

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

## **2012 Report**

This is the fourth 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, 2012 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 worked toward full implementation of the new law. Responding to this perceived need, MSDE and SOMD have continued their collaboration through funding the joint consultant's positions with the responsibility 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 2012**

- 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 2011/12 completed.
- MPSSAA submits to MSDE athletic participation results based on 2011/12 participation survey.
- Local school systems implementation fully operational.

## **August 2012**

- 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 196 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 collaborated on the establishment of a position of Senior Director/Consultant. That person serves as a liaison between MSDE and local school systems and its accredited subprograms and experts on alternative sports offerings. That person began work in late November 2009.

### **Model Policies**

During the fourth year of implementation, local school systems were asked to submit to MSDE, Division of Instruction, 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, 2012 23 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities. The one remaining school system has indicated that they are adopting opportunities as needed.

## **Review of Activities for Mainstream Physical Education**

### **Timeline for Implementation**

#### **May 15, 2012**

- Local school systems submit student enrollment in physical education to MSDE via data collection tool.
- Local school systems submit a report on the progress toward inclusion of students with disabilities into mainstream physical education to MSDE.

#### **August 1, 2012**

- 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 physical education services to all students. A local school system compliance form was developed and local school systems completed a data collection tool by responding to 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 Office of Division of Instruction and Physical Education, collected and has provided individual school system data as part of the report for the General Assembly. The Data Collection Tool for Mainstream Physical Education compliance can be referenced in (Appendix H). All data collected during 2011-2012 school year can be found by referencing the Summary Data on Participation in Mainstream Physical Education Form. (Appendix I)

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. During the fourth year of implementation, each of the local school systems was also asked to respond to a set of questions that addresses any new initiatives their school system implemented to promote and protect the inclusion of students with disabilities into mainstream physical education, what are the 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 your key initiatives and challenges. (Appendix J)

The responses to these questions has been compiled and summarized. The self-reported data indicates the following responses on the progress local school systems have made for inclusion of students into mainstream physical education. Many systems indicated providing professional development activities for adapted physical education (APE) teachers and general PE teachers. Topics included, how to write SMART Goals, assessing students for APE, and the IEP processes related to adapted physical education. Also mentioned were presentations at compliance meeting in the fall for IEP chairs to address frequently seen issues regarding compliance in adapted physical education. Collaboration with Office Special Education, Compliance in developing a Case Manager Handbook to include issues directly related to adapted physical education was also mentioned. Development of a Resource Guide for Teaching Students on the Autism Spectrum at the secondary level was completed and ready for print in one system. Several school systems were fortunate to have funding to have added new Adapted Physical Education Resource/Itinerant Teacher to provide continued consultation and professional development to all Physical Education Teachers. These positions are under the supervision of both the Special Education and Instruction Departments. School systems have also reported they have provided professional development for their physical education teachers and several have created in-service courses on adapted physical education.

An important contribution for all teachers around the State was the development and sharing of an APE Goal Writing Wizard that was created and field tested by Prince George's County School System and shared at a Maryland Adapted Physical Education Consortium (MAPEC) meeting to all adapted physical education resource teachers. It is hoped it will be included as part of the MSDE online IEP program. APE teachers will use the Goal Wizard to develop appropriate IEP goals that are in alignment with the Maryland State Physical Education Curriculum

The challenges that were reported, are similar to last year, and indicated scheduling issues as more students are included in mainstream physical education, and funding for resources and to provide adequate staff to deliver necessary student services and support to teachers and students. Additional 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 can be addressed through additional professional development and training. However, some school systems reported they have reduced the number of professional development days allotted for staff. Also mentioned was 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.

Areas mentioned where the Maryland State Department of Education could provide further assistance included, exploring the possibilities for virtual/on line physical education/adapted physical education for students with disabilities as a recognized physical education program. Developing and maintaining a website/wikispace for ongoing communication and information sharing. Continuing to share information on updates, assessment, evaluation, and what other local school systems are doing in the area of adapted physical education was also mentioned.

A summary of the responses collected during 2011-2012 school year can be found by referencing the summary responses on the progress toward inclusion of students with disabilities into mainstream physical education. (Appendix K).

### **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. (Appendix L)

### **Technical Assistance**

During the fourth year of the Fitness and Athletics Equity for Students with Disabilities Act, MSDE and Special Olympics Maryland (SOMD) have provided technical assistance with a focus on a variety of professional development opportunities specific to teachers of general physical education. In particular, physical education units for bocce at the elementary and middle school levels have been developed as a way to equip students with skills that will transition to high school corollary programs. Currently, 17 LSS offer Bocce as part of their corollary programming.

Tom Waite from SOMD provided technical support for the online Adapted Physical Education Course throughout the year by sharing photos, identifying inclusive SOMD programs, and proofreading material. Tom also met informally during the year with Adapted Physical Education Specialists in Baltimore City, Charles County, Harford County, Prince George's County and Wicomico County. The Specialist for Physical Education at MSDE has also provided professional development and trainings in local school systems. A listing of trainings that have been provided for local school system is in the appendix. (Appendix 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)

## **Other Initiatives**

### **On-line Courses**

Funding for three general Adapted Physical Education on-line courses was provided by Maryland Public Television and Special Olympics Maryland. All three courses are currently available for teachers and staff. The first 2 courses are three credit courses and the third course is a two credit course. With a gap in professional development relevant to Physical Education and especially Adapted Physical Education, these courses will 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 the 12 credits currently needed to qualify for national certification as a Certified Adapted Physical Educator (CAPE). To learn more about this certification go to <http://www.apens.org> .

MSDE Course information is listed below:

MSDE # 11-00-25 -Helping All Students Succeed in PE-Using the IEP Process – 3 credits  
MSDE # 11-00-28 -Adapted Physical Education: Successful Inclusion Strategies – 3 credits  
MSDE # 12-00-01 -Teaching the Separate Adapted Physical Education Class – 2 credits

This year plans were established to develop a cadre of facilitators to teach the online courses. Several sections of the courses are being offered and it was determined there was a need for qualified individuals to serve as facilitators/instructors for these courses. Currently, teachers from Montgomery, Prince George's and Baltimore County are in training to become facilitators for these courses. All facilitators must have a State certification in physical education, have taken a required class called "Teaching online in Maryland", and have had experience in teaching adapted physical education.

Additionally, the Office of Special Education and Early Intervention at MSDE has 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 school year. The work of reviewing and editing the existing course content will take place during the summer of 2012.

### **Adapted Physical Education Briefings**

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, MSDE holds their annual fall briefing for adapted physical education resource teachers. Presentations and resources are made available to local school system personnel regarding adapted physical education to help school systems in providing services for students with disabilities in physical education. The spring adapted physical education briefing was held in Montgomery County in April 2012. The agenda for both briefings can also be found in the appendix. (Appendix O)

## **Maryland Adapted Physical Education Teacher Consortium (MAPEC)**

MAPEC was established during the 2009-2010 school year with the objective of this organization to be an advocate for and to support the following mission statement. It continued to be a workgroup during 2011-2012 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 2011-2012 the Maryland Adapted Physical Education Teacher Consortium (MAPEC) Consortium completed work on the following projects.

- Development of a Physical Education Inventory linked to the State Curriculum to be used as an informal assessment.
- Development of a goal wizard of adapted physical education objectives, which are linked to the State Curriculum, to assist teachers with the development of IEP's for adapted physical education.

## **Maryland Learning Links**

Maryland Learning Links is a new 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 "Teaching All Children". The MSDE Guide for Adapted Physical Education entitled, "A Guide for Servicing Students with Disabilities in Physical Education" can be found on this website and includes information about adapted physical education, legislation that addresses students with disabilities, and guidelines and strategies for appropriate inclusion in physical education.

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

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

Additional information about adapted physical education can be obtained by linking to the site at: <http://marylandlearninglinks.org/8841> Additional information about adapted physical education will be added to the site in the future.

# Appendices

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

**2011-2012 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 10<sup>th</sup> through 12<sup>th</sup> grades, but 9<sup>th</sup> grade students participate on any of your high schools' teams, please include their number in the participation figures.

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

**Appendix B  
Participation Survey**

		Boys'			Girls'		
	Schools	Participants	IEP/504		Schools	Participants	IEP/504
Badminton	16	169	7		34	584	44
Baseball	194	5565	380		14	7	0
Basketball	196	5618	478		196	4665	197
Bowling	4	30	4		4	26	1
Cross Country	184	3745	322		179	2575	110
Field Hockey	5	1	0		126	4055	131
Football	185	14912	1531		14	17	0
Golf	161	1470	84		117	248	11
Gymnastics	0	0	0		8	119	4
Lacrosse	149	6622	529		140	5206	157
Soccer	177	6251	280		175	5699	165
Softball	9	0	0		196	5180	201
Swimming	112	1904	147		108	2167	100
Tennis	179	2278	105		179	2410	73
Indoor Track	173	4856	410		174	4266	163
Track & Field	190	6825	605		189	5563	216
Volleyball	43	610	35		190	4927	155
Wrestling	178	5030	630		76	89	6
Ice Hockey	1	19	2		0	0	0
<b>TOTALS</b>		<b>65905</b>	<b>5549</b>			<b>47803</b>	<b>1734</b>
<b>2011-12 GRAND TOTAL</b>	<b>113708</b>						

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

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

Appendix D

**2011-12 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT**

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

<b>SPORT</b>	<b>Schools</b>	<b>Total Boys Participants</b>	<b>Participants with IEP/504</b>		<b>Schools</b>	<b>Total Girls Participants</b>	<b>Participants with IEP/504</b>
Basketball	18	166	84		20	145	44
Indoor Bocce	69	446	250		68	435	166
Outdoor Bocce	48	310	210		49	347	150
Bowling	69	552	389		67	418	238
Cycling	3	12	10		3	13	8
Golf	12	14	12		12	9	5
Soccer	23	100	83		23	92	65
Softball	50	297	231		52	312	152
Tennis	58	338	193		60	308	100
Track and Field	51	396	203		52	371	122
Strength Training	10	58	31		9	38	18
Floor Hockey	2	6	6		2	5	5
Indoor Softball	2	8	7		2	7	6
Totals		2703	1709			2500	1079
Total Participation	5203						

