place at the end of each season.</p> <p>3. HCPSS provides a contracted allied sports administrator that organizes the program. The administrator assists with mentoring, recruitment, selection, certification, and assignment of allied sports coaches and officials. The administrator also ensures compliance with all the state and local policies, rules, and regulations regarding allied sports.</p>	<p>(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School based interest surveys; (3) Collaboration with and expansion of “Best Buddies” Program; (4) Collaboration and articulation with middle schools; (5) Sign-up numbers at pre-season student meetings; (6) Post-season evaluation of student participation numbers; (7) Annual collaboration with special education instructional team leaders (8) Annual review of the Allied Sports Program by the Allied Sports Advisory Committee.</p>
Kent	<p>Kent County works in partnership with Special Olympics Maryland, providing Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Kent County High School's Unified teams participated in 2 local competitions each season as well as in the Unified Tennis, Strength and Conditioning, and Outdoor Bocce State High School Invitational.</p>	<p>Meetings were held with key school system administrators, the supervisor of athletics, the high school principal, and the coach to determine needs and develop plans for successful implementation of the program.</p>
Montgomery	<p>1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics programs for students with disabilities and students without disabilities: Team Handball in the fall, Unified Bocce in the winter, and Allied Softball in the spring.</p> <p>2. Seasons are approximately 8 weeks in length, including two weeks of practice before the first game, followed</p>	<p>A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based in this input, the group recommended potential sports to include: Unified Track and Field</p>

	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.	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 2015-16 school year. 2. Students are expected to practice daily when school is in session. The sports season begin approximately 2 weeks later than the traditional interscholastic program. The teams participate in approximately 50 - 70% of the games the varsity sports teams would have.	Students, parents and adapted physical education staff will be surveyed.
Queen Anne's	Queen Anne's County partners with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The teams participated in two competitions at the Unified Sports State High School Invitational at the end of the season.	Consultation with special educators, screening the parents and students, and utilizing a variety of communication methods. The Pathway to Play Committee will also be used as a resource.
Somerset	1. Somerset County Public Schools offered program opportunities in Unified Strength and Conditioning and Unified Outdoor Bocce in 2013-14. It will be adding Unified Tennis for the 2015-16 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. <ul style="list-style-type: none"> 2010, a Unified Bocce program was implemented. 2010-11SY, the program was expanded 	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

	<p>to include Unified Tennis in the fall.</p> <ul style="list-style-type: none"> • 2011-12SY, Unified Strength and Conditioning was added for the winter season. <p>With the addition of Strength and Conditioning, we now offer Unified Sports programing for all three seasons. 2. The Unified Sports season encompasses an 8-week period. Athletes practice two times per week and the length of practice is ninety minutes per session. Teams participate in at least two regular season competitions followed up by a regional or state event.</p>	<p>athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.</p>
Washington	<p>WCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and it is co-ed. There will be no cuts. Students must meet most MPSSAA and WCPSSAA athletic eligibility criteria. Sports are offered at all seven MPSSAA participating Washington County high schools. WCPS offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Appropriate funding is provided to maintain coaches' stipends, transportation, equipment, supplies and uniforms. All three programs will model mainstream practices and competitions using the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter consisting of two practices per week, 4-6 competitions including a county championship and a state competition.</p>	<p>1) Pre-season meetings and training sessions with athletic administrators, coaches, teachers, students, and parents; 2) Collaboration with special education team leaders; 3) Collaboration and articulation with middle schools and "Best Buddies" Programs; 4) Sign-up numbers at pre-season student meetings; 5) Post-season evaluation of student numbers and annual review of the WCPS Unified Sports program.</p>
Wicomico	<p>1. The Corollary Sports programs that are offered in Wicomico County are Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education offer three different interscholastic Unified Sports opportunities (one per season). Sports currently offered this past school year were Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</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</p>	<p>The school system Unified Sports Coordinator will work collaboratively with each school's athletic department and high school administrative teams to determine the level of interest for each sport within each school. Based on this input, meaningful sports activities will be provided to accommodate the identified need. The sports of tennis, bocce, and strength and conditioning/powerlifting have been identified by Wicomico County because each of these provides meaningful participatory experiences for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.</p>

	and training for all Unified Sports coaches. Wicomico County works with Special Olympics Maryland to conduct its interscholastic competitions.	
Worcester	In partnership with Special Olympics Maryland, Worcester County offers a Corollary Sports program through Unified Sports in the fall, winter, and spring. Unified Sports offerings are open to all students and are regulated by the Coordinator of Athletics, the Special Education and athletic departments of each high school. Students may take part in Unified Tennis, Unified Outdoor Bocce, or bowling.	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 2014-2015

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	5763	965	48	4750	1562	145	34	1383
Anne Arundel	54793	4622	2375	47796	14840	1349	1049	12442
Baltimore City	55672	7965	1418	46289	8350	1830	283	6237
Baltimore County	71414	8034	3149	60231	10713	1421	744	8548
Calvert	10372	916	620	8836	2200	162	254	1784
Caroline	3384	379	85	2920	1019	90	29	900
Carroll	16836	1791	899	14146	5551	534	403	4614
Cecil	10021	1513	195	8313	2799	335	73	2391
Charles	16883	1620	45	15218	3653	355	19	3279
Dorchester	3152	298	58	2796	588	53	21	514
Frederick	26835	2570	996	23269	5882	549	331	5002
Garrett	2280	255	82	1943	408	30	27	351
Harford	25237	2950	565	21722	7505	894	253	6358
Howard	37066	3574	726	32766	6628	660	216	5752
Kent	1186	155	50	981	232	39	12	181
Montgomery	107505	10993	2450	94062	27280	3200	1026	23054
Prince George's	84761	8231	1476	75054	15563	1841	333	13389
Queen Anne's	3001	310	110	2581	697	100	40	557
Saint Mary's	12339	1082	274	10983	2034	166	78	1790
Seed School LEA	192	26	6	160	82	10	3	69
Somerset	1381	198	32	1151	246	44	15	187
Talbot	3034	289	87	2658	607	43	45	519
Washington	14720	1168	280	13272	3566	379	104	3083
Wicomico	8915	1149	195	7571	2602	304	77	2221
Worcester	4239	456	82	3701	455	95	24	336
Totals	580981	61509	16303	503169	125062	14628	5493	104941

Appendix I

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

Reporting Period: September 1, 2014 through May 15, 2015

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, 2016.

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: Deborah.Grinnage-Pulley@maryland.gov by May15, 2016.

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: Deborah Grinnage-Pulley, (410) 767-0354; Deborah.Grinnage-Pulley@maryland.gov.

Appendix J

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 1
Allegany	<p>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:</p> <ul style="list-style-type: none"> • 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>For the last four years the Maryland Coalition for Inclusive Education has been assisting Allegany County Schools with its efforts to enhance inclusion opportunities for students with disabilities. School-wide inclusive practices and individual student planning has been the core of this initiative.</p> <p>Our departments meet weekly, with the Chief Academic Officer; monthly at council meetings; quarterly at curriculum meetings and then other meetings as scheduled throughout the year to collaborate and discuss issues pertaining to students and the services we provide to them.</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? <p>During Supervisors Staff Development on August 19, 2015, all Physical Education and Health teachers were provided a professional learning opportunity to discuss how to incorporate methods of UDL within their System-wide and school-based SLOs for the upcoming school year.</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>SOMD and ACPS have a strong partnership which has contributed to continued successes with our Corollary programs. The Unified Athletics Programs of all 3 ACPS High Schools have been successful at both the local and state level.</p> <p>The 12th annual Hooley Plunge was held on March 5, 2016 at Rocky Gap State Park and included approximately 1,000 students, teachers, administrators, who</p>

	<p>raised over \$120,000 for Specials Olympics programs in Allegany County. Of that, \$12,000 was given to directly fund and supports the Corollary Athletics Programs we offer in our high schools.</p> <p>The Special Education Department of the Allegany County Public Schools (ACPS) and The Department of Kinesiology and Recreation at Frostburg State University (FSU), have developed a motor development clinic. The ACPS provided transportation to and from FSU's campus. The University provided facilities, staffing and supervision of the delivery of a professional motor development program consisting of assessment, planning, content delivery and evaluation.</p> <p>Activities included movement, motor learning, adaptive physical education and exercise. In addition to this clinic, FSU's staff provided an adaptive PE class at Mt. Ridge High School for students with disabilities. This program also provided assistance in adapting the PE curriculum to meet the needs of students with disabilities within the inclusive environment.</p>
Anne Arundel	<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"> • Staff meeting with Coordinator of Physical Education and Resource Team: Health, Dance, and Physical Education. • Updates: Adapted Physical Education BlackBoard Site- professional site that provides APE Documents, Special Education Information, APE Handbook and other support information. <p>Professional Development provided to Physical Education Teachers by Adapted Physical Education Team</p> <ul style="list-style-type: none"> • New Teacher Orientation • Annual Professional Development- two sessions: topics selected based upon teacher needs. • Physical Education Department Chairs Meetings • Center Based Staff Assessment training for one of three centers • Continue consultations with staff as needed. <p>Adapted Physical Education Team received professional development:</p> <ul style="list-style-type: none"> • Team meeting with the following departments: Physical Education, Special Education and Curriculum/Instruction • School Based Professional Development <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"> • Quarterly Student Visit • New Adapted Physical Education Informal Observation Form
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) adapted physical education (PE) is managed by the Chief Academic Offices by the Related Services Unit within the Office of Specialized Services. General education PE teachers are managed by the Office of Teaching and Learning. From these offices, the Coordinator of Health and Physical Education and the

