



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

## Legislative Report

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August 2022



**MARYLAND STATE DEPARTMENT OF EDUCATION**

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# Introduction

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This is the thirteenth annual report to the General Assembly providing information on the status of the Fitness and Athletics Equity for Students with Disabilities Act (§§7-4B-01 through 7-4B-06 of the Education Article of the Annotated Code of Maryland), which ensures participation of students with disabilities in mainstream physical education (COMAR 13A.04.13.01) and mainstream athletics (COMAR 13A.06.03).

This report provides information on activities conducted by the Maryland State Department of Education (MSDE) and Maryland's local school systems as of May 15, 2022, in the areas of physical education and athletics that promote awareness of and compliance with statute and regulations regarding the participation of students with disabilities.

# Mainstream Athletics

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## TIMELINE FOR IMPLEMENTATION

### May 2022

- Local school systems reported to the Maryland State Department of Education (MSDE) on the progress of implementation plans that provide mainstream athletic opportunities for students with disabilities.
- The Maryland Public Secondary Schools Athletic Association (MPSSAA) Participation Survey for the school year 2021-2022 was completed.
- The MPSSAA submitted to MSDE athletic participation results based on the 2021-2022 participation survey.
- Local school systems' implementation is fully operational.

### August 2022

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

## DATA COLLECTION

Each year the MPSSAA conducts a participation survey among its member schools consisting of the 24 local school systems and the SEED School. The survey breaks down the number of male and female interscholastic athletic participants by sport. In order to comply with the requirements of the Athletic Equity Law, the survey ([Appendix A](#)) has been broadened to include an accounting of any student with an Individualized Education Program (IEP) or 504 plan who participated in the school athletic program. Data is collected near the end of the school year in order to gain full participation numbers from each of the three seasons of high school athletics ([Appendix B](#)). In addition, participation data was collected for Corollary Athletic Programs established by each school system to provide opportunities for all students ([Appendix C](#)). The results are reflected in [Appendix D](#).

## REGULATIONS

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

## TECHNICAL ASSISTANCE

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

## MODEL POLICIES

During the thirteenth year of implementation, local school systems were asked to submit to MSDE, Office of the Deputy for School Effectiveness/Office of Athletics, Executive Director, an accounting of progress toward the development of model policies and procedures for students with disabilities ([Appendix G](#)). Each of the local school systems was also asked to respond to a set of questions that addresses providing services for students with disabilities in mainstream athletics. As of May 15, 2022, 24 local school systems have enacted policies to accommodate athletic opportunities for students with disabilities.

# Mainstream Physical Education

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## TIMELINE FOR IMPLEMENTATION

### May 11, 2022

- The Office of Performance Reporting and Accountability compiled data based on the Local Education Agencies (LEAs) submission of student enrollment data in physical education to the Maryland State Department of Education (MSDE) using the Student-Course-Grade-Teacher Data Collection tool.

### May 15, 2022

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

### August 1, 2022

- MSDE reports to the General Assembly and provides any necessary follow-up with local education agencies.

## DATA COLLECTION

MSDE continues to use existing State data collection systems to review student enrollment information for PE courses. MSDE is able to report on PE-related course enrollment information from an annual student-level data collection. Data obtained from this collection are aggregated to report on the number of students, by grade span, with Individualized Education Programs (IEPs) and 504 plans who enrolled in PE classes. PE course enrollment data from the most recently available school year can be found in the table SY2021 Students Taking Physical Education by Grade Span and Special Education Status ([Appendix H](#)).

## REGULATIONS

Amendments to Code of Maryland Regulations ([COMAR](#) 13A.04.13) were adopted by the State Board of Education during a public meeting held on June 22, 2021, and became effective July 12, 2021. The amendments were designed to strengthen the adapted physical education (APE) language and provide further clarification on the law's intent. Local school systems began implementing the new regulations, and updating their curricula, policies, and procedures this school year. A workgroup of LEA leaders and content area experts is currently revising the physical education State Framework to reflect the amended regulations.

### Physical Education Memorandum

Each year a letter from MSDE is distributed to all LEAs reinforcing the Federal and State regulations that require all students, including students with disabilities, to have physical education yearly PK-8 and offered course(s) to meet the high school graduation requirement(s) as stated in COMAR 13A.04.13.01. The memo was updated and aligned with the revisions to COMAR 13A.04.13.01 prior to the start of the 2021-2022 school year. This year's letter can be found in the appendix ([Appendix I](#)).

## PROGRESS TOWARDS THE INCLUSION OF STUDENTS WITH DISABILITIES

The Fitness and Athletic Equity Act requires LEAs to promote and protect the inclusion of students with disabilities into mainstream PE. Each year LEAs are asked to respond to a set of questions that address new initiatives and resources their school system implemented that promote and protect the inclusion of students with disabilities into mainstream PE, key challenges their school system face, and any areas in which MSDE could provide further assistance ([Appendix J](#)). Responses to these questions were collected during the 2021-2022 school year and compiled unedited in [Appendix K](#).

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

1. Consulting with the Maryland Coalition for Inclusive Education (MCIE); and
2. Working with Science, Technology, Engineering and Mathematics (STEM)/BioMedical Allied Health (BMAH) high school magnet programs.