- All sports listed are co-ed

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

A. Equal Opportunity for Participation.

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

B. Athletics Equity for Students with Disabilities.

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

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

**REVISED 10-27-09**

**.01 Purpose**

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

**.02 Definitions**

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

**.03 Access to School Athletic Programs**

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

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

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

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

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

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

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

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

## **.07 Corrective Actions**

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

## **.08 Annual Reports**

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

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

## F. Synopsis of Local School Systems Reports

### Section I – Mainstream Interscholastic Athletic Programs

LSS	Policies Related to Athletic Opportunities for Students w/Disabilities (Copies of Policies Available through MSDE)	(1)Assessment Criteria and (2) Appeals Process
Allegany	<p>Physical Education and Athletic Programs for Students with Disabilities</p> <p>III. PROCEDURES</p> <p>A. Interscholastic Athletics</p> <p>1. Student Eligibility Determination</p> <p>a. All students who meet state and local eligibility criteria are permitted the opportunity to try out for the Mainstream Interscholastic Athletic Program. Among those criteria are: enrolled student status, age, academic eligibility, medical approval, and parent permission.</p> <p>b. Students with disabilities who meet the eligibility requirements shall not be excluded from the tryout unless inclusion presents an objective safety risk to the student or others based on an individualized assessment of the student or fundamentally alters the nature of the mainstream athletic program.</p> <p>c. During the try out, students with disabilities shall be allowed to use whatever modification or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, special equipment, etc. A student shall not be excluded from trying out merely for needing modifications or aids.</p> <p>d. The head coach determines the final roster for his/her team. That determination is made as a result of skill testing, competitive demeanor, and the student’s ability to function within a team environment.</p> <p>2. Pathway to Play Committee</p> <p>a. Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to maximize student opportunities and provide guidance for coaches. The Committee shall include:</p>	<p>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>(i) The supervisor of athletics  (ii) A school athletic director  (iii) An adapted physical education teacher  (iv) A special education representative  (v) A school-based administrator</p> <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>B. Corollary Athletic Program</b></p> <p>1. Allegany County Public Schools shall offer a Corollary Athletic Program in each of the fall, winter, and spring seasons. The dates of these seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall</p>	
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	<p>be limited to a maximum of 8 consecutive weeks.</p> <p>2. The Corollary Athletic Program shall include co-ed teams comprised of disabled and non-disabled students who meet eligibility requirements.</p> <p>3. Allegany County Public Schools shall provide:</p> <ul style="list-style-type: none"> <li>a. Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program.</li> <li>b. Corollary Athletic Program coaches.</li> <li>c. Team uniforms and game equipment.</li> <li>d. Transportation for teams to travel in order to compete if appropriate.</li> </ul> <p>4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:</p> <ul style="list-style-type: none"> <li>a. Are secondary school students in grades 9-12.</li> <li>b. Are officially registered and attend an Allegany County Public School.</li> <li>c. Submit a parent/guardian permission form for participation.</li> <li>d. Submit a medical approval form.</li> <li>e. Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.</li> </ul>	
<p><b>Anne Arundel</b></p>	<p>Board Extra-Curricular Programs Policy Code 909 states: All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.</p>	<p>1. The following criteria was added to the Student Guide for Athletes and the Athletics Handbook: (1) Situations that arise will be handled on a case-by-case basis. (2) The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students. (3) If the disability or accommodations fall into one of the four designated areas which preclude a student's participation (the sport is fundamentally altered; the student gains a competitive advantage; the other participants are competitively disadvantaged; there is an increase risk of injury for the student or other participants), then the student or parent may request a meeting with the Pathway to Play Committee. The Committee will consider all possibilities for inclusion into the mainstream interscholastic program or offer an alternative extra-curricular program. The Pathway to Play Committee will consist of several athletic and special education experts. 2. Students wishing to challenge the initial assessment of the coach and administration may</p>

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

		<p>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> <ul style="list-style-type: none"> <li>• To make its determination, the committee shall apply the following four point criteria: Do the accommodations or modifications: Fundamentally alter the sport? Provide a competitive advantage to the student? Competitively disadvantage other participants? Significantly increase the risk of injury for the student or other athletes?</li> <li>• The Pathway To Play Committee shall render one of the following determinations for each student referred: * The student is able to participate in the interscholastic athletic program with accommodations. * The student is able to participate against or alongside other athletes in individual Interscholastic events with allowable accommodations or modifications. * The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.</li> </ul>
<b>Baltimore County</b>	Policy 6702, Rule 6702, Office of Athletic Statement.	<p>1. Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team. (1) Extent of try-out period; (2) Criteria used to select team; (3) Number to be selected; (4) Practice commitment, if selected; (5) Game commitment. 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. An intramural bowling tournament has been added for those athletes age 19 and over.</p>
<b>Calvert</b>	Policy 3440	<p>1. Determination of Student Eligibility: (1) All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can try out for any mainstream interscholastic sports team. (2) Students with disabilities should not be excluded from trying out unless their participation poses a</p>

		<p>safety risk or fundamentally alters the sport. (3) During a try out, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk. (4) The head coach makes the final decision regarding the team roster based upon skills testing, competitive demeanor, and the student's ability to function within a team environment. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall (1) State the alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation. The appeals process set forth in Policy 1600 Regarding Appeals shall govern the processing of the complaint.</p>
<b>Caroline</b>	All LSS policies and regulations were adopted in December, 2010. Policy and Regulations are on file at MPSSAA.	<p>1. Head Coach of the specific interscholastic sport decides on the assessment criteria and determines whether the student athlete's disability is either a safety risk or it fundamentally alters the nature of the mainstream interscholastic athletic program. 2. Athletics are under the supervision of the school's principal. An appeal, based on specific written allegations of discriminatory actions by the head coach in selecting student team members is submitted to the principal. The principal may, at his/her discretion, convene a hearing panel as defined in the Fitness and Equity Regulations as the "Pathways to Play Committee" with specific membership, who will convene, conduct an investigation and render a decision concerning the allegations within five (5) school days. The student would have recourse to appeal the "Pathway to Play Committee" decision to the Superintendent of Schools and his/her decision could be appealed to the local Board of Education for a hearing. The decision of the Board of Education may be appealed to the State Board of Education whose decision would be final.</p>
<b>Carroll</b>	Board Policy IHBA.A.	<p>1. The assessment criterion established by CCPS are: (1) Does the student meet the eligibility requirements? (2) Does the student's present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of</p>

		criteria & determining how accommodations will be provided. 2. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall (1) State the alleged violation; (2) Contain a brief statement of facts necessary to understand the complaint; (3) Contain a brief statement of relief sought; and (4) Be filed within 30 days of the discovery of the alleged violation.
<b>Cecil</b>	CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.	1. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out period. Coaches determine the final roster based on skill testing, competitive demeanor and the student's ability to function in a team environment. 2. An appeals process as mandated by state law is available when necessary for each school.
<b>Charles</b>	Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities: All students enrolled in Charles County Public Schools shall have the equivalent opportunity to participate in regular physical education and interscholastic athletic programs, regardless of ability or disability, subject to rules adopted by the Superintendent. The rules shall require that students with disabilities be provided with appropriate and reasonable accommodations for participation. The rules shall also ensure that, if a student who uses an accommodation or modification to play a sport that fundamentally alters the sport, provides a competitive advantage to the student, competitively disadvantages other participants, or significantly increases the risk of injury for the student or other participants, then that student shall be offered the opportunity to participate in alternative athletic programs with other disabled and non-disabled students.	1. Upon the request of a student, teacher, parent or coach, any student with an IEP or 504 Plan who wishes to participate in the mainstream athletic program is referred to a system-based committee who will consider the eligibility of each student on a case by case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student's participation. 2. To Deputy Superintendent/designee.
<b>Dorchester</b>	Policy fully adopted in May 2011.	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.
<b>Frederick</b>	(1) BOE Policy 309 – Discrimination Unlawful; (2) BOE Policy 404 – Students' Responsibilities and Rights; (3) FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973; (4) BOE Policy 509 – Extracurricular Activities;	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

	(5) Drafts 1-25-10 for BOE Policy 402 and FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students With Disabilities	athletic program. The assessment criteria will be determined on a case-by-case basis in conjunction with the school’s special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations. 2. All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school based administrator, and, when appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
<b>Garrett</b>	Policy 347.7 and Procedure 347.71	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. 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.
<b>Harford</b>	Physical Education and Athletic Programs for Students with Disabilities Policy	1. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach. 2. It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.
<b>Howard</b>	(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.	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, and the legal counsel for the HCPSS. All appeals must be processed within 5 school days.
<b>Kent</b>	Eligibility for Participation in Extra-Curricular Activities; Procedure Number 600-85	Kent has all students get a physical exam that is current in order to be considered safe for participation in a sport. In addition, the athletic director and school administration will consult if there is any concern regarding a student's participation altering the mainstream interscholastic athletic program. There has not been any need to implement this consideration, but Kent has processes in place in case such an occasion arises.
<b>Montgomery</b>	(1) MCPS IQA-RA, <i>Administration of the High School Interscholastic Athletics Program</i> <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf</a> , establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities; (2) MCPS Policy IOB, <i>Education of Students with Disabilities</i> <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf</a> , establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities. (3) IQA-RA makes reference to athletic rules, regulations, and standards included in the <i>MCPS High School Athletics Handbook</i> . Athletic opportunities regarding students with disabilities will be included in this handbook.	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. .
<b>Prince George's</b>	Administrative Procedure 5159 and Administrative Procedure 5122	1. We have established a Pathway to Play Committee to review cases that may arise. 2. A parent may appeal to the superintendent of schools or his/her designee.