	<p>Educational Associate for Adapted PE work closely to plan relevant teacher trainings and professional development activities.</p> <ul style="list-style-type: none"> • APE teachers and school-based PE teachers collaborate during district-wide professional development days. Currently there are 5 itinerant adapted physical education teachers who provide APE service either directly to students or via consultation with the student and/or school-based PE teacher. The district also has 4 APE teachers who support special education schools. In addition to supporting general education students, the school-based PE teachers work with special education students, typically within a general education setting, in accordance with IEP requirements. <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 itinerant APE teachers and the Educational Associate for APE plan and conduct systemic professional development sessions with school-based physical education teachers several times per year.. During these sessions, the APE teachers provide special education information, training, and skill adaptations related to physical education for students with disabilities. • This year, in collaboration with the Joint Governing Panel at City Schools and MSDE Office of Professional Development, the Educational Associate aligned two MSDE Online Adapted Physical Education courses to district standards for continuing education. This enabled the APE and general education PE teachers to earn AUs (Achievement Units) for these courses. Achievement Units are linked to teacher pay raises. • A Physical Education Foundational course aligned with the new national physical education standards, developed by SHAPE America (Society of Health and Physical Educators), was created by the Office of Teaching and Learning and posted on City Schools' Blackboard. It is available to all APE and PE teachers. • Professional Development for APE to enhance the Special Olympics program, develop school-based strategies related to collaborate with PE teachers, review APE goal(s), and report writing and documentation requirements was conducted in February 2016. • Monthly Special Olympics trainings are held for the school Special Olympic coaches and coordinators (many who are PE teachers) to provide skill-specific training as well as competition procedures specific to each sport. Coaches and coordinators are also provided concussion and heat-related injury training. • A hands-on CPR training was offered to all physical education teachers, sponsored by the Office of Teaching and Learning. <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"> • The Unified Interscholastic Athletic Program continued for School Year 2015-2016. The following unified sports were offered this year: tennis, indoor bocce, and outdoor bocce. The unified sport with the largest student response this year was indoor bocce, with 18 schools participating. • Each athletic season, the APE Educational Associate who coordinates the
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	<p>Unified Athletic Program and the Baltimore Area Director of Special Olympics Maryland, work together to conduct training for all the high school unified sport coaches. These trainings provide the coaches with information on coaching the special needs athlete, sport-specific rules and coaching techniques. The teachers also receive interscholastic updates on topics such as concussion prevention and heat exhaustion. In addition, as needed, policies, and required deadlines and competition requirements are reviewed.</p> <ul style="list-style-type: none"> • The district's <u>Adapted Physical Education Guide</u> was revised and updated in August 2015, to refine guidelines for the adapted physical education program and to assist both APE and school-based PE teachers with: IEP practices and policies, teaching techniques and adaptations, assessment tools, and MSDE guidelines for APE. The guide also includes clinical documentation requirements. • A co-teaching model, with the APE and PE teachers working collaboratively, is now being utilized with 40-50 students. The APE teacher assists the school-based PE teachers with adaptations and modifications for students with APE on their IEPs. This model allows students to receive their APE services in the least restrictive environment, with general education students. • Scooters, timers and yam balls were added to each APE teacher's kit.
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> <p>Although some of the initiatives are not “new” the continuation of existing procedures ensures that students are provided appropriate opportunities for inclusion into mainstream physical education.</p> <ul style="list-style-type: none"> • Monthly APE reports to Coordinator of Related Service • Monthly meetings with Coordinator of Related Service • APE Resource Teacher Team Leader attends monthly Related Service meetings • In collaboration with Related Services a “Strategic Plan” is developed for the following year in accordance with system wide initiatives. • Location of both offices being in the same building allow for on-going collaboration between the Adapted Physical Education Team and Special 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> <p>Professional Development provided to Physical Education Teachers by Adapted Physical Education Team</p> <ul style="list-style-type: none"> • All New Teachers- <i>Adapted Physical Education Survival Guide</i> • All physical education teachers <i>Student-Centered Learning</i> • <i>Adapted Physical Education - A Year of Changes</i> • Elementary PE Teachers, Middle School Content Leaders - <i>APE Updates: Are you Implementing Differentiation Strategies in the Gymnasium?</i> • <i>Incorporating Technology and Student-Centered Learning</i>

	<ul style="list-style-type: none"> • <i>TIENET trainings for new teachers</i>—all physical education teachers have access to the IEP system • <i>Supporting Students in Physical Education</i> to paraprofessionals at an elementary school with high population of students in an Autism Program • <i>Teaching Physical Education to students in CLS and FALS Programs-Elementary/Secondary</i> • <i>New Teachers- Maintaining Progress...where to locate resources for adapted physical education on the BCPS PE intranet</i> <p>Professional Development provided to Physical Education Teachers by Adapted Physical Education Team</p> <p>Professional Development provided to special educators by Adapted Physical Education Team</p> <p><i>APE Information</i> provided to all new IEP Chairs</p> <ul style="list-style-type: none"> • <i>The IEP Process for Adapted Physical Education</i> presented at Monthly IEP Chair meeting --- a segment of a slide presentation on Related Services • <i>What's New in PE?</i> for Teachers of the Visually Impaired-in planning process <p>Adapted Physical Education Team received professional development:</p> <ul style="list-style-type: none"> • Monthly County Wide IEP Team Chair Meetings • <i>Writing Standards Based Goals using the GOALBOOK Application</i> • MSDE Webinar-<i>High Quality, Standards-Based IEP's: Developing a Standards-Aligned Present Level of Academic and Functional Performance (PLAAFP)</i> • BCPS Curriculum and Instruction 3-day Retreat-to implement instructional best practices to support the achievement of all students and to support system wide priorities. <p>Training on the Framework for teaching and teacher observation resources</p> <p>Highly effective professional learning on specific system wide priorities.</p> <ul style="list-style-type: none"> • <i>Digital Café-Creating Simple Infographics</i> <p>Information about the design process, creation skills, and resources necessary to create simple infographics. Infographics can be included in curricular resources, offered as student assessment options, or used in messaging and marketing materials.</p> <ul style="list-style-type: none"> • <i>Digital Café-Office365 and OneDrive Overview</i> <p>Information on how to use the features of OneDrive for teacher and student productivity.</p> <ul style="list-style-type: none"> • <i>Digital Café-OneDrive: Collaborative Documents</i> <p>Information on how to share documents in order to collaborate.</p> <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"> • A new assessment tool, Baltimore County Physical Education Inventory 3.0, aligned with National Standards and Grade Level Outcomes for K-12 Physical Education to identify students for adapted physical education was created by the adapted physical education team. • Directions for administering Baltimore County Physical Education Inventory 3.0 • Adapted Physical Education Report Templates Elementary /Secondary • Directions for writing adapted physical education reports
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	Directions for Writing-Standards Based IEP's
Calvert	<p>The physical education and special education offices continue to take the opportunity to meet monthly to discuss students and services within our schools. Calvert County Public Schools currently has 2 APE Resource Itinerant Teachers who service students with disabilities throughout the entire county. The APE Resource Teachers meet with the counties physical therapists regarding students with 504 needs on a monthly basis. We take a look at the students we have and the barriers they face within the general PE setting, and we brainstorm appropriate accommodations 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 all new PE teachers within Calvert County. 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 in the past several school years. Professional development associated with the roles of the instructional assistant has also been delivered. Additional resources and equipment are continually sought out and incorporated into instruction. The county's APE teachers also contribute in the coordination of the county's yearly Special Olympics Event and the yearly Adapted Aquatics trip for our non-diploma bound regional program students.</p>
Caroline	<ul style="list-style-type: none"> • Collaboration between special education and Physical education has increased. Special education presented IEP information to all Physical Education teachers in November; APE was also presented through hands-on activities with the Brockport. Teachers left with a much better understanding of the IEP and APE process. • Updates to the APE handbook prepared and shared with all PE teachers • Coaching has been provided for teachers who need to complete an APE assessment or screening; the coach is a certified APE instructor. CCPS has had two PE teachers who had to complete assessments. • Corollary sports continue with increasing numbers. • CCPS is continuing to work on teacher understanding of the standards and how to implement them more effectively to meet the needs of all students. • Teachers created a new lesson plan format that incorporates UDL strategies, standards, and processes.
Carroll	<p>APE consulting teacher attends monthly meetings with the CCPS consulting special education teachers to discuss/share all special education related concerns, updates, etc. Specific topics depend on current system and student issues. APE consulting teacher provides support services to teachers, presents at principal meetings and special education department meetings. CCPS has developed an extracurricular accommodations database. This allows teachers and coaches to access accommodations and modifications specific for each student entering their class or trying out for a sport.</p> <p>CCPS has sent representatives to the 2015-16 MSDE APE briefing meetings. The information was then distributed to all APE teachers.</p> <p>CCPS purchased 6 TGMD testing kits and provided professional development for the teachers using the kits prior to working with students.</p>