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

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

	<p>states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for, and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions.</p> <p><b>Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities</b> (Adopted June 22, 2011)</p>	<p>director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk and does not fundamentally alter the sport. The assessment criteria will be determined on a case by case basis and in conjunction with special education staff. If the disability or accommodations fall into one of the four-point criteria areas which preclude a student's participation, then the student or parent may request a meeting with the Pathway to Play Committee. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member. The four point criteria will include 1) whether there is an increase risk of injury for the student or other participants, 2) whether the sport is fundamentally altered, 3) whether the student gains a competitive advantage, or 4) whether other participants are competitively disadvantaged. The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate 1) in a mainstream interscholastic sport or 2) a Corollary sport program. Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee. A student, parent, or legal guardian may appeal the committee's decision according to WCPS regulation IHBA-R.</p>
<b>Wicomico</b>	<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>
<b>Worcester</b>	<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</p>

		<p>function within a team environment. Students with disabilities are granted the opportunity to compete for a roster spot based on the requirements of whether or not he or she (a) presents a safety risk to himself/herself or others or (b) his/her participation fundamentally alters the nature of the mainstream interscholastic athletic program. 2. Refer to Worcester County's "Complaints and Appeal Process."</p>
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## Section II – Alternative Sports Programs

<b>LSS</b>	<b>Description of Types of Alternative Sports Programs and Structure</b>	<b>Needs Assessment</b>
<b>Allegany</b>	<p>1. Unified sports activities included Unified Tennis in the fall, Unified Indoor Bocce in the winter and Unified Track and Field in the spring.</p> <p>2. Each sports season consisted of three competitions and practices twice a week for eight weeks. In 2011-12, all three Allegany County high schools conducted Unified Sports programs and participated in culminating Special Olympics Maryland Unified Sports State High School Invitational.</p>	<p>Will use surveys, school announcements, and local media.</p>
<b>Anne Arundel</b>	<p>1. High school interscholastic programs were offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Outdoor Bocce in the spring. Corollary sports offerings at the middle school level will be funded.</p> <p>2. All three alternative sports programs model mainstream practices and competitions. Tennis and Bocce have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating county championship event. Additionally, these teams participated in the Unified Tennis and Unified Outdoor Bocce State High School Invitational. Bowling has 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event.</p>	<p>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.</p>
<b>Baltimore City</b>	<p>1. At least one Unified Sports option will be offered for the fall, winter, and spring sports seasons. Unified Sports teams have rosters composed of students with and without disabilities. Specific sports being considered include track and field, bocce, tennis, swimming, power lifting, and bowling.</p> <p>2. The Interscholastic Athletics Office will work with the Special Education Office to identify and recruit students with disabilities. These programs will be promoted to students with and without disabilities. Unified Sports programs are under the supervision of each school's athletic director. Unified Sports coaches will be trained in each sport offered. Teams will practice at least two days a week after school, as well as participate in at least three competitions.</p>	<p>The Unified Sports options offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic director and special education team at each school.</p>
<b>Baltimore County</b>	<p>1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in interscholastic sports. There are three sports offered, one per season. Soccer</p>	<p>An interest survey has been given to all students with disabilities to determine the interest in the present offerings.</p>

	<p>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 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>	
<b>Calvert</b>	<p>We are following the Special Olympics Unified Sports model. We participated in Unified Tennis in the fall, Unified Indoor Bocce in the winter and Unified Track and Field in the spring during the 2011-12 school year. In the upcoming 2012-13 school year, Calvert County's high schools will be offering Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.</p>	<p>A thorough evaluation of interest among the special needs population.</p>
<b>Caroline</b>	<p>1. Caroline County Public Schools has partnered with Special Olympics Maryland and offered the following Unified Sports in 2011-12: Unified Tennis in the fall; Unified Strength and Conditioning in the winter; 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 has partnered with Special Olympics Maryland and uses their expertise and best practices to both determine and evaluate our Corollary Athletic Program as to its appropriateness and effectiveness in serving our Corollary sports athletes.</p>
<b>Carroll</b>	<p>1. CCPS offered a Corollary Sports Program in the following sports in 2011 -12: Floor Hockey (fall), Bowling (winter), and Softball (spring). CCPS evaluated the program and will be providing the following sports for the upcoming school year: Unified Bocce (Fall), Bowling</p>	<p>To determine level of interest &amp; 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</p>

	<p>(Winter), and Unified Track &amp; Field (Spring).  2. Each sport will convene 2-3 practices per week for 8-10 weeks which includes at least 1 competition within a school each week and a culminating tournament at the end of each season.</p>	<p>and special education professional and resource teachers were taken into account when making the decisions.</p>
<b>Cecil</b>	<p>1. This past year, Cecil County conducted Unified Outdoor Bocce in the fall, bowling in the winter and basketball in the spring. 2. Cecil County has partnered with Special Olympics Maryland to offer Unified Bocce and in transitioning to the spring season, will be offering training for coaches and students in a new Unified Tennis program to be fully implemented in the Fall of 2013. 3. 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 Bocce season involves interscholastic play culminating with a county tournament.</p>	<p>The county maintains a Coordinator for Corollary Athletics who oversees the program. Consultation is done with each school's athletic director and building coordinator. Surveys are done after each season to look for improvements by the coordinator.</p>
<b>Charles</b>	<p>1. Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competition. The Unified/Corollary athletic program shall include co-ed teams comprised of students with and without disabilities who meet eligibility requirements. CCPS provides: (1) rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; (2) corollary athletic program coaches and coordinators; (3) team uniforms and game equipment; and (4) the transportation for teams to travel in order to practice and compete.</p>	<p>The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.</p>
<b>Dorchester</b>	<p>1. Dorchester County Public Schools offered Corollary Athletic Programs to students in the following sports: Unified Tennis in the fall; Unified Strength and Conditioning in the winter; Unified Outdoor Bocce in the spring. 2. Two practices per week are held with two competitions between the county high schools and a culminating state tournament.</p>	<p>An awareness campaign through SOMD during student lunch periods. Physical Education teachers, Athletic Directors and Administration will work together to promote the corollary programs. During the IEP process the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.</p>

<b>Frederick</b>	<p>1. FCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model, as well as incorporating parts of the Allied Sports Program of a long-established and successful program in Baltimore County Public Schools (BCPS). The program is interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There are no cuts. Students who are members of a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for a Corollary Athletic Program that is conducted during the same sports season. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports offered by all 10 of the Frederick County high schools in 2011-12 included Unified Tennis (Fall), Unified Indoor Bocce (Winter) and Unified Track and Field (Spring). Coaches are paid stipends. Appropriate funding for transportation, equipment, supplies, and uniforms is provided. 2. The Corollary Athletic Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic programs. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport.</p>	<p>(1) Pre-season meetings with athletic administrators, coaches, teachers, students and parents; (2) School-based interest surveys; (3) Collaboration and articulation with middle schools; (4) Sign-up numbers at pre-season student meetings; (5) Post-season evaluation of student participation numbers.</p>
<b>Garrett</b>	<p>1. Historically, students with disabilities have participated in the extra-curricular programs of their choice (if they meet eligibility criteria). During the 2011-12 school year, Garrett County Public Schools worked in partnership with Special Olympics Maryland and the two high schools offered the following options: Unified Tennis - fall season; Unified Indoor Bocce - winter season; and Unified Track and Field - spring season. 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. 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>
<b>Harford</b>	<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</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</p>

	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.	participate.
<b>Howard</b>	<p>1. The HCPSS models an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA &amp; HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided.</p> <p>2. This is the third year for Allied Golf and the seventh year for Wheelchair Track.</p> <p>3. 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>(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>
<b>Kent</b>	<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>
<b>Montgomery</b>	<p>1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics teams for students with disabilities and students without disabilities: Unified track and field (fall); Unified bocce (winter); and Allied softball (spring).</p> <p>2. Seasons are approximately 8 weeks in length, including two weeks of practice before the first game, followed by 6 weeks of contests and practices. Generally, there are</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. Among many tasks, this group recommended potential Corollary sports. Schools were asked for input regarding potential sports and program parameters. The sports that were ultimately chosen were appropriate using a number</p>

	approximately four days of practices/contests per week. If participation warrants, a division, county, and/or regional championship is included. For the Fall 2012, Unified track and field will be replaced with team handball.	of criteria, including level of interest, facilities, number of students who could participate, and the standing of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics).
<b>Prince George's</b>	1. PGPS has a Corollary Athletic Program. Indoor Softball (fall season), Unified Indoor Bocce (winter season), and Unified Track and Field (spring season) are the sports in which the students competed during the 2011-12 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.
<b>Queen Anne's</b>	Queen Anne's County is partnering with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The teams participated in two competitions, as well as various Unified Sports State High School Invitational at the end of the seasons.	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.
<b>Somerset</b>	1. Somerset County Public Schools offers programs in three activities based upon student interest: Tennis, Bocce Ball, and Basketball. 2. All students have the opportunity to tryout and participate, if selected, for regular athletic teams.	During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested. Letters will also be sent out to inform parents.
<b>St. Mary's</b>	1. The Physical Activity and Lifetime Sports Program (PALS) offers cycling in the fall, bowling in the winter, and Bocce in the spring. 2. Length of the season is 4-6 weeks with the first two or three sessions devoted to practices and assessments and the remainder of the season devoted to bringing together participants for combined activities/competition.	Following a period when the Corollary Sports programs are advertised, a pre-season meeting will be held and students will be asked to express their interest by completing a survey form. Feedback from participants, coaches and parent/guardians will be solicited at the close of each season.
<b>Talbot</b>	1. TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School. In the spring of 2010, a Unified Bocce program was implemented and continues to be offered at each school. During the 2010-11SY, the program was expanded to include a two season Unified Sports program consisting of Unified Tennis in the fall and	The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered

	<p>Unified Outdoor Bocce in the spring. During the 2011-12SY, Strength and Conditioning was added to our Unified Sports Programs. This was offered during the winter season. With this addition, we now offer a 3 season program for Unified Sports. 2. The Unified Sports season encompasses an 8-week period. Athletes practice two times per week and the length of practice is ninety minutes per session. There were three in-county school competitions for bocce, tennis and strength and conditioning. Kent County High School also joined EHS and SMHS for a tri-meet during each sports season. EHS and SMHS also participated in the regional and State meets.</p>	<p>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>
<b>Washington</b>	<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. Funding to appropriately maintain coaches' stipends, transportation, equipment, supplies, and uniforms has been a collaborative effort with Special Olympics Maryland and WCPS. All three programs will model mainstream practices and competitions using the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter consisting of two practices per week, 4-6 competitions including a county championship and a state competition.</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>
<b>Wicomico</b>	<p>1. The Corollary Sports programs that are offered in Wicomico County are Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education offer three different interscholastic Unified Sports opportunities (one per season). Sports currently offered this past school year were Unified Tennis (Fall), Unified Strength and Conditioning (Winter), and Unified Outdoor Bocce (Spring). 2. Unified Sports teams practice a minimum of two times a week and participate in three interscholastic competitions, including the State Unified Sports Invitational. Unified Sports will be administered by the Unified Sports Coordinator under the</p>	<p>The school system Unified Sports Coordinator will work collaboratively with each school's athletic department and high school administrative teams to determine the level of interest for each sport within each school. Based on this input, meaningful sports activities will be provided to accommodate the identified need. The sports of tennis, bocce, and strength and conditioning/powerlifting have been identified by Wicomico County because each of these provides meaningful participatory experiences for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.</p>