	Each school purchases additional APE equipment based on the specific needs of their students.
Cecil	<p>*APE consultant and PT's are meeting weekly/monthly to discuss students with concerns and breakthroughs</p> <p>*Development of templates for the PE teachers to use easier and faster forms for referral, IEP areas, etc.</p> <p>*Professional Development Days are: 1. Updates on APE State meetings and review steps and procedures 2. Writing SMART APE goals and objectives 3. Discuss, develop and review Peer Mentoring Programs</p> <p>*APE/PE teachers receiving information from County Special Ed. Monthly meetings.</p> <p>*Corollary Sports (Tennis, Bowling, and Bocce Ball): athletes are growing in numbers.</p> <p>*More matches/games are provided with the county for Corollary Sports.</p> <p>*Local coverage in newspapers for Corollary Sports.</p> <p>*Contact and update Parent Resource Center for Special Education Coordinators to keep them informed of the APE program and Corollary Sports Program.</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 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>In a grant partnership with Special Olympics Maryland, Charles County Public Schools has piloted the Young Athletes program; an early development gross motor skills program geared for students' ages 2-6 years of age. The program was introduced during an evening staff development to pre-kindergarten teachers, physical education teachers, special education teachers and related service providers who work with early childhood students. The participants were trained in implementing and collecting data for the program. Follow up support is also being provided to all participants.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>The Young Athletes Program- gross motor skills and screening tool and overall program and two new resources available for physical education staff.</p>
Dorchester	<p>Across Dorchester County Public Schools (DCPS), beyond monitoring for compliance with the directives of Individualized Education Programs and 504 plans, there is a concerted effort made by both the Physical Education teachers and the Special Education staff at each school to co-plan and adapt lessons to make sure students with disabilities are accommodated and afforded the opportunity to participate in physical education classes with their peers to the fullest possible</p>

	<p>extent. Physical Therapists are also consulted to provide input on the development of effective plans and activities. In cases where students demonstrate anxiety with new/unfamiliar teachers and students, staff members serving as instructional aides have been very involved with helping make introductions and provide comfortable transitions. Teachers at each elementary, middle, and high school now are particularly encouraged by the results they have observed with the adapted measures implemented in their instruction that have helped to include students in wheelchairs in various activities, use medicine balls with straps for students who struggle to grasp, and using lowered basketball hoops or softer / larger balls for greater success.</p> <p>During the 2015 – 2016 school year all Physical Education teachers participated in district level professional development utilizing the Adapted Physical Education Guide to ensure best practices were being implemented in meeting the needs of students with disabilities. Several teachers shared that providing more focused instruction to students with specific disabilities was made much easier due to this resource.</p> <p>As school-based wellness plans were reviewed during the 2015 – 2016 school year, physical education teachers made certain the activities accommodated special needs students, as well as, general education students.</p>
Frederick	<p>-Physical Education Supervisors, Special Education Supervisors and Adapted PE Teacher Specialists continue to meet on a bi-weekly basis to discuss current needs, concerns and successes.</p> <p>-Adapted PE Teacher Specialist continue to participate in bi-weekly Special Education meetings in order stay informed of current Special Education initiatives.</p> <p>-The Adapted PE Teacher Specialist provides information regarding Adapted PE to be published in the Special Edge, a newsletter sent to administrators and special educators.</p> <p>-PE Teachers at the Secondary Level received professional development from Physical Therapists and Occupational Therapists in order gain an understanding of how both disciplines are connected and can benefit one another through ongoing collaboration. PE Teachers became knowledgeable of another resource in the county that can provide ideas and advice in best supporting students with disabilities during Physical Education.</p> <p>-PE Teachers that provide Adapted PE service participated in school based collaborative planning in which they spent the day observing and learning best practices for implementing Adapted PE service.</p> <p>With the support of Special Education and Physical Education supervisors, the Adapted PE process was refined and improved.</p> <p>PE teachers and Adapted PE Teacher Specialists worked collaboratively to create modified skills cards, modified fitness tests, as well as social stories and behavior interventions.</p> <p>Data collection tools that are accessed using QR readers and data is recorded through the use of Google Docs.</p> <p>The Adapted PE Teacher Specialist worked collaboratively with the Teacher Specialist for Instructional Technology to create a video demonstrating the</p>

	<p>importance of collaboration between PE Teachers and Special Educators, as well as the benefits of using technology. The video displayed a student receiving Adapted PE service and the PE teacher collecting data using QR codes and Google doc on an iPad, as well recording the student through the use of an app called, Seesaw. The video also shows the Special Educator and PE Teacher discussing student's needs, successes, as well as information regarding the IEP process at a bi-weekly meeting.</p> <p>The Adapted PE Teacher Specialists implemented a disability awareness event at an elementary school and recorded the event to share with other PE Teachers in an effort to encourage other PE Teachers to implement disability awareness activities.</p>
Garrett	<p>All departments continue to collaborate through monthly instructional administrative team meetings, monthly administrators and supervisors meetings which include principals, and meetings at the school level to develop plans for individual students. PE Teachers are invited to and attend IEP meetings as appropriate. Special Education staff is always included in all staff development and curriculum, development.</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 develop guidelines in accordance with information gathered from the state meeting. There is a designated PE teacher who attends the meetings and disseminates the information to the other PE teachers. The physical therapist consults on an as needed basis with PE teachers to ensure successful participation of our physically challenged students in the PE curriculum.</p>
Harford	<p>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:</p> <ul style="list-style-type: none"> • 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? <p>The Physical Education and Special Education offices continue to collaborate regularly regarding issues to promote and protect the inclusion of our students with disabilities. The offices have collaborated on professional development to explain SST and IEP processes and the PE teacher's involvement. PD was provided on writing assessments and the use of technology for instruction and assessment. The CSPAP Grant has provided resources for wellness and physical exercise for all students. The Special Education Office hosts monthly PD sessions for all staff members on Inclusionary practices and the office consults on direct services for both offices. Harford County has provided extensive training for working with</p>

	<p>students with autism. There has been professional development offered as well as the purchase of the TALK program for the physical education IPADS. Professional development and templates have been developed in concert with the speech and language therapists and the Office of Special Education to provide a high quality of support and independence.</p>
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. • Leaders in adapted physical education and special education meet on a regular basis to stay current in best practices for IEP writing, progress notes, and service delivery. • Adapted physical education leader serves as liaison between special education and physical education. • APE referral checklist is updated yearly and PE teachers/Special education teams have access to necessary documents for referral through CANVAS site. <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><u>Adapted Physical Education professional learning opportunities</u></p> <ul style="list-style-type: none"> • “Working with Students with Visual Impairment or Who are Blind in PE” - Bev Marvhka - Maryland School for the Blind • “Working with Students with Hearing Impairment - Understanding Deaf Culture and Cochlear Implants” - Dean Buck, Former PE teacher at Maryland School for the Deaf • Collaborative presentation on behavior management provided by APE teachers and Behavior Specialist <p><u>Paraeducator Training</u></p> <ul style="list-style-type: none"> • “Working with Students with Disabilities in PE: A Collaborative Approach” - presented by APE staff at Paraeducator workshop <p><u>Physical Education Professional Learning opportunities</u></p>

	<ul style="list-style-type: none"> • After school sessions: <ul style="list-style-type: none"> ○ “Fitnessgram” - APE staff presented modifications to Fitnessgram ○ “Behavioral Challenges in PE” - APE staff presented strategies for working with students with behavioral challenges ○ PE Cadre - Teachers meet after school to discuss “hot topics” in PE. APE has been a part of several of these meetings. ○ PE Leadership meetings - PE teachers meet to develop professional learning opportunities as well as resources for CANVAS site. APE has been a part of these meetings. <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"> • Adapted Physical Education CANVAS site - linked to PE CANVAS site and Special Education CANVAS site <ul style="list-style-type: none"> ○ Includes: <ul style="list-style-type: none"> ○ Assessment documents ○ Modifications ○ Best practices in APE ○ Links to resources • “Guidelines for Paraprofessionals in Physical Education” - document created by APE staff and HCPSS paraeducators • Physical Education Newsletter - APE section provides relevant up-to-date information on professional learning opportunities, disability information, and best practices • APE staff created a set of modified instructional materials for Lifetime Fitness class • Added a full time APE position at Cedar Lane School - HCPSS center-based school
Kent	<p>The Physical Education and the Special Education offices collaborate regularly. This year the Special Education Office has assisted with planning and delivering professional development sessions, sharing resources with parents and teachers. We have collaborated on assessment writing and delivery. Due to our size, we share a plethora of responsibilities at Central Office. PE is supported through collaboration with many departments and school –based administrators to provide services to students. CMT meetings are held monthly where PE updates and initiatives are shared. Parent meetings are held monthly and PE topics are included.</p> <p>Professional Development Opportunities have included the following topics: assessment, adaptations for Fitnessgram Assessments and formative assessments. There has been a focus on the integration of literacy in PE, and the use of brain boasts to impact student achievement. Special Education worked extensively with our team to discuss the IEP process and worked with school teams to include PE teachers in all meetings and ensure they receive any changes or updates to the student’s academic program. The SST process was another area that Special Education assisted PE teachers in understanding the process especially the data compilation.</p> <p>We are continuing to work on refining assessments for all students in all grades now that we have baseline data.</p>

<p>Montgomery</p>	<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 placements. The physical education teacher, school counselor or special education teacher, and appropriate related service provider (occupational therapist, physical therapist, and speech pathologist) collaborate to determine appropriate instructional accommodations and curricular modifications in physical education to meet the student's' individualized needs. OCIP and DSES collaborate to secure grant funding to support a full-day substitute allocation for physical education teachers at schools serving students in specific special education programs. The substitute allocation supported physical teachers with:</p> <ul style="list-style-type: none"> • Conducting and preparing adapted physical evaluations • Developing and updating Present Level of Academic Achievement and Functional Performance in physical education. • Developing or updating adapted physical education IEP goals and objectives. • Documentation of quarterly progress <p>OCIP and DSES collaboratively analyzed secondary special education programs at schools serving a critical mass of students with disabilities that may benefit from additional physical education allocations to support 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 following professional development opportunities were provided to physical education teachers and special educators in MCPS:</p> <p>Presented on Adapted Physical Education at the Elementary School Physical Education Countywide Meeting, October 7, 2015</p> <p>Professional Learning Description/Outcomes: The session provided elementary physical education teachers with opportunities to explore components of the adapted physical education evaluation process, and discuss general instructional strategies to support students with disabilities in physical education based on student assessment data. During the session teachers analyzed the Battelle Developmental Inventory – 2, Test of Gross Motor Development – 2, and MCPS Physical Activity Questionnaire. Teachers had opportunities to discuss specific communication strategies, visual supports and strategies, and behavior modification techniques.</p>
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Middle School Physical Education Teachers Shift from Fundamental Life Skills Curriculum (FLSC) to Curriculum 2 (C2.0) for Non-Diploma Bound Students, October 20, 2015

Professional Learning Description/Outcomes: The session provided middle school physical education teachers with information about the shift from the FLS to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes. The session provided opportunities for teachers to review and discuss IEP documents that will assist teachers in gaining an understanding of the strengths and needs of students with significant cognitive disabilities who are pursuing alternate learning outcomes, and initiate the planning process for an upcoming lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes.

Elementary Physical Education Teachers Shift from Fundamental Life Skills Curriculum (FLSC) to Curriculum 2 (C2.0) for Non-Diploma Bound Students, October 21, 2015

Professional Learning Description/Outcomes: The session provided elementary physical education teachers with information about the shift from the FLS to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes. The session provided opportunities for teachers to review and discuss IEP documents that will assist teachers in gaining an understanding of the strengths and needs of students with significant cognitive disabilities who are pursuing alternate learning outcomes, and initiate the planning process for an upcoming lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes.

Strategies for Paraeducators Working Effectively with Students with Special Needs in Physical Education, November 2, 2015 & March 24, 2016

Professional Learning 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.

High School Physical Education Teachers Shift from Fundamental Life Skills Curriculum (FLSC) to Curriculum 2 (C2.0) for Non-Diploma Bound Students, November 11, 2015

Professional Learning Description/Outcomes: The session provided high school physical education teachers with information about the shift from the FLS to C2.0 for students with significant cognitive disabilities who are pursuing alternate learning outcomes. The session provided opportunities for teachers to review and discuss IEP documents that will assist teachers in gaining an understanding of the strengths and needs of students with significant cognitive disabilities who are pursuing alternate learning outcomes, and initiate the planning process for an upcoming lesson to support students with significant cognitive disabilities who are pursuing alternate learning outcomes.

	<p>Presented on Adapted Physical Education at the Secondary (Middle School and High School) Special Education Resource Teacher Meeting, February 17, 2016</p> <p>Professional Learning Description/Outcomes: The session provided secondary special education resource teachers with opportunities to review the current state of adapted physical education in MCPS; explore secondary adapted physical education screening and assessment tools; identify the continuum of adapted physical education services; and review the MCPS Adapted Physical Education Collaboration Site and future professional development opportunities.</p> <p>Presented on Adapted Physical Education at the Elementary Special Education Meeting, February 18, 2016</p> <p>Professional Learning Description/Outcomes: The session provided elementary special education resource teachers with opportunities to review the current state of adapted physical education in MCPS; explore elementary adapted physical education screening and assessment tools; identify the continuum of adapted physical education services; and review the MCPS Adapted Physical Education Collaboration Site and future professional development opportunities.</p> <p>Implementing Middle School Bocce Intramural, February 24, 2016</p> <p>Professional Learning Description/Outcomes: The session provided middle school physical education teachers with an overview of the game of bocce, instructional strategies for students with disabilities, roles/ responsibilities of the peer tutor, and opportunities for teachers and intramural coordinators/directors to participate in the game. The professional development opportunity was made available to teachers through a partnership with Maryland Special Olympics.</p> <p>Presented on Corollary Sports for Middle and High School Students at the Extraordinary Minds in MCPS Conference, April 13, 2016</p> <p>Professional Learning Description/Outcomes: The session provided parents and families of children with Autism Spectrum Disorder with information on inclusive extracurricular sports and physical activity opportunities for students with disabilities at the middle and high school level. Parents and families received information from a high school corollary sports program about the positive effect on students with disabilities and their nondisabled peers.</p> <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <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 on myMCPS</i>:</p> <ul style="list-style-type: none"> • Adapted Physical Education Articles and Research • Adapted Physical Education Forms • Adapted Physical Education Goals and Objectives Resource • Assessments for Evaluating Students for Adapted Physical Education Services • Community Organizations for Students with Disabilities • IEP Process
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- Instructional Resources for Adapted Physical Education
- MSDE Documents
- Professional Development Resources for Adapted Physical Education
- Sample Adapted Physical Education Evaluation Reports
- Sample Supplementary Aids and Services

All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. The resources include:

- Middle school and high school physical education departments received the resource *The Brockport Physical Fitness Test Manual* by Joseph P. Winnick and Francis X. Short. The assessment allows the teacher to: identify health related concerns; determine the components of fitness to be measured; create physical fitness profiles; and apply standards associated with desired levels of health-related physical fitness.
- *Functional Assessment for Students with Severe Disabilities (FASSD)* by Martin E. Block. The assessment tool addresses eight areas: medical/health background, functional position and movement analysis, functional mobility, functional physical fitness, ball skills, sensory processes and sensitivity, communication, and play behaviors and awareness of others.
- *Parent/Guardian Physical Activity Questionnaire* provides the physical education teacher with information about the student's physical activity outside of school to enhance movement skills and concepts, health-enhancing physical fitness and activity, and personal and social responsibility.
- *Battelle Developmental Inventory Second Edition (BDI-2)* by Jean Newborg and *Item Test Book*. The assessment measures a child's abilities and skills across multiple developmental domains: Adaptive (ADP), Personal – Social (PS), Communication (COM), Motor (MOT) and Cognitive (COG). For the purpose of the referral, gross motor was the area of focus. The Gross Motor subdomain measures the child's ability to use and control the large muscles of the body. The results are reported as percentiles, scaled scores and age equivalents.
- *Test of Gross Motor Development, Second Edition (TGMD-2) Examiners Manual* by Dale A. Ulrich and *Profile/Examiner Record Forms*. The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education.
- Each middle school (38) and high school (25) physical education department received the resource, *A Teacher's Guide to Including Students with Disabilities in General Physical Education* by Martin E. Block. The resource provided information on instructional strategies for including students with specific disabilities in general physical education.

The high school physical education course, *Leadership Opportunities in Physical Education (Course #7700)*, was available to all high schools for the 2015-2016 school year. This 0.5 credit, semester-long course is designed to develop leadership skills within the physical education setting for individuals interested in pursuing careers in education/teaching or physical therapy. Throughout the course, participants will have the opportunity to assist students who have various physical and learning disabilities in their development of sport/movement skills and fitness.