	<p>supervision of the Departments of Athletics and Special Education. Special Olympics Maryland provides resources and training for all Unified Sports coaches. Wicomico County works with Special Olympics Maryland to conduct its interscholastic competitions.</p>	
<b>Worcester</b>	<p>1. Students with disabilities have the equal opportunity to: participate in physical education programs, and try out for and, if selected, participate in athletic programs. 2. We ensure reasonable accommodations are provided to students with disabilities to the fullest extent possible. 3. We provide equivalent opportunities for participation in extracurricular or interscholastic athletic programs, or effectively accommodate WCPS programs. 4. Programs are offered throughout the school year (fall, winter and spring) at our after school academies with decisions made on a school by school basis to meet individual student needs and interests. These activities (which include, but are not limited to: Strength and Conditioning, Basketball, Fitness Training) are offered to all students, while language is printed in our afterschool academies literature to alert parents and students to the opportunities. 5. Two PE teachers who are also APE certified, have created opportunities in cooperation with Special Olympics Maryland to offer sports programs, as needed.</p>	<p>IEP/504 students and/or parents will be surveyed during their annual review meeting, along with responding to the interest generated through the communication methods being implemented.</p>

Appendix H

**Data Collection Tool Mainstream Physical Education**

**Students with Disabilities in Mainstream Physical Education 2011-2012 Data Collection Form**  
**Reporting Period September 1, 2011 through May 15, 2012**  
**Due by May 15, 2012**

Local School System/Public Agency:	
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Data for IEP's to be taken from LSS/PA submission to the State data system and data for students with 504 plans from 504 coordinators for each LSS/PA.  
 Data for physical education to be obtained from LSS/PA class enrollment figures.

A B C D					E F G H				
Number of K-8 Students					Number of 9-12 Students				
Participating in Physical Education (PE)	With an IEP	With a 504 Plan	With <u>NO</u> IEP or <u>NO</u> 504 Plan	Check A - (B + C+ D)= 0	Participating in Physical Education (PE) or any PE electives	With an IEP	With a 504 Plan	With <u>NO</u> IEP or <u>NO</u> 504 Plan	Check E - (F + G+ H)= 0

All data must be entered on Excel spreadsheet. Submit file to: mmason@msde.state.md.us

**Note:** The LSS/PA is expected to maintain supporting documentation of reported data.

Verification of data is part of the State's general supervision and monitoring procedures through selected on-site reviews.

Students participating in more than one physical education class per year, record only 1 entry per student.

Contact Person: Mike Mason, (410) 767-0524 Specialist for Physical Education MSDE

Appendix I

**Summary Data on Participation in Mainstream Physical Education**

**Local School System Data 2011-2012**

<b>Local School System</b>	<b>K-8 in PE</b>	<b>With an IEP</b>	<b>With a 504</b>	<b>No IEP or 504</b>	<b>HS in PE</b>	<b>With an IEP</b>	<b>With a 504</b>	<b>No IEP or 504</b>
<b>Allegany</b>	5743	839	23	4881	1305	109	10	1186
<b>Anne Arundel</b>	51766	4,487	2080	45199	14169	1261	853	12055
<b>Baltimore City</b>	41048	7,061	1013	32974	8341	1534	179	6628
<b>Baltimore</b>	70,935	8,773	2,818	59,344	12773	3580	1493	7700
<b>Calvert</b>	10681	918	780	8983	2576	178	213	2185
<b>Caroline</b>	3,632	368	60	3204	712	55	13	644
<b>Carroll</b>	17947	2,097	554	15296	5485	472	237	4776
<b>Cecil</b>	10400	1,326	240	8834	3235	303	98	2834
<b>Charles</b>	16903	1,540	164	15199	4529	330	67	4132
<b>Dorchester</b>	3178	240	28	2910	456	55	18	383
<b>Frederick</b>	26704	2,728	745	23231	6510	579	254	5677
<b>Garrett</b>	2696	324	68	2304	332	32	13	287
<b>Harford</b>	25,403	239	21	25,143	8,508	71	0	8437
<b>Howard</b>	34076	2,881	813	30382	6608	505	282	5821
<b>Kent</b>	1112	151	33	928	310	32	12	266
<b>Montgomery</b>	97,600	10048	1,378	86,174	17,915	2,560	367	14,988
<b>Prince George's</b>	79205	8,542	1435	69,228	16581	2339	407	13835
<b>Queen Anne's</b>	5037	603	99	4335	1048	126	37	885
<b>St. Mary's</b>	11515	1,169	266	10,080	2206	184	57	1965
<b>Somerset</b>	1562	239	40	1283	441	74	12	355
<b>Talbot</b>	2912	235	69	2608	652	73	27	552
<b>Washington</b>	15,138	1,400	250	13,488	3,339	322	88	2,929
<b>Wicomico</b>	10314	1,139	223	8952	2368	221	76	2071
<b>Worcester</b>	4167	565	175	3427	923	106	47	770
<b>Totals</b>	549,674	57,912	13,375	478,387	121,322	15,101	4,860	101,361

## Appendix J

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

**Reporting Period: September 1, 2011 through May 15, 2012**

### 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, 2012.

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

**All data must be entered on this form. Submit form to: [mmason@msde.state.md.us](mailto:mmason@msde.state.md.us) by May15, 2012.**

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?

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

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

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

**Contact Person: Mike Mason, (410) 767-0524; [mmason@msde.state.md.us](mailto:mmason@msde.state.md.us)**

**Appendix K**

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

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?

<b>LEA</b>	<b>Response to Question</b>
Allegany	<p>The Board of Education believes in the importance of offering physical education and athletic programs to all students. It is the policy of the Board of Education that all students with disabilities have equivalent opportunities for participation in mainstream physical education and interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided.</p> <p>Students are assigned to classes based on full inclusion by grade level not clinical label, and are provided the support services where needed as indicated on their IEP or 504 plan.</p> <p>ACPS has also added a course offering to the 2011-12 Programs of Study: Adaptive Physical Education, for students who cannot meet grade level outcomes of the 711 Physical Education graduation requirement course because their unique needs require that they receive a different physical education program than their peers.</p> <p>Universal Design for Learning (UDL) and Differentiated Instruction are instructional strategies ACPS has provided professional development on to be utilized in all areas of instruction, including physical education.</p> <p>Corollary Athletic programs that have been added to enhance athletic opportunities and participation for students with disabilities include: Bocce and Unified Tennis.</p>
Anne Arundel	<p>AACPS's office of Health, Physical Education and Dance and Special Education have collaborated on the creation of Appendix Y – a one stop shop of resources addressing the unique needs and requests for information relating to Adapted Physical Education. This section of the Special Education Handbook is available to all staff members for reference to most issues related to the APE process.</p> <p>Our Adapted Physical Education Resource Teacher has been on a mission to meet everyone who has questions or concerns with modifications to the curriculum. His expertise and sound judgment continues to be the foundation of our program. During his meetings, he assists teachers and support staff with utilizing instructional practices to best utilize the time and opportunity students with disabilities have. Mr. Williams is a key element in our program.</p> <p>With the opening of every school year, the Health, Physical Education and Dance holds a system-wide professional staff development conference. Each August, members of the Special Centers are afforded the opportunity to collaborate with each other in planning for the school year and working to assist each other with the unique challenges presented at each school. During that same conference, Mr. Ken Williams presents valuable information about Adapted Physical Education</p>

	<p>and shares the resources available. We maintain a strong inventory of supplies and materials schools can use to best meet the needs of students with disabilities and he in-services teachers on the equipment and its unique application. In 2011-12 – we spent over \$6,000.00 on Materials of Instruction and Modification Equipment to meet the needs of students.</p>
<p>Baltimore City</p>	<p>Baltimore City Public Schools Board of School Commissioners approved the policy “Access to an Appropriate Physical Education Program” in July 2011. This policy was designed to promote and protect the inclusion of students with disabilities into mainstream physical education whenever possible. The policy also allows for a pull-out model for those students who would not be safe or successful in a mainstream program.</p> <p>As of 7/1/11, Adapted Physical Education is managed by the department of Related Services, within the Office of Special Education. This change allows for increased collaboration and sharing of expertise with therapy areas (e.g. occupational therapy, physical therapy) that are closely aligned. This model also encourages sharing of goals and co-treatment/co-teaching. In addition, APE staff is paired with staff that has significant experience utilizing a consultative model.</p> <p>Throughout the year, for professional development and planning purposes, meetings were held with staff from the Physical Education (general education) office. In the absence of a Physical Education Specialist, the Educational Specialist who coordinates athletics has worked with City School APE staff to communicate APE requirements to school-based physical education teachers.</p> <p>A Professional Development activity was conducted on 01/26/12 for APE teachers and general PE teachers. Topics presented included: how to write SMART Goals, Assessing students for APE, and the IEP processes related to adapted physical education.</p> <p>A combined Professional Development session was held for Physical Therapists, Occupational Therapists, and Adapted Physical Education Teachers on 04/10/12. The purpose of this content offering was to introduce the different providers and to review student case studies. Staff shared strategies and developed/discussed goals and objectives, and consultation/collaboration methods.</p> <p>In the 2011-2012 school year, the pilot program for unified sports, initiated in the 2010-2011 school year, was expanded from two seasons to three seasons. Also, unified sports offerings were expanded from two sports to four sports. The following unified sports were offered this year: tennis, indoor bocce, track and field and outdoor bocce.</p>
<p>Baltimore</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> <ol style="list-style-type: none"> <li>1. Meetings with elementary and middle school special education specialists, new to the position for the 2011-12 school year, to share information regarding adapted physical education and the LRE.</li> <li>2. Adapted Physical Education Resource teachers presented at a compliance meeting in the fall for IEP chairs to address frequently seen issues regarding compliance in adapted physical education.</li> <li>3. Adapted physical education resource teachers were asked to provide clarification regarding specific IEP’s during the MDSE audit of BCPS. (This was the first time this has occurred.)</li> <li>4. Collaboration with special education and data to revise the LRE form to include physical education/adapted physical education information for students transitioning from elementary to middle and middle to high.</li> <li>5. Collaboration with Office Special Education, Compliance in developing the Case Manager Handbook to include issues directly related to adapted physical education.</li> </ol> <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> <ol style="list-style-type: none"> <li>1. At the county wide professional development day, all physical education teachers</li> </ol>

	<p>attended a session specifically addressing updates to Adapted Physical Education.</p> <p>2. All elementary physical education teachers and middle school content leaders and high school department chairs attended the presentation <i>True Stories from the World of Adapted PE</i> which addressed:</p> <ul style="list-style-type: none"> <li>• serving as the general educator at IEP team meetings.</li> <li>• addressing adapted physical education goals and objectives on the IEP.</li> <li>• documenting progress on quarterly reports.</li> <li>• implementing appropriate inclusion strategies.</li> <li>• considering sensory and behavior challenges when teaching students with Asperger’s Syndrome.</li> <li>• implementing behavior management plans(BIP) in physical education.</li> <li>• understanding the IEP, supplementary aids, services and how it relates to physical education.</li> <li>• supporting Home/Hospital as it relates to physical education and obtaining high school credit for graduation.</li> </ul> <p><u>Achieved Outcomes</u></p> <p>Increased awareness of disabilities and the impact of specific disabilities in physical education, improved overall instruction, increased accuracy on IEP’s, supporting students to obtain the required high school credit, empowering physical education teachers with pertinent information to provide successful instruction.</p> <p>3. Professional Development: 3 one credit Continuing Professional Development Courses were offered for all PE teachers in the fall.</p> <p>Assessing Student Performance in Physical Education and Understanding the IEP Process  Providing Adapted Physical Education Successful Inclusion Strategies  Teaching the Separate Adapted Physical Education Class</p> <p><u>Achieved Outcomes</u></p> <p><u>13</u> Teachers completed Course 1  <u>11</u> Teacher completed Course 2  <u>9</u> Teachers completed Course 3</p> <p>Overall improved instruction and documentation on IEP’s for students with disabilities.</p> <p>4. Resource Guide for Teaching Students on the Autism Spectrum at the secondary level completed ready for print.</p> <p><u>Achieved Outcomes</u></p> <p>Digital copies will be available on the BCPS PE intranet for all secondary physical education teachers for the 2012-2013 school year.</p> <p>5. Collaboration with Health Services to revise the current “Physician Form” to obtain relevant medical information regarding students who have limitations to physical activity.</p> <p><u>Achieved Outcomes</u></p> <p>Improved communication between the school nurse, physical education teacher, parent, and physician for students returning to “physical education” with physician’s recommendation for modifications to activity.</p>
Calvert	<p>A. Calvert County has added an Adapted Physical Education Resource/Itinerant Teacher for the 2011 – 2012 school year. This position is under the supervision of both the Special Education and Instruction Departments.</p> <p>B. Staff development has been provided to all general physical education teachers, special education central office staff, IEP chairpersons, and related service providers (OT/PT). The staff development included modifications/adaptations to activities, equipment, and instructional methods.</p>

Caroline	<ul style="list-style-type: none"> <li>• 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? We work together on specific items (like the expanding of the Unified Sports for the winter season) or IEPs if needed but we are an inclusive county for physical education (except for one class at North Caroline High School) and continue to work to be fully inclusive in the future.</li> <li>• What new professional development opportunities have been provided in the area of physical education for students with disabilities? <b>None specifically since last reporting.</b></li> <li>• What were the outcomes achieved for those participants? <b>None to report.</b></li> </ul>
Carroll	<p>Our school system continues to work to promote the inclusion of students with disabilities in the mainstream physical education program by doing the following:</p> <ol style="list-style-type: none"> <li>1. A fall in-service was offered to all CCPS physical education teachers regarding APE services in our county and the spectrum of services provided.</li> <li>2. Two new APE resource teachers were hired in August of 2011 to provide continued consultation and professional development to all Physical Education Teachers in Carroll County.</li> <li>3. The coordinator of adapted physical education continues to work with both the offices of physical education and special education to ensure inclusion of students in all areas of physical education.</li> <li>4. The coordinator of adapted physical education also continues to provide consultation and professional development to all APE/PE teachers in Carroll County Public Schools.</li> </ol>
Cecil	<p>This year under the direction of the Director of Special Education we have worked on a review of all IEP's of APE students to check the quality of written goals and the quality of the service being provided in order to analyze where students may be better served by a mainstream setting. Our APE teacher has provided in depth professional development for both GPE teachers as well as building coordinators at all levels. Outcomes for PD focused on the effective use of the online IEP system for Cecil County and the writing and reporting on meaningful goals for students.</p>
Charles	<p>Charles County has Instructional Policy 6411.2 which states that "Physical education programs will be provided for the students of Charles County in accordance with the Maryland State Board of Education Bylaws and the Education Article, Annotated Code of Maryland.</p> <p>Charles County Public Schools shall have a planned and sequential program of physical education offered to all students, kindergarten through grade 12. The program shall provide an individualized, developmentally appropriate, and personally challenging program that will advance the knowledge, confidence, skills, and motivation needed to engage in a lifelong healthy, active lifestyle."</p> <p>New Initiatives 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>New professional development opportunities</p> <p>The APE Resource Teachers conduct in-services on professional development days on specific topics related to APE. Individual meetings are set up with physical education teachers to consult, model, and provide specific instruction related to APE. The main participants are the physical education teachers. Specifically this year participants have been given information related to administering different APE assessments, reviewed APE guidelines and procedures, and introduced different activities in physical education for students with disabilities.</p>
Dorchester	<p>DCPS maintains an expectation that all students with disabilities will participate in physical education opportunities with their typical peers to the maximum extent possible. Teaching lessons</p>

	<p>are continually updated to provide the proper modifications for new students who enter or existing students whose condition may change. The students all participate and experience varying degrees of success. If a student is unable to participate in the same manner, the activity is adapted to meet the student's needs but the student still participates with typical peers. Special Education Staff within the schools have communicated with the physical education instructor to address any immediate concerns. Staff support from special education is provided if needed. This year, DCPS has partnered with Special Olympics to incorporate a full schedule of Unified Team sports. The addition of Unified Sports/Adaptive Sports and the introduction of Movement video games have been very successful.</p>
Frederick	<p>New Initiatives</p> <ul style="list-style-type: none"> <li>• FCPS has added a full time Teacher Specialist for Adapted Physical Education to serve collaboratively with Special Education coordinators and Physical Education Curriculum Specialists in developing tools, procedures, and forms to enhance the delivery of adapted physical education.</li> <li>• The Physical Education Curriculum Specialists and APE Teacher Specialist have collaborative meetings throughout the school year to improve the process and service delivery for working with teachers and FCPS Staff in schools. The Teacher Specialist For APE attends monthly Special Education leadership meetings.</li> <li>• Collaboration also occurs at the school level among Special Education Staff and Physical Education Staff in the form of IEP Team Meetings, School Level Team Meetings, and other building level conversations among the physical education department, para-professionals, case managers, physical therapists and occupational therapists.</li> </ul> <p>New professional development opportunities</p> <ul style="list-style-type: none"> <li>• Afterschool opportunities to attend professional development open forum discussion with Adapted PE specialist on volunteer basis. Attendees had the opportunity to gain information and share best practices. Each attendee received a special activity-debriefing bag and some picture symbol signs to use with students with Autism to help increase communication.</li> <li>• Professional development that is specific to Adapted Physical Education has been provided in the form of in-service training to physical education teachers, and some special education case managers during the fall of 2011.</li> <li>• All K-12 physical education teachers (n=131) received two three hour professional development sessions with nationally recognized APE experts that focused exclusively on Adapted Physical Education in September, 2011. Outcomes of the session were that all teachers would have an increased understanding of differentiation and inclusion strategies for Adapted Physical Education. Those objectives were achieved according to our assessment tool. Additionally 85% felt the workshop was excellent, while 15% felt the overall workshop was very good.</li> <li>• The APE Teacher Specialist, Secondary, and Elementary Curriculum Specialists presented updated Adapted Physical Education information to all building principals and Special Education supervisors in January 2012.</li> <li>• Three MSDE Courses were and will be offered during Fall 2011, Spring and Summer 2012 School Year: <ul style="list-style-type: none"> <li>• MSDE #11-00-25 (3 credit) Helping all students Succeed in Physical Education and The IEP Process (Part 1 of 3)</li> <li>• MSDE #11-00-28 (3 credit) Adapted PE: Successful Inclusion Strategies (Part 2 of 3)</li> <li>• MSDE Course Pilot (2 credit) Teaching in The Separate Adapted PE Classroom (Part 3 of 3)</li> </ul> </li> </ul>
Garrett	<p>New Initiatives</p> <p>Being a small system all departments are in constant collaboration through weekly instructional administration team meetings, monthly administrators and supervisors meetings, and meetings at the school level to develop plans for individual students. Special education staff is always included in all staff development and curriculum development.</p>