	<p>Participants will explore and analyze a variety of disabilities and develop sport/recreation goals or fitness plan for her or his peer with a disability. The course will focus on disability awareness, communication, instructional, and feedback techniques, as well as goal-setting. All course materials will be made available to high school physical education teachers on the MCPS Instruction Center.</p> <p>Through a partnership with Special Olympics Maryland, 15 middle schools serving a critical mass of students in specific special education programs received an indoor bocce court and set of indoor bocce balls (http://www.bubbabocce.com/index.php) to provide inclusive physical education and intramural opportunities for students with and without disabilities at each school.</p>
Prince George's	<ul style="list-style-type: none"> • 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>The Adapted Physical Education Program has been working to increase the percentage of students included in general physical education classes. We have done this by scaling back our service to non-APE IEP students in Special Education programs and making sure they are enrolled in general physical education courses. APE teachers still provide services to APE IEP students in these programs. The goal is to increase LRE based on student needs.</p> <p>We are also in the early stages of modifying staffing at our Early Childhood Centers. Currently the Adapted Physical Education Program provides all APE and GPE services at our 4 ECC sites. In the near future, one APE teacher and one GPE teacher will be the staffing formula. This will help to more define the role of the APE teacher in those buildings. They will be more able to assess, collaborate, and provide actual Adapted Physical Education services rather than the general physical education service that is the current practice.</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? <p>We have been working on training APE staff on the updates to the TGMD- 2 that will come later this year.</p> <p>We are also working with 'Fit 4 Work' with our staff. The program focuses on career/job related activities and the exercises that will increase success in a work environment. This will be a focus on transitioning from school to work in the High Schools, although all levels will be trained. We are pairing with the Physical Therapy Program for this training.</p> <p>The General Physical Education Program has included APE in its professional development sessions this year. We have had staff attend the Physical Education Professional Development – US Games OPEN Curriculum (Elementary) and the Sport Education Model of Instruction (Secondary).</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 Adapted Physical Education Office has been working on clarifying the impact of 504 services on the APE Program and teachers. We have produced a document on the differences of an IEP to a 504 and how it relates to Adapted Physical Education. Questions that should be asked at the meeting are included to assist the team in applying the correct document to the student based on the student's needs.</p> <p>We have also updated our IEP services chart. This chart is used by our APE teachers to assist in the elementary/middle/high school IEP transitions. In order to match the various school block schedules and semester planning practices, we give suggestions for hourly and weekly APE services, consultative services, and communication requirements between schools to make the IEP transitions smooth and eliminate the need for IEP amendment meetings.</p>
Queen Anne's	Nothing new for the 2015-2016 school year
St. Mary's	<p>The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the offices of Physical Education and Special Education. Emphasis is placed on:</p> <ul style="list-style-type: none"> · Report on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in all SMCPS. · Report on MSDE Adapted PE briefings that are conducted by Physical Education Specialist from the Maryland State Department of Education. <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? <p>· In order to offer our students a diverse learning environment, physical educators participate in ongoing professional development training that is conducted throughout the school year. All of our professional development programs are conducted by the Coordinator of Adapted Physical Education and Corollary Sports. This specialized training provides general and adapted physical educators with the necessary tools to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation. For example, a student with cerebral palsy (CP) participates in sitting volleyball with her general physical education class. The student with CP participating in sitting volleyball helps to increase his/her physical activity, build self-confidence and foster friendships. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing an adapted sport like sitting volleyball can create excitement and desire for students with a disability to allow them to appreciate their full potential and become more physically active during their lifetime.</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>· Continue to upgrade our Adapted PE and Corollary Sports School based web site. Both sites have pertinent information that directly relates to teaching and coaching students with disabilities.</p> <p>· Upgrade and revise the APE resource guide along with the Corollary Sports</p>

	Handbook. Both documents provide our PE/APE Teachers and Corollary Sports coaches with the latest information pertaining to teaching/coaching students with disabilities.
Somerset	SCPS has and continues to partner with Special Olympics of Maryland to expand its athletic offerings for individuals with special needs. This year SCPC has implemented special Olympic teams in the area of Tennis, Bocce Ball, and fitness conditioning. This program has also increased the number of training opportunities for both general education and special education staff in the identified sports above. In conjunction staff and PE teachers have received professional development in adaptive PE as well as visiting adaptive PE classes in nearby districts to give them the opportunity to learn how to adapt the physical education curriculum for individuals with special needs.
Talbot	We have no new initiatives or programs this year. It is regular practice for Physical Education and Special Education Departments and individual teachers to collaborate and discuss issues if they arise. It is regular practice for Special Education students to be included in Physical Education classes as a normal part of their school lives. P.E. teachers are included as members of the IEP Team. They collaborate and consult with Physical Therapists, Occupational Therapists, and others, to develop individual students' goals. Where adaptations are needed, our Physical Education teachers are actively involved in planning and delivering the instruction, including accommodations and modifications as appropriate.
Washington	<ul style="list-style-type: none"> 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>The Adapted Physical Education Staff works under the Supervisor of Physical Education and are housed in our Special Education School so they can consult with Special Education staff daily. The APE staff acts as a liaison between special education and physical education for WCPS. Situations, questions and concerns are shared with both departments to insure that correct process and answers are provided for all situations.</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? <p>The APE staff attends workshops and professional development to gather new information from MSDE, Special Education Department and other counties. This information is brought back to Washington County and shared with the physical education staff on Supervisor of Physical Education professional development days. This has allowed schools to work to develop modified classes to better support our students with physical disabilities. For the 2016-17 year we are planning a quarterly update with Physical Education teacher from the APE staff at each of our district professional development days.</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>Washington County has seen an increase in our modified physical education classes at the high school levels and we have increased our Pre-Kindergarten programs causing an increase in our APE caseloads. As a result WCPS has started lending or sharing equipment that is housed centrally at our special education center so all</p>

	<p>students may have access to needed adapted equipment no matter the location. This process is coordinated by the APE team. This sharing of equipment has become the culture for our schools to access equipment for the students with disabilities. In addition we have reserved more money in our equipment budget earmarked for APE equipment.</p>
Wicomico	<p>This school year we have a number of initiatives that are continuing to go on: we have continued to include elementary education students in our In-County Special Olympics day program competitions and are working to add the infants and toddlers program to this program over the next year, and this year our numbers are growing- we now have 6 elementary schools participating, with a total of 10 in-county schools; participation in our Unified sports is continuing to grow yearly also, 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 Maryland State Department of Education briefings, and we have continued the use of technology in APE classes thru the use of IPADS and Movbands. This year all students continued to work on the SLO initiative- with most of the special needs students participating and showing growth in their target areas. APE Students at Salisbury Middle School continued to work on a dance unit this year, which matches more closely with the General Physical Education Curriculum. APE students at Pinehurst Elementary are piloting a new TGMD-3 assessment, and groundwork has been up for a peer/buddy program in physical education classes. At the high school level, more APE students are being fitness tested, either through the use of Fitnessgram, or when applicable, the Brockport test or Task Analysis, to get a baseline for physical fitness. APE students at Wicomico High School were introduced to the skin calipers this year as part of the on-going fitness testing throughout the year.</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 after school 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 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 was our second year of implementing the Unified Sports Program. Our County Athletic Director, Mr. Tyrone Mills has been instrumental in beginning the Unified Sports program in Worcester County for all three high schools. He is working with each school Athletic Director directly to offer the activities at our high schools. Sports are being offered during all three athletic seasons (bocce, bowling, and tennis). Again, we have actually had a few teams who have gone to the state level and this has been VERY exciting for our schools.

	<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"> •Cedar Chapel Special School has provided their APE teacher with professional development training with Core Boards and PODDs for communication with students with disabilities in the APE classroom •ALL PE teachers were given PD on formative assessment in the PE classroom, for students with and without disabilities •Unfortunately, the Professional development budget on the local level was cut by 50%, so the PE teachers only received half of the PD training that we had planned for the school year. <p>What new resources have been developed, provided, or revised for students with disabilities or for adapted physical education?</p> <p>· In 2013, our county developed all new skill assessments for our K-8 PE curriculum. Because these skill assessments are individualized, each student, with or without a disability, can be assessed on their individual performance. In 2014, all of these skill assessments were uploaded into Curriculum Loft, an online curriculum repository for ease of access for teachers. The documents in Curriculum Loft included the APE guide for teachers from MSDE. In 2015, we have revised our UDL model for lesson planning, incorporating more opportunities for teachers to personalize instruction based on student need. All curriculums in 2015-16 have been loaded into our Engrade system.</p> <p>All PE teachers received a tablet/laptop hybrid device in the 14-15 school year to assist with record keeping, and curriculum planning for their class. It also allows teachers to download android apps which will assist them with students with disabilities, as well as general ed students. The PE teachers have requested iPads for the next round of device deployment. They would prefer them over the hybrid device that they received. Our APE teacher does have their own iPad, smart board and music equipment for his classroom.</p>
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2. What are the key challenges your school system and individual schools face in delivering physical education opportunities to students with disabilities? Have these challenges changed since last year?