	<p>New professional development opportunities Staff development was provided in the 2010-2011 school year for physical education teachers concerning students with disabilities. The supervisor of Special Education was present and spoke with the group of physical education teachers who were developing curriculum and student expectations.</p>
Harford	<ul style="list-style-type: none"> <li>• A third corollary sport was added – Bocce ball that was supported through Special Olympics.</li> <li>• Supervisor of Itinerant Services attended adapted physical education meetings. This provided clarification and consistency for the delivery of service as well as support from the Office of Special Education</li> <li>• The Office of Special Education provided funding for adapted physical education department to attend a conference focusing on students with visual impairments.</li> <li>• Professional development at the elementary level had an adapted physical education focus. The goal of the professional development was to improve pull out services as well as the maintaining of paperwork.</li> <li>• The Office of Special Education assisted with acquiring funding for the payment of all corollary sports coaches</li> <li>• 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?</li> </ul> <p>The professional development opportunities are stated above and the outcomes are evidenced in the quality of the written progress notes that are reviewed by the Supervisor of Elementary and Middle School Physical Education as well as the maintenance of the folders. Additionally, a vocabulary list and definitions for students with visual impairments has been developed as a result of the professional development held at the Maryland School for the Blind.</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"> <li>• Developed biannual professional development attended by both general physical education staff and adapted physical education staff.</li> <li>• Held scheduled department meetings between physical education and adapted physical education leaders.</li> <li>• Collaborated in curriculum writing.</li> <li>• Developed and reviewed the Howard County’s <b>Physical Education/Activity Assessment Form.</b></li> <li>• Attended MSDE Physical Education and Adapted Physical Education yearly briefings.</li> <li>• Encouraged the participation of general physical education teachers in the IEP process by attending IEP team meetings.</li> </ul> <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 style="text-align: center;">New professional development opportunities</p> <ul style="list-style-type: none"> <li>• Special education continues to support the general physical education curriculum office through professional development offerings and presentations: <ul style="list-style-type: none"> <li>○ Adapted Physical Education and a Special Education Instructional Facilitator, worked with physical education staff to incorporate Common Core State Standards for physical education teachers. Outcome: Teachers were provided a list of strategies and ideas that could be used to support Common Core State Standards.</li> <li>○ Professional development to high school teachers: <b>Lifetime Fitness Test Modifications</b> 11/21/11 and 2/16/12. Outcome: Teachers discussed the need for written test modifications and identified tests to be modified.</li> <li>○ Adapted Physical Education presented a Wiki site for high school teachers to access test modifications. Outcome: A Wiki site that includes sample modified</li> </ul> </li> </ul>

	<p>tests was developed and shared with high school teachers.</p> <ul style="list-style-type: none"> <li>• Countywide professional development was provided to both general physical education teachers and adapted physical education teachers two times during the 2011-2012 school year. Sessions included: <ul style="list-style-type: none"> <li>○ Video Modeling for Individuals with Disabilities (4/26/12) Outcome: Participants will learn and understand the important role in using technology (Flip Cams, iPads, cameras) to provide visual models and feedback to students.</li> <li>○ Jump Rope Progression (4/26/12) Outcome: Participants will learn proper jump rope progression that include basic one foot and two foot jumps which build up to move advanced jump patterns.</li> <li>○ Sign Language (4/26/12) Outcome: Participants will learn basic signs that could help nonverbal communication in classrooms and gymnasiums.</li> </ul> </li> </ul>
Kent	<p>Our system has inclusion for all students in regards to physical education. There is no P.E. office, so teachers come to the special education office for the purchase of adaptive equipment. Job-embedded professional development has been provided on an “as needed” basis for teachers who provide adaptive physical education services. Some of this has been provided through our physical therapists.</p>
Montgomery	<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 physical education teachers attend Individualized Education Program (IEP) and 504 meetings to discuss concerns about specific students with disabilities in physical education. The physical education teacher assesses the student to determine the most appropriate instructional accommodations, curricular modifications, and continuum of adapted physical education services. The physical education teacher, special education teacher, and related service provider (occupational therapist, physical therapist, and speech pathologist) collaborate to determine appropriate instructional accommodations and circular modifications in physical education to meet the students individualized needs.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p> <p>Working Effectively with Paraeducators in Physical Education to Support Learning, Elementary Physical Education Countywide Meeting, November 11, 2011, 1:15 PM – 3:45 PM  Course Description/Outcomes: The course will provide physical education teachers with information and strategies for working effectively with paraeducators to promote success and maximize learning for students with disabilities in physical education.</p> <p>Strategies for Para educators Working Effectively with Students with Special Needs in Physical Education, January 23, 2012, 8:30 AM - 10:30 AM  Course Description/Outcomes: The course provided paraeducators with information and strategies for working effectively with physical education teachers to promote success and maximize learning for students with disabilities in physical education.</p> <p>OASIS/Special Services Access Training for Physical Education Teachers new to O/SS, March 6, 2012, 3:30 PM - 4:30 PM  Course Description/Outcomes: This session provided physical education teachers new to O/SS who need access to the online IEP tool. O/SS is a module within OASIS that supports the Special Education process.</p> <p>Using Adapted Physical Education Assessments and the IEP Process (Voluntary Training), <b>April 17, 2012 &amp; April 24, 2012, 4:30 PM - 6:00 PM</b>  Course Description/Outcomes: This voluntary training provided physical education</p>

	<p>teachers (Pre-K-12) with information about a variety of adapted physical education assessment tools used to evaluate students for adapted physical education services. The adapted physical education assessment tools that will be discussed are the Test of Gross Motor Development – 2 (TGMD-2), Maryland Physical Education Inventory, Functional Assessment for Students with Severe Disabilities (FASSD), and Brockport Physical Fitness Test. The training will also explain how the assessment process is used to develop appropriate adapted physical education goals and objectives for the IEP or 504 Plan.</p> <p>Purchased Adapted Physical Education Instructional and Assessment Materials for elementary, middle, and high schools throughout MCPS. The resources include:</p> <p><u><i>Test of Gross Motor Development - Second Edition (TGMD – 2) Examiners Manual</i></u> by Dale A. Ulrich and <u><i>Profile/Examiner Record Forms</i></u>. The assessment identifies children who are significantly behind peers in gross motor skill development and who may need special services in physical education.</p> <p>Each middle school (38) and high school (25) physical education department received the book <u><i>A Teacher's Guide to Including Students with Disabilities in General Physical Education</i></u> by Martin E. Block. The resource provided information on instructional strategies for including students with specific disabilities in general physical education.</p> <p>Middle school and high school physical education departments received the resource <u><i>The Brockport Physical Fitness Test Manual</i></u> 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.</p>
Prince George's	<p>The Instructional Specialist for Adapted Physical Education (APE) is part of the Department of Special Education. The APE Specialist attends all Special Education Leadership meetings for Special Education updates, policies and procedures. In addition, the APE Specialist is invited to all Curriculum and Instruction Creative Arts Leadership meetings and collaborates with the Physical Education Supervisor monthly.</p> <p>This school year the Adapted Physical Education program provided professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• Assessment: Adapted Physical Education teachers were trained on how to use the Pre-K through 9<sup>th</sup> grade assessment rubrics. As a result all APE teachers were to use the assessment checklist as a data collection tool when teaching students on their case load.</li> <li>• Goals and Objective writing: An APE Goal Writing Wizard was developed and presented to all APE teachers. APE teachers will begin to use the Wizard to develop appropriate IEP goals that are in alignment with the Maryland State Physical Education Curriculum</li> <li>• APE staff members were trained on how to collect student data in a systematic and organized manner. APE teachers were given a model folder to replicate with all needed student information. All APE staff members created student folders for all their students receiving APE services. The APE department conducted an audit on over 200 folders during the month of May</li> </ul>
Queen Anne's	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <p>During the school year of 2011, there were several students in two schools with disabilities due to physical injuries. The Supervisor of Special Education was called upon to assist teachers at those schools to develop an APE program.</p> <p>What new professional development opportunities have been provided in the area of physical education for students with disabilities? What were the outcomes achieved for those participants?</p>

	<p>In August 2012, the Supervisor of PE discussed and reviewed the effectiveness of the 2010 QACPS Adaptive PE Policy [34 CFR § 300.108 Physical Education; Authority: 20 U.S.C. 1412(a)(5)(A), United States Code] with the health and physical educators. It was determined that the policy should be accompanied with teacher procedures/instructions on how to evaluate individual needs and develop a modified physical educational program for students with disabilities and/or minor to severe injuries. The procedures are an ongoing and are being created by health and physical educators and special educators. Also it was determined that physical education teachers need additional training in creating PE IEP goals for students.</p> <p>During the 2011-2012 school year, professional development opportunities have been limited due to the County's furlough days which eliminated the days set aside for PD. During the Spring 2012 the Health and PE teachers were given Adaptive PE professional development by MSDE and the Supervisor of Health and PE. The participants took the opportunity to ask clarifying questions to clear up their misunderstanding of the components of the Adaptive Physical Education Policy both local and state. The achieved outcomes were</p> <ul style="list-style-type: none"> <li>• State Requirement for Physical Education cannot be waived</li> <li>• Some students may require adapted physical education services if modifications and accommodations are not enough for the student to meet the grade level standards. (Grade level standards are established by LEA.)</li> <li>• The teachers learned how to use an APE Inventory as a tool to evaluate a student ability to perform in a physical education class.</li> </ul>
St. Mary's	<p>SMCPS established a new position for the 2010/11 school year; this position is Coordinator of Adapted Physical Education and Corollary Sports. The APE coordinator can directly provide guidance, encouragement and empower general physical education teachers, paraprofessionals and other district personnel to meet the unique challenges of individuals with disabilities in the area of physical education and sports.</p> <p>This year, the APE coordinator and general education physical education teachers have worked together to ensure quality direct service instruction to students with disabilities (SWD) by:</p> <ul style="list-style-type: none"> <li>• Designing Units and Lesson Plans to support inclusion through differentiated instruction activities.</li> <li>• The implementation of specialized adaptive equipment to meet the unique needs of SWD <ul style="list-style-type: none"> <li>✓ use of X Box 360 for children diagnosed with Duchene Muscular Dystrophy</li> <li>✓ Incorporate a variety of adaptive bikes for non ambulatory students</li> <li>✓ Use of a Lite Gait trainer for non-ambulatory students</li> <li>✓ Use of Beep Base Ball and Goal Ball equipment for blind and visually impaired students</li> </ul> </li> <li>• Providing assistance to GPE teachers regarding implementing, and interpretation of formal and informal assessments instruments.</li> <li>• Collecting and analyzing student and program data and to make recommendations to the office of Special and Physical Education regarding needed programmatic revisions.</li> <li>• Building upon SMART Goals and Objectives that connect to the classroom and are aligned with the National and State standards.</li> <li>• Additional goals and objectives were added to the area of psychomotor development to the new Goal Wizard</li> <li>• Providing inclusive games and activities that are directly associated with students with disabilities like, Goal Ball, Beep Base Ball and Sit Volleyball. These activities have been used during Disability Awareness Days.</li> <li>• Incorporating the St. Mary's County Public Schools Motor Skill Inventory Data Collection Program</li> </ul>
Somerset	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>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"> <li>• All certificate special education students are scheduled to participate in physical education at least one semester a year with supporting staff.</li> <li>• Both High Schools have been participating in at least one corollary sports activity a semester, along with non- disabled peers.</li> <li>• Efforts have been made to promote new sports that lend themselves to students with and without disabilities. For example, this year Somerset County Public Schools is providing training to special education staff and physical education staff regarding a new archery program.</li> </ul>
Talbot	<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"> <li>• No new initiatives have been implemented this school year in this area. “Field Day Guidelines,” put in place in fall 2011, calls for attention to the inclusion of students with disabilities in activities. These guidelines impact <u>all</u> students, but not specifically in physical education classes.</li> <li>• Our regular procedures require input from the physical education teacher(s) in the development of Individual Education Plans, and they are included in IEP meetings. Physical education teachers are always consulted and involved when adaptive physical education is being considered.</li> <li>• Special Education specialists work directly with physical education teachers to prepare and implement accommodations, and to train teachers in the use of specific equipment when needed.</li> </ul> <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? This year, we added no new Physical Education teachers who had not already received the appropriate training, so no new professional development was provided this school year.</p>
Washington	<p>Response: Washington County Public Schools (WCPS) follows both Maryland State Board of Education policy and COMAR requirements for physical education, including students with disabilities. Last year WCPS developed and passed Policy IHBA – Physical Education and Athletic Programs for Students with Disabilities. This policy is designed to promote and protect the inclusion of students with disabilities into mainstream physical education as well as athletics. Also last summer WCPS passed IHBA-R, regulations for this policy. Additionally, the Physical Education and Special Education Departments will be collaborating to make sure the procedures for Adaptive Physical Education are clearly communicated and identified as part of the Special Education Handbook.</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>Response: There is an excellent collaboration between staff in these two offices and among all school-based instructional staff to make accommodations for students with disabilities in physical education classes. The 2.5 full-time equivalent adaptive physical education teacher positions are provided through the elementary physical education general staffing allocation. We are currently collaborating ways to make our processes and communication even better than the current status.</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>Response: We had a professional development day where we discussed the success of the Unified sports programs and the activities used to allow for better participation for special education students. As a result we are incorporating more lifetime sports such as Bocce and shuffleboard into our curriculum to allow for better opportunities for students with special needs.</p>