LEA	Response to Question 2
Allegany	ACPS has an outstanding team of educators and administrators that work to ensure that all students are afforded an educational experience that is inclusive and meets the IEP expectations
Anne Arundel	<ul style="list-style-type: none"> • Adapted Physical Education Staffing- one full-time 10 month resource teacher provides support for the entire county- grade K-12 and Special Education Centers. • Reinforcing the need to have properly trained and engaged paraprofessionals in all classes including physical education

	<ul style="list-style-type: none"> • Middle School classes become more challenging as the curriculum moves towards the tactical game model. • Physical education teachers need more professional development in best practices for providing PE to students with disabilities.
Baltimore City	<ul style="list-style-type: none"> • The only new challenges this year were related to district re-organization and the retirement of the key individual who had been responsible for PE. There was a time lag between the retirement and hiring of a new staff member that made collaborative PD planning difficult for a few months. These changes led to review and revision of some daily practices and the need to develop new lines of communication, collaboration and information sharing. • The model of adapted physical education service delivery and associated documentation continues to move toward being more consultative. This requires knowledge of students with disabilities and adaptations by the PE teachers. The APE teachers continue to support and train PE teachers to: <ul style="list-style-type: none"> ○ Complete student logs ○ Write and submit IEP report cards, as needed ○ Write and submit requested progress reports ○ Complete APE assessments and assessment reports ○ Update IEP records ○ Attend IEP meetings
Baltimore	<p>Our challenges continue to be the same.</p> <ul style="list-style-type: none"> • 3.8 Adapted physical education resource teachers being able to effectively provide to 375 physical education teachers for appropriate instruction to students of all abilities. • Many times the physical education teachers who would benefit the most from professional development related specifically to adapted physical education do not take to opportunity to attend trainings. • The quality of the support provided by the adult assistants in physical education.
Calvert	<p>After reflecting upon our challenges from last year, we 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. 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	<ul style="list-style-type: none"> • Elementary physical education teachers have a full teaching load so finding time to complete an assessment, write a report, or work with a student can be difficult. • Most schools do not send paraprofessionals to physical education so individual time is extremely limited. • We need to continue to work with our teachers on what APE is and how it should be implemented. This includes an awareness for ALL staff members, some of whom are in special education. PE teachers need to be fully

	<p>included in relevant meetings and not after a decision for an assessment has been made. We have quite a bit of work to do in this area to educate administrators, teachers, parents, and students.</p> <ul style="list-style-type: none"> Teachers are still not comfortable with administering the assessments and keeping necessary data.
Carroll	CCPS continues to face funding and staffing challenges to ensure all students appropriate delivery of physical education instruction. There is still confusion regarding high school service delivery since physical education courses are electives. IEP's are written as yearlong documents. Ex: A student elects to NOT take APE every quarter, but APE is included in the IEP.
Cecil	<p>*More funds to provide more support for the PE teachers, such as planning time and more APE/PE teachers (our county lost 3 PE teachers this year).</p> <p>*Planning time for secondary PE teachers for direct services, data collection, writing IEP's and for attending IEP meetings.</p> <p>* We are 100% inclusion with no center schools. They are now pulling paras from PE classes. We need more funding to keep our PE classes safe.</p>
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	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. This challenge has not changed from last school year; however staff is purposely now seeking to obtain interest from enough students to offer corollary sports competitions.
Frederick	<p>Continuing to educate all educators and administrators the importance of Physical Education as well as compliance with COMAR so that all students are provided the opportunity to participate in PE despite behavior and severity of disability. This challenge has always been present; however, seems to be increasing due to students with significant health and behavior concerns remaining in the mainstream setting. Staffing allocation, especially at the Elementary level, makes the continuity in delivering Adapted Physical Education service from year to year difficult. The collaboration at the school level between Special Educators and Physical Education teachers is lacking and needs improvement in order to ensure all service providers are knowledgeable about the student's needs and following the IEP process.</p> <p>There is also the need to continue encouraging and educating Physical Educators in differentiated instruction in order for all students with disabilities to participate in all units to the best of their ability.</p>
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	This year we have had twenty new teachers hired so we are supporting them through the adapted physical education specialists and professional development.

Howard	Working with a direct service model brings its own set of challenges with scheduling for 13 APE staff in 76 different schools. This is a challenge that continues year to year. Another continuing challenge for HCPSS is to provide more support for our physical education teachers in collaborating with their special education teams to make decisions about their students. The APE department would also like to continue to provide professional learning for the PE teachers in modifications, visual supports and behavioral strategies, especially for those students that do not qualify for APE service but may have difficulties in PE.
Kent	Key challenges continue to be our size and resources. Our main challenge is our lack of human resources. It seems each year brings a new set of challenges with changes in personnel and school needs. We do not have enough staff to be able to attend all of the PE, Health and APE briefings. It is just not possible for us. Another challenge is the limited number of students with significant disabilities; each one presents its own school based challenge.
Montgomery	The challenge facing MCPS and individual schools in delivering physical education to students with disabilities has not changed since last year. The challenges include: <ul style="list-style-type: none"> • Staff (physical education teacher) allocations • Space/facilities and specialized equipment • Support staff (paraeducator) allocations • Communicating the adapted physical education process to all physical education and special education teachers throughout the county (202 schools) • Substitute coverage to provide physical education teachers with time to implement the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.
Prince George's	Scheduling conflicts based on staff covering multiple school sites.
Queen Anne's	Within QAC, over 98% of students with disabilities are included in PE with their non-disabled peers. We have challenges similar to Kent County in regards to the size of our county. We have teachers supporting multiple schools and scheduling conflicts due to staffing.
St. Mary's	Student Learning: One challenge facing SMCPs elementary physical education students and students with disabilities is the minimal amount of time they receive in physical education. Based on NASPE's recommendation, elementary children should receive 125 minutes of week of daily, quality physical education instruction. Students in SMCPs do not receive enough daily quality physical education to effectively and efficiently teach cognitive, affective and psychomotor development.
Somerset	The key challenges are the lack of funding for additional adaptive staff, new equipment, and class size. SCPS offers PE courses in an inclusive setting with both special education and general education students which leads to large class size. Due to limited staff it makes it difficult to address the individual needs of the students during class.
Talbot	As with many other smaller counties, our biggest struggles are with numbers of staff and scheduling our limited numbers to allow for maximum instructional time for all students in general, and APE students in particular. We have to rely on the creativity

	<p>and flexibility of our staff members, many of whom often give up planning and personal time to co-plan and develop specific programs. Like Kent, our P.E. Supervisor is tasked with many other curricular areas as well, limiting participation in briefings and availability to lead professional development. We overcome this challenge, like the other, through the dedication and hard work of the teachers. (These challenges are rooted in factors that are the same as in previous years - continued maintenance of effort budgets, etc.)</p>
Washington	<p>Challenges continue to be adequate funding to support needed staffing to provide a manageable student to teacher ratio. Moreover, WCPS continues to provide all students an appropriate physical education program, including those with disabilities. Space during winter months can be a challenge; however, APE staff is working with each school staff to coordinate best times to provide services in appropriate spaces. The need for continued professional development and limitations of staff time for to access professional develop continues to be a challenge. One of the biggest challenges is the increase of students needing additional help along and the lack of regular time for Physical Education staff to meet with APE staff for continued and timely professional development.</p>
Wicomico	<p>Time and space are always a challenge, but the APE teachers are working to meet and plan when possible. This year we met 1-2 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- as this is an on-going issue at high school level. General Education PE teachers and APE teacher have worked closely this year in planning out appropriate space when needed. Both of these concerns are on-going and carry over from year to year.</p>
Worcester	<p>We are a small, rural school system which does not deny ANY student access to our athletic activities or physical education classes and programs; therefore, setting up additional opportunities has not been identified as a need. If a need were to arise, we accommodate any and all special education students. When we have encountered any issues in the past, special education specialists, physical education specialists and administrators work together to provide the best possible services to all students. Many of our afterschool programs at various grade levels provide physical activities which are open to ALL students and at one school in particular, we work with Special Olympics and our County Athletic Director (director of the unified sports program) to integrate regular ed and special ed students in competitive sports activities.</p> <p>§ Challenges instructionally include planning time for teachers and funding for new equipment. A new challenge this year is that our Professional Development budget was cut, locally, by 50%. We have already been cut 50% for the 2016-17 school year.</p> <p>§ (These challenges are similar to years past, as we have not seen much change in our county regarding special areas)</p>

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 3
Allegany	Funding to staff a full time Athletic Trainer would be a huge asset in helping to determine the physical expectations and capabilities of students with disabilities as well as to offer engaging adaptive alternate activities.
Anne Arundel	Continue MSDE APE Briefings Provide directive or guidance to LEAs regarding IEP APE Goals and Objectives for centered based students enrolled in special education centers. Provide more professional development for staff working with Center Based Students. Provide more professional development for general education physical educators.
Baltimore City	Increased training opportunities, perhaps online, for school-based physical education teachers, in order for them to better understand the IEP process, as well as to write appropriate assessments and IEP goals and objectives.
Baltimore	Collaborate and clarify with the medical community regarding the requirements for participation in physical education for the State of Maryland.
Calvert	Address APE home hospital services Continue to provide opportunities for collaboration and information sharing during State Briefings
Caroline	The APE briefings are extremely helpful and informative. The support from MSDE has been fabulous in that when I have a question, I get a response quickly. If we ever get an APE specialist, I would like to know of PD and networking opportunities for this person. The funding for a position would be great too but that is really a local budget decision. More training on how to create a plan for students with extreme physical disabilities.
Carroll	Provide professional development regarding required special education paperwork as well as the law.
Cecil	Please continue having the State briefings. They are very informative.
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	The physical education staff in DCPS would like to thank MSDE for disseminating the Adapted Physical Education guide at the start of the school year, which allowed physical education teachers to better serve our special education population and all students. If this resource could be reviewed and modified annually as needed to reflect MSDE expectations and disseminated at the start of the school year, the physical education teachers would feel more confident about the work they are doing with students with disabilities.
Frederick	It would be beneficial for differentiated PE curricular resources be available at the middle school level for those students who are medically fragile and are not able to participate in the mainstream PE setting.