Wicomico	<p>How the physical education and special education offices have collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?</p> <ul style="list-style-type: none"> <li>• Both the Supervisor of Physical Education and the Director of Special Education continue to provide the appropriate MOI/Curriculum development/trainings/specialized professional development/conferences to support the APE Consultant/ Adapted PE teachers/Regular Ed Physical Education teachers.</li> <li>• Office of Special Education and the Supervisor of Physical Education provide the on-going training and in-services to promote and support the collaboration between the related service providers-Physical Therapist, Occupational Therapist, Speech Therapist, Vision Therapist, the direct service provider –APE Consultant, Adapted Physical Education teachers and the Physical Education teachers.</li> <li>• APE Consultant continues to support the elementary/middle and high school PE teachers with inclusion to provide the accommodations/modifications/equipment suggestions as well as training for the 1 on 1 staff of the inclusion students. Our 3 full-time Adapted Physical Education teachers ( 1 –elementary, 1 middle/high and 1 part-time (middle school) continue to provided small group adapted physical education instruction, IEP goals and assessments.</li> <li>• The Supervisor of Physical Education and the certified APE Consultant attend APE Briefings and APE consortium meetings throughout the year. Information is shared with the special education department and other adapted physical education teachers.</li> </ul> <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"> <li>• Adapted Physical Education lab for elementary, middle and high school physical education teachers to include APE curriculum guide, accommodations, modifications and adaptations, assessments, observation tools for students moving to their home-schools.</li> <li>• Project UNIFY - selected Elementary/Middle/High School teachers act as the Liaison to provide the instructional guide/lesson plans/assessments from the Special Olympics of Maryland as part of their yearly curriculum to include the Unified Bocce program. Two middle schools organized a Unified Bocce play day which included students with and without disabilities.</li> </ul>
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"> <li>• The physical education coordinator and the special education coordinator have met several times this year to discuss future changes to our offerings.</li> <li>• The special education coordinator has opened in-services and professional development workshops to all teachers including physical education teachers.</li> <li>• All afterschool administrators and athletic directors have made sure that their afterschool sports programs are offered to ALL students regardless of disability, gender, race, ethnicity, etc. Also, that is printed on all documentation that is sent home to our students.</li> <li>• Schools are making a greater effort to include all physical education teachers in the IEP meetings and provide input to the IEP development.</li> </ul> <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"> <li>• An August, in-service planning session has been scheduled to prepare a professional development workshop for ALL arts, music AND physical education teachers in the area of special needs. Because there is a member of the planning committee that is certified in Adapted Physical Education, she will be offering direct instruction to the teachers on APE services and strategies.</li> <li>• We have contacted an APE specialist from a neighboring county and one from a neighboring state, but unfortunately they have not contacted me back yet and one of them is beyond our budget. We will continue to pursue this.</li> <li>• We will be sending an APE certified teacher to the MAHPERD conference this year to bring back the info and share with our staff at one of our physical education meetings.</li> <li>• Teachers regularly attend in-service training for curriculum and assessment revision and</li> </ul>

	receive copies of APE material provided by MSDE and the physical education coordinator.
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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?

<b>LEA</b>	<b>Response to Question</b>
Allegany	The only challenge ACPS has encountered in delivering physical education opportunities to students with disabilities has been with students with severe disabilities who have significant limitations and restrictions. One example is a wheel chair bound student with brittle bone disease. To ensure that the student still benefits from the physical education activities, but is not put into a dangerous or harmful position, the school system has overcome this obstacle by obtaining funding to purchase a Nintendo Wii motion-controlled, active play gaming system. This adaptive program allows the student to meet the curriculum requirements of physical education through a no-touch approach thus preventing the student from being subjected to any potential physical harm.
Anne Arundel	<p>Most challenges include perception and understanding and in AACPS, we are still worth in forging ahead to make sure every student has the opportunity to learn while mindfully eliminating the achievement gap between all student groups. This systemic focus has proven valuable to all students – disabled ones included! We will continue to advocate for students with disabilities and challenge teachers beyond their comfort level to modify instruction so all students have the opportunity to learn.</p> <p>Regarding the challenges from last year; I believe we noted that funding was an issue but the Division of Science and Technology and the Office of Athletics have really stepped up to support high quality Physical Education in our schools. Every Middle School was outfitted with bowling and bocce equipment this year and teachers received PSD in its use. We have purchased resource books to support teacher understanding and have increased attendance in the Annual MAPEC meeting from one, Ken Williams, to four this year and more in the future.</p>
Baltimore City	<p>The key challenges are:</p> <ul style="list-style-type: none"> <li>• There is no (general education) Physical Education Specialist to assist in planning Professional Development for physical education teachers regarding APE strategies and activities for mainstreamed students.</li> <li>• The model of APE service delivery and associated documentation has changed, to be more consultative.</li> <li>• Physical education teachers must change the way that APE is viewed and service is delivered; further collaboration and training needed.</li> <li>• Schools change schedules periodically.</li> <li>• Difficulty securing gymnasium time and space at some schools.</li> <li>• Limited equipment availability for pull-out students and/or classes at some schools.</li> <li>• The service models for adapted physical education need to be updated and defined to meet the needs of adapted physical education students on both certificate and diploma tracks.</li> </ul> <p>Some of the challenges have changed and some remain the same as last year. The change in the model of service delivery is the most significant changed in the current school year and is anticipated to continue to be a challenge for next year.</p>
Baltimore	<p>The key challenges are:</p> <ol style="list-style-type: none"> <li>1. Time not mandated for physical education.</li> <li>2. Varied schedules and programs at schools throughout the county.</li> <li>3. Lack of staff and teaching space in specific schools.</li> <li>4. Accessibility to outside teaching areas, fields, track.</li> <li>5. Individual schools not seeking assistance in scheduling to provide a continuum of adapted physical education environments for instruction.</li> </ol>

	<p>6. Inconsistency throughout the county in providing physical education to Pre-k students.</p> <p>Although many of the challenges remain the same, new challenges relating to providing physical education/adapted physical education to students with disabilities in Pre K programs (3 and 4 year olds) have begun to surface.</p>
Calvert	<p>A. Increasing the knowledge base of special education and general education instructional assistants in adapting activities and modifying activities for students with special needs.</p> <p>B. Assisting general education physical education teachers in recognizing modifications and accommodations are already in place within the classroom and encouraging a broader use of these strategies. Also, encouraging physical education teachers to seek assistance from APE teacher and other resources.</p> <p>C. Provide staff development for the general physical education teachers on how to conduct assessments, write IEP goals and objectives, and data collection.</p> <p>D. Changes since last year: providing formal process for requesting assistance in the general physical education setting; purchased adaptive equipment; implemented formal assessments; and the special education and instructional departments have effectively collaborated regarding the implementation of APE services and supports.</p>
Caroline	<p>Caroline County continues to make progress in setting IEP goals in physical education. This was new for us last year and we have had some input and are working to be more included in the IEP process from the beginning of the IEP process.</p> <p>Have these challenges changed since last year? Not substantially since last reporting.</p>
Carroll	<p>Most of all, the challenges that presented themselves to our county's schools, was the existence of professional development for teachers requiring assistance in including students with disabilities in the physical education classroom. With the help of the special education office, we were able to hire two new APE resource teachers to help provide this assistance to our physical educators. Because of this, we have more students participating in the GPE setting, as well as physical educators feeling more confident in providing appropriate accommodations and modifications to their lessons.</p>
Cecil	<p>The challenges mostly are the same as for the entire population. The challenge of class time and class size remains very real at a local level. Our staffing in specialists for APE has decreased from 1.8 to 1.5 to 1.0 and next year will be .5. Teachers have worked very hard to maintain high quality service with fewer specialized resources teachers.</p>
Charles	<p>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.</p>
Dorchester	<p>DCPS continues to struggle with providing planning time with physical therapists, physical educators, and special educators to appropriately plan and document physical education opportunities for students with disabilities. Another challenge would be making sure the activity is safe for the student with the disability and the number of students in a class in general.</p>
Frederick	<ul style="list-style-type: none"> <li>• The need for continued professional development and limitations of staff time for professional development is a continuing challenge.</li> <li>• Time to deliver adapted physical education services to students without affecting other student needs has been an ongoing concern.</li> <li>• A valid, reliable assessment to diagnose student strengths and needs for individualizing instruction, at a reasonable cost, is not a new challenge.</li> <li>• Adequate staff to deliver necessary student services</li> </ul>
Garrett	<p>Providing accommodations and modification for a wide array of disabilities and physical needs.</p>