Garrett	Ongoing opportunities for training in the area of APE and PE assessments along with continued support
Harford	None thank you
Howard	Please continue with the MSDE APE briefings. They provide valuable learning and sharing opportunities. The creation of the official APE Steering committee will provide more insight and guidance as we move APE forward in Maryland. We can always use more professional learning opportunities for our APE and PE staff!
Kent	We appreciate the updates and resources provided by MSDE. Consider variety of formats for MSDE Briefings. Continue to support as needed.
Montgomery	The Maryland State Department of Education could provide funding to support substitute coverage to provide mandatory trainings and support physical education teachers with implementing the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services.
Prince George's	Please continue the MSDE briefings and the coordination/collaboration between MAPEC and the new APE Steering Committee. These meetings are very informative and we appreciate the free sharing of ideas.
Queen Anne's	Ongoing opportunities for training in the area of APE and PE assessments for students with disabilities
St. Mary's	It would be my hope and contention that MSDE would support legislation to increase the amount of time in physical education recommended by NASPE. NASPE's Physical Education Guidelines recommend elementary schools provide 150 minutes of instructional physical education each week and that middle and high schools provide 225 minutes per week. Students receive the minimal amount of physical education goes against current research findings and recommendations by the Surgeon's General Report on Physical Activity and Health and the Centers for Disease Control and Prevention to improve the current and future health of our students. MSDE and local schools can implement physical activity programs that maximize opportunities for students to be physically active and help them meet the national recommendation set by NASPE.
Somerset	Lobby for increased funding for equipment and staffing. This would increase the opportunity for students with special needs in the PE setting.
Talbot	We appreciate the flexibility of the MSDE Office in providing localized briefings and making essential documents available electronically. As we make the transition to a new Supervisor in 2016-17, the help of the MSDE Office(s) in guiding the new person will be also is appreciated. I anticipate that with our reorganization we may be better able to provide more professional development for our teachers.
Washington	MSDE has been a great support for our APE program and the progress of Adapted Physical Education at the state level. MSDE should continue to share best practices, both from a nation-wide perspective and a state perspective as well as continue to provide statewide opportunities for professional development for teachers and staff.

Wicomico	Keep providing opportunities for APE professionals to meet, share ideas and keep updated on the latest initiatives, trends and practices.
Worcester	<p>Anything you can do to help with professional development for teachers that is FREE, or to provide funding for counties to come to PD is desperately needed. Our local level PD has been cut so drastically that we are unable to provide all of the PD necessary to special area teachers.</p> <p>§ Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education.</p> <p>We are excited about receiving an updated APE guide from MSDE. This gives us helpful direction about updates and changes. We will have a new APE Worcester county representative for the 2016-17 school year – Zach Johnson. He is eager to learn the ropes and bring back information</p>

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: MSDE Office of Physical Education
From: Coordinators and Supervisors of Physical Education
Date: July 29, 2015
Re: No Exemption from Physical Education

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 we can be of further assistance, please contact us at 410-767-0327. Thank you for your continued cooperation.

Appendix L

MSDE ADAPTED PHYSICAL EDUCATION BRIEFING AGENDA

September 29, 2015

MDOT- 7201 Corporate Center Drive Hanover, MD 21076

Welcome and Introductions

MSDE Updates

- National Standards
- Fitness and Athletic Equity Report
- APE Guide
- Updated APE Course 3 – Cyndi Naylor
- Community Resources – Deb Marcus
- Secure Transfer Site
- ICF <http://ncpeid.org/index.php/conferences/196-2015-annual-conference>
- CCRC -sessions

Special Olympics – Update Melissa Kelly/Nate Garland

MSDE Special Education and Early Intervention Services – Marsye Kaplan

- Policy/Regulations Update
- 508 Compliance
- Developing Standards Based IEPs'

Lunch – Enjoy

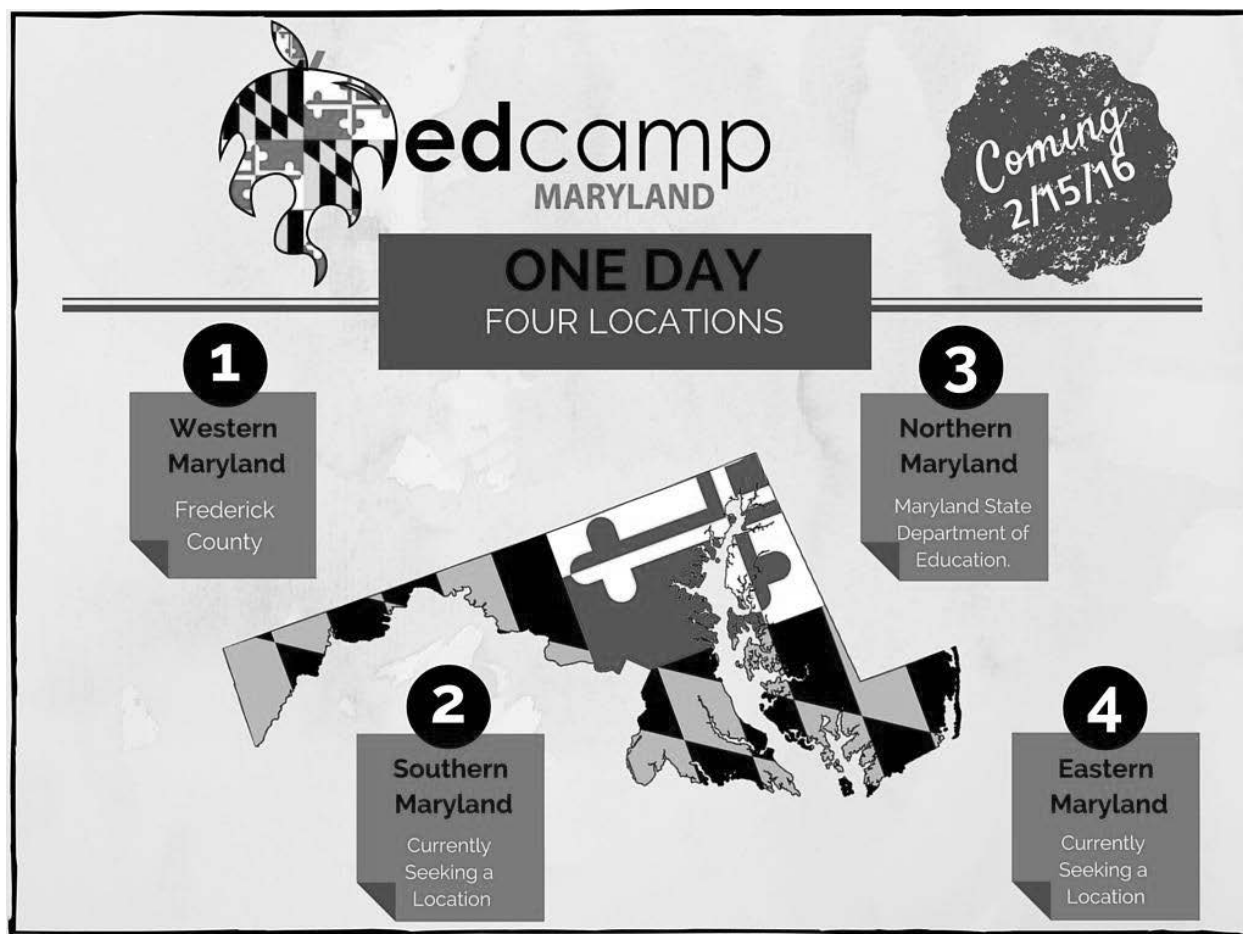
Adaptations for Students with Visual Impairments or who are Blind in Physical Activity- Beverly Schmitz

CAPE certification/NBCT – Brad Weiner

Work Group Discussion – Development of Video Library, Open discussion

Announcements

- MAPEC
- Walk Maryland Day – October 7, 2015
- MAHPERD Conference – October 16, 2015 –Hunt Valley
- Future Meetings –MSDE **Friday April 22, 2016 (Tentative)** Place: TBD
- On February 15th, 2016, the second ever Edcamp Maryland will be held in four regional locations across the state. Every educator in Maryland is invited to attend for free.



Edcamp is an "unconference" specifically designed for teachers and their needs. What makes Edcamp an unconference? Unlike traditional conferences which have schedules set months in advance by the people running the conference, Edcamp has an agenda that's created by the participants at the start of the event. Instead of one person standing in front of the room talking for an hour, people are encouraged to have discussions and hands-on sessions. Sponsors don't have their own special sessions or tables, all of the space and time are reserved for the things the people there want to talk about.

Appendix M

APE Spring Briefing /Steering Committee Meeting Carver Center – 2671 Carver Road Gambrills, MD 21054

April 22, 2016 9 AM

Coffee/Tea/Fruit /Conversation 8:30 – 9:00

Greetings and Introductions 9:00 – 9:10

9:15 – 10:15 Communication, It's More than Just Words – Allison Livelsberger

10:15 - 11:15 Behavior Strategies – Deborah Nelson, Ph.D.

11:15 – 11:30 Break/Announcements

- Fitness and Athletic Equity Activity- Google Docs
- Listing of Supervisors
- On Line APE Course update/Handouts

11:30 – 12:30 Maryland Learning Links – Chris Swanson, Ed.D.

12:30 – 1:00 Changes in the TGMD-2 to TGMD -3- Matthew Shutt

1:00 – 1:45 Lunch

1:45 – 3:30 PM * **Supervisors/APE County Representative Steering Committee** – Linda Webbert

- Organization
 - Support
 - Vision/Mission
 - Workgroups – Grant/Trifold/PD/MLL
 - Meetings



- **Supervisors/APE Representative please bring electronic device with you for work after lunch.**

Notes

Drawing for CAPEs Attending NCPEID Conference 8/3/16 – 8/5/16 Crowne Plaza at Tysons Corner – McLean, VA

NCPEID invites all Nationally Certified Adapted Physical Educators (CAPEs) who have never attended the NCPEID conference to attend this year! To that end the NCPEID Board of Directors will randomly select two first time CAPE attendees to receive a \$100 award at the 2016 conference. Criteria for Awardee: 1. Need to be current CAPE and member of NCPEID 2. Need to be registered for the conference by July 31, 2016 3. Need to be in attendance at the awards luncheon to receive award. Register today at <http://ncpeid.org/index.php/conference/4-annual-conference>

Are you struggling with finding a valid way to measure and celebrate the fitness levels of your students with disabilities? The Presidential Youth Fitness Program website may be the solution you are looking for. For details visit - www.pyfp.org/recognition/student.shtml

The Presidential Youth Fitness Program website has also made the Brockport Physical Fitness Test available for FREE download.

www.pyfp.org/assessment/free-materials.shtml

Summer Courses available at the link below – registration from April 4, 2016 – May 25, 2016.

<http://tinyurl.com/onlinepdcatalog>

We will be offering two courses for the summer – *Adapted PE: Successful Inclusions Strategies and Teaching PE to Challenging Populations*

Information from MAPEC

The State-wide survey has been providing a lot of good information. The results will be analyzed in the late spring/early summer. A committee of MAPEC members will be put together to conduct the analysis. Anyone interested can let me know. If anyone has not filled out the survey or sent it out to their physical education and adapted physical education teachers, I can provide them the link.

https://docs.google.com/forms/d/1rhvAFpw_RxGRRg86rah9_vWOvWmzkjdjaF7GjGQe5qw/viiewform?usp=send_form

Twitter:

MAPEC now has a twitter account. It is new and has not been very active yet, but it does provide an avenue for teachers throughout the state to share and communicate ideas.

Our handle is: @Mapec_Members

Nominations:

A majority of the board members are in their last year of their term. We will have a call for nominations go out in March, followed by a slate of nominees, and voting in early April. The new board members will begin at the MAHPERD Convention.

MAPEC's Meeting and Sessions:

We will have a MAPEC meeting with sessions on June 27th from 10am - 2pm in Howard County. This is open to anyone in the State that would like to join and is free of charge. Session will address the major needs indicated from the survey. More information about the whereabouts of the conference will be provided soon.

Adapted Physical Education Steering Committee

Draft Mission

The mission of the Adapted Physical Education Steering Committee is to educate, advise, and advocate for appropriate physical education to be provided to all students in the state of Maryland.

Goals

The APE steering committee acts in an advisory capacity to the Division of Special Education, Early Intervention Services and works collaboratively with a broad range of organizations, and professionals to accomplish the following goals:

- Collect, assemble and disseminate updated information to support APE teachers
- Provide PD to APE professionals
- Educate the citizens of Maryland about Adapted Physical Education
- Assist the Maryland State Department of Education Physical Education department when needed.
- Make recommendation on the subject of adapted physical education to the appropriate officials at MSDE.
- Support fitness and sport activities for disabled students.

Member Guidelines

One supervisor/coordinator from each local school system
Members of the Adapted Physical Education Steering Committee will:

1. Attend at least one of APE meetings each school year.
2. Become an active participant of one of the subcommittees
(Education/Communication/Recognition/legislation)?
3. Represent the APE Steering committee when asked to share information

4. Reply promptly to any e-mail messages labeled “REPLY NEEDED” (e.g. reviewing the meeting summary)
5. Submit written requests for agenda items to the Chairperson three weeks prior to the scheduled meeting
6. At the beginning of each meeting: sign in, retrieve name card and handouts and sit at the main table. (Guest are invited to sit in the auxiliary seating area)
7. One member will be asked to speak at a time and must stay focused on the topic. Members/guest will listen to those who are speaking
8. Issues that arise during the meeting that are off-topic will be placed in a “parking lot” for discussion at a later time.
9. Committee representative is responsible to share meeting information with local administrators and teachers
10. The MSDE Collaborative Steering Committee representative will be selected by the APE Steering Committee.

Terms of Service – to be determined by the Steering Committee

11. Collaborative representative should be a member of MAPEC.

Committee Information- discussion

Education/Communication: updated information, publications/ blogs/recommendations

Legislation: Distributes relevant legislative proposals and keeps the group updated on any upcoming information

Recognition: Keeps the group apprised of awards /recognition of any APE professionals or outstanding programs going on in the State of Maryland.

Discussion of projects for MSDE Collaborative Grant

Appendix N

Summary of Professional Development Presentations for Local School Systems on APE

LSS	Professional Development	Presenter
Allegany	During Supervisors Staff Development on August 19, 2015, all Physical Education and Health teachers were provided a professional learning opportunity to discuss how to incorporate methods of UDL within their system-wide and school –based SLO’s for the upcoming school year.	Supervisor
Anne Arundel	Annual Professional Development- two sessions: topics selected based upon teacher needs. Center Based Staff Assessment training for one of three centers	AACPS staff
Baltimore City	This year, in collaboration with the Joint Governing Panel at City Schools and MSDE Office of Professional Development, the Educational Associate aligned two MSDE Online Adapted Physical Education courses to district standards for continuing education. This enabled the APE and general education PE teachers to earn AUs (Achievement Units) for these courses. Achievement Units are linked to teacher pay raises. A Physical Education Foundational course aligned with the new national physical education standards, developed by SHAPE America (Society of Health and Physical Educators), was created by the Office of Teaching and Learning and posted on City Schools’ Blackboard. It is available to all APE and PE teachers.	On-Line Courses SHAPE America
Baltimore	<i>All New Teachers- Adapted Physical Education Survival Guide</i> All physical education teachers <i>Student-Centered Learning</i> <i>Adapted Physical Education - A Year of Change</i>	Baltimore Co. APE Team
Calvert	Professional development associated with the roles of the instructional assistant have also been delivered	APE Resource Teachers
Caroline	CCPS is continuing to work on teacher understanding of the standards and how to implement them more effectively to meet the needs of all students. Teachers created a new lesson plan format that incorporates UDL strategies, standards, and processes.	Supervisor of Health and Physical Education
Cecil	Writing SMART APE goals and objective	Special Education Dept.

Charles	Early development gross motor skills	Special Olympics
Dorchester	All Physical Education teachers participated in district level professional development utilizing the Adapted Physical Education Guide to ensure best practices were being implemented in meeting the needs of students with disabilities.	Supervisor
Frederick	PE Teachers at the Secondary Level received professional development from Physical Therapists and Occupational Therapists in order gain an understanding of how both disciplines are connected and can benefit one another through ongoing collaboration. PE Teachers became knowledgeable of another resource in the county that can provide ideas and advice in best supporting students with disabilities during Physical Education.	OT and PT
Harford	Harford County has provided extensive training for working with students with autism.	Office of PE and Special Ed.
Howard	“Working with Students with Hearing Impairment - Understanding Deaf Culture and Cochlear Implants” Working with Students with Visual Impairment or Who are Blind in PE	Dean Buck Bev Marvhka - MDSB
Kent	APE referral process Teachers	PE Office and Special Ed.
Montgomery	High School Physical Education Teachers Shift from Fundamental Life Skills Curriculum (FLSC) to Curriculum 2	APE Specialist
Prince George’s	Training APE staff on the updates to the TGMD- 2	Prince George’s Staff
Wicomico	Piloting a new TGMD-3 assessment at an elementary school. ⁶³	APE teacher
Worcester	Formative Assessments	HPE Supervisor