Harford	<p>Last year one of our stated challenges was the expansion of the Sports for Life Program and the payment for coaching. Both of these concerns have been successfully addressed with coach's pay as well as the addition of Bocce ball and a countywide tournament.</p> <p>We continue to strive to provide the most appropriate placement for students with disabilities in physical education electives. Often we find that the schedule does not provide an optimum placement. We are continuing to work with all stakeholders to approve this component of our program.</p>
Howard	<ul style="list-style-type: none"> <li>• An increase of students with complex medical issues requiring increased collaboration with Health Services and additional training for staff to meet individual student needs.</li> <li>• Providing staffing support that aligns with multiple school schedules.</li> </ul>
Kent	The key challenge is the small number of students with any specific identification so each student requires individual planning. These challenges have not changed.
Montgomery	<p>Key challenges include:</p> <ul style="list-style-type: none"> <li>• Staff (physical education teacher) allocations</li> <li>• Lack of space/facilities</li> <li>• Decrease in support staff (paraeducators)</li> <li>• Communicating the adapted physical education process to all physical education and special education teachers throughout the county (200 schools)</li> </ul>
Prince George's	We continue to experience the same barriers as previous years. Scheduling is still a significant problem. Because some of our students with more severe disabilities participate in community based programming and are out of the building often, the opportunity for participation in physical education with non-disabled peers is negatively impacted. This results in students participating in more non-inclusive APE classes. Inclusive physical education models/courses were presented at the spring briefing and will be helpful in our efforts to eliminate this barrier in future years.
Queen Anne's	Professional development opportunities have been limited due to the County's furlough days which eliminated the days set aside for PD. These furlough days are new challenges facing the school system. Also due to lack of resources (expertise and money), the professional development in Adaptive Physical Education has been limited. This is a challenge that has not changed from last year. The support from MSDE has made PD possible during the Spring 2012.
St. Mary's	<p>The Coordinator of Adapted Physical Education conducts ongoing monthly meetings between the office of Physical Education and Special Education. Emphasis is place on:</p> <ul style="list-style-type: none"> <li>• Reporting on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in all SMCPS.</li> <li>• Any programmatic changes deemed appropriate to ensure that SMCPS follows the law outlined in the Fitness and Equity Act</li> </ul>
Somerset	The primary challenge is the lack of adapted equipment for students with special needs, and the lack of training opportunities for physical education staff and special education staff on how to adapt programs for students. This has recently improved as a result of new initiatives such as the archery program.
Talbot	The Talbot County Public Schools have not faced significant challenges in delivering physical education opportunities to all students. It has long been standing policy in our school system to provide complete, appropriate inclusion, with accommodations where needed, for all students in all curricular areas.
Washington	The challenges have not changed since last year. The primary challenge is to provide adequate funding to support additional full-time equivalent positions to move to a local goal of providing a 1:20 teacher: student ratio.
Wicomico	<p>Due to budget cuts, etc we are still faced with a few challenges:</p> <ul style="list-style-type: none"> <li>• Class size</li> <li>• Staffing – 1 on 1 support for inclusion students</li> <li>• Scheduling issues</li> </ul>

Worcester	We are a small, rural school system who does not deny ANY student access to our athletic activities or physical education classes and programs; therefore, setting up additional opportunities has not been identified as a need. If a need were to arise, we will accommodate any and all special education students. When we have encountered any issues in the past, special education specialists, physical education specialists and administrators work together to provide the best possible services to all students. Many of our afterschool programs at various grade levels provide physical activities which are open to ALL students and at one school in particular, we work with Special Olympics to integrate regular education and special education students in competitive sports activities.
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3. Are there any areas in which the Maryland State Department of Education could provide further assistance that would address your key initiatives and challenges?

LEA	Response to Question
Allegany	No response
Anne Arundel	Continue to support MAPEC and provide professional staff development opportunities. Continue to support Adapted Physical Education Certification funding for current physical education teachers
Baltimore City	<ul style="list-style-type: none"> <li>• The online adapted physical education courses should be available to teachers for the Summer Term 2012 and hopefully eligible for Baltimore City AUs.</li> <li>• Training opportunities for physical education teachers in the area of APE.</li> <li>• Possible grant funding for more equipment and/or technology.</li> </ul>
Baltimore	<ol style="list-style-type: none"> <li>1. Current physical education teachers who were initially certified in K-12 need to be notified in some way, possibly a directive from MSDE sent out through each school system, that when their certification is renewed, it will be reflected to say PreK-12 and the reason for the change.</li> <li>2. Reevaluation of the ability to receive certification in physical education by only taking the praxis. Due to the complexity of the discipline which includes: knowledge of liability, and safety, understanding motor development, and implementing specific behavior management and instructional strategies in the gymnasium setting, the lack of pedagogy and experience in physical education have a negative impact on teacher effectiveness and quality programming.</li> <li>3. Exploration of the possibilities for virtual/on line physical education/adapted physical education for students with disabilities to see if this would be feasible as a recognized physical education program where students could receive mandated requirements.</li> </ol>
Calvert	<ol style="list-style-type: none"> <li>A. Continue to provide staff development at state led meetings that can be immediately utilized at the local level such as peer tutors or RTI model. This would include providing electronic copies of presentation materials.</li> <li>B. Generate meeting minutes from state led meetings to provide information and follow up for those individuals unable to attend.</li> <li>C. Maintain a website/wikispace for ongoing communication and information sharing.</li> </ol>
Caroline	With the expected change of leadership at the district level, MSDE can help the new supervisor of Physical Education with adaptive physical education goals for the county and with Student Learning Outcomes (SLO) for the teachers in Caroline County.
Carroll	As always, continued professional development is always something our system would appreciate.
Cecil	MSDE provides tremendous resources through Mike Mason's office. I cannot speak highly enough of the leadership Mike provides and the opportunities he creates for supervisors to work together and share ideas. In the future it would be helpful if the APE briefing could be held at a different time than the physical education briefing to assist those of us with multiple responsibilities.

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	Possibly additional professional development opportunities for physical education teachers on collaborating with special education teachers as contributing participants on IEP teams and professional development on capturing adapted physical education practices on IEP documentation. Also additional professional development on best practices for inclusion and delivery of instruction based on the number of students with disabilities and limited support personnel.
Frederick	<ul style="list-style-type: none"> <li>• Continue to share best practices, both from a nation-wide perspective and a state perspective.</li> <li>• Continue to provide a network of contacts that have expertise in this area.</li> <li>• Provide additional statewide opportunities for professional development for teachers and staff.</li> </ul>
Garrett	Continued support and training.
Harford	We appreciate the formulation of the new website and look forward to the expansion of this site.
Howard	Continued professional development opportunities from MSDE, including Adapted Physical Education online classes.
Kent	No
Montgomery	The Maryland State Department of Education could provide funds to purchase various adapted physical education resources for physical education teachers throughout the county.
Prince George's	MSDE continues to provide support and guidance in developing quality physical education for all students. We are very fortunate for the Physical Education leadership we receive from MSDE. I feel MSDE has always listened to our concerns and has consistently provided the training and advice needed to address the areas of concern.
Queen Anne's	MSDE can help by supporting QACPS efforts in developing a successful APE program, methods of measuring students' growths and fitness assessments.
St. Mary's	<p>a. What are MSDE long term goals for the Fitness and Athletic Equity Act regarding local, regional and state competition relating to a variety of disability sports?</p> <p>b: More clarification regarding the Race to the Top as it relates to physical education/adapted physical education.</p>
Somerset	<p>MSDE could support the integration of special needs student into physical education in a couple ways:</p> <ul style="list-style-type: none"> <li>- Training for both special education staff and physical education staff on adapting activities for students with special needs.</li> <li>- Information and Training on activities that other counties are using successfully.</li> <li>- Funds for adaptive PE equipment</li> </ul>
Talbot	Not at this time.
Washington	Response: The only suggestion would be to send out new ideas that have been successful in other counties so we may have the opportunity to duplicate to see if we are equally successful with the idea.
Wicomico	MSDE has done a tremendous job keeping us informed and involved with the updates and new developments. You continue to provide the education, trainings and tools for Adapted Physical Education teachers and regular Physical Education teachers to be successful and knowledgeable as we all work with inclusion process.
Worcester	Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education. Thank you.

## Appendix L

### Exemption Letter



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

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

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

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I have received requests for information regarding exemption from the Physical Education requirement in grades K-8. This is to advise you that under the Maryland State Board of Education regulations, Physical Education must be provided to all students each year. However there are modifications one may make based on physical limitations or handicapping conditions.

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, physical education teacher, supervisor, and local school system for these modifications to be developed.

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

## Appendix M

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

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

## Appendix N



### **Professional Development Opportunities For Adapted Physical Education Topics**

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

*To request information or for more details, please contact*

Mike Mason [mmason@msde.state.md.us](mailto:mmason@msde.state.md.us)

## **Appendix O**

### **Adapted Physical Education Fall Administrative Briefing October 20, 2011**

#### **Agenda**

Introductions

General Announcements

    APE Consortium

    On Line APE Course

    Professional Development Opportunities

Updates from MSDE

Allen Perrigan MSDE

Brockport Physical Fitness Assessment

Kathy Read, Human Kinetics

Grading based on goals on the IEP.

Ana Pala-Kane

Developing Transitional Goals for Secondary Students

Rocco Aiello

Use of peer assistants

Michelle Sullivan, Seth Rak

Questions and Evaluations