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

- A "how to" guide for adapted physical education resource teachers which includes information on IEP writing, 504 plans, and documentation for APE consult visits; and
- Guidelines for the Adapted Physical Education (APE) program and to assist both APE and school-based PE teachers with: IEP practices and policies, teaching techniques and adaptations, assessment tools, and MSDE guidelines for APE. The guide also includes clinical documentation requirements.

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

- training teachers and support staff;
- funding to purchase equipment;
- time to provide direct services, data collection, collaborate with special education staff, writing IEPs, and attending IEP meetings;
- lack of staffing and support services;
- large class sizes;
- decreasing course offerings at the high school level; and
- staff vacancies.

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

- Continuing to provide virtual and face-to-face opportunities for the sharing of information;
- Providing additional statewide professional development (PD) opportunities for teachers and staff;
- Creating an initiative for PE teachers to become Certified Adapted Physical Educators (CAPE) through the National Consortium for Physical Education for Individuals with Disabilities (NCPEID);



- Requiring Higher Education Institutions to provide more than one three-credit course to undergraduate students; and
- Supporting legislation to provide 150 minutes of elementary instructional PE each week and 225 minutes per week in middle and high schools.

## TECHNICAL ASSISTANCE

MSDE's Physical Education Specialist from the Division of Curriculum, Instructional Improvement, and Professional Learning has attended and/or facilitated APE professional development sessions and briefings across the State. He is familiar with the reporting requirements of the Fitness and Athletic Equity Act of 2008 and the implementation high-quality standards-based APE.

### Physical Education Briefings

MSDE held virtual statewide briefings in the fall and spring that included APE resource teachers, supervisors, and/or coordinators. Presentations and resources for APE were made available to all LEA personnel at these briefings to help provide guidance and support for students with disabilities in mainstream PE classes.

### Adapted Physical Education Steering Committee

An important resource for LEAs around the State is the APE Steering Committee that was created in collaboration with the Division of Special Education and Early Intervention Services. The mission of the committee is to provide leadership that supports APE by collaborating with administrators, educators, families, and other stakeholders. The APE Steering Committee continues to be supported by the Division of Special Education and Early Intervention Services. This committee consists of one representative from each local school system, Special Olympics Maryland, and the Physical Education Specialist from the Division of Curriculum, Instructional Improvement, and Professional Learning. The committee collaborates with the Maryland Adapted Physical Education Consortium (MAPEC) and the Society of Health and Physical Educators (SHAPE) Maryland on projects to enhance APE through professional development and the provision of general APE resources.

Over a two year period the collaborative group revised and published an update to the "[Guide for Serving Students with Disabilities in Physical Education](#)" in March of 2022.

Using grant funds, the APE Steering Committee, in conjunction with SHAPE Maryland, funded guest speakers at their bi-annual meetings this year. Tim Erson, MS, spoke at the fall meeting regarding the Courageous Pacers Program that measure gross motor activities for the inclusive and special needs classroom. Susan W. Cecere spoke at the spring meeting regarding utilizing school-based physical therapists to improve your adapted physical education program.

Also, at its Spring meeting the group appointed the following members to a two-year term:

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

The APE Steering committee chair was added as a standing member of the [Advisory Council on Health and Physical Education](#).

### Online Professional Development Courses

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

These courses count towards the twelve credits that are needed to qualify for [CAPE certification](#) and the six Continuing Professional Development (CPD) credits needed to renew a Maryland teaching certificate.

MSDE course information is listed below:

- MSDE #11-00-25 -Helping All Students Succeed in PE-Using the IEP Process – three CPD credits;
- MSDE #11-00-28 -Adapted Physical Education: Successful Inclusion Strategies – three CPD credits; and
- MSDE #15-00-31 -Teaching Physical Education to EVERYONE –three CPD credits.

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

The course content is analyzed and revised annually to improve achievement and ensure its alignment with current best practices and resources. This year the courses were also converted to MSDE’s new learning management system, Canvas, and approved by MSDE’s Division of Educator Certification and Program Approval to be offered for an additional five years; expiring in 2027.

### Society of Health and Physical Educators (SHAPE) Maryland

[SHAPE Maryland](#), founded in 1902, is a 501(c)(3) non-profit volunteer organization that serves current and future health and physical education professionals. They continue to offer free membership and hosted several professional development sessions throughout the year that included APE components.

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

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

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

5. Provides evidence of professional commitment through involvement in local, state and national organizations: and
6. Is a current member of the SHAPE Maryland and SHAPE America

Jessica Willson, a teacher from Harford County Public Schools, was selected as the SHAPE Maryland Adapted Physical Education Teacher of the Year for the 2021–2022 school year.

### **Society of Health and Physical Educators (SHAPE) America Eastern District Adapted Physical Education Teacher of the Year Award (TOY)**

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

Katelyn Smith, a teacher from Frederick County Public Schools and SHAPE Maryland's APE TOY in SY20-21, was selected as the Eastern District Adapted Physical Education Teacher of the Year for SY2021–2022 and is in the running for National APE TOY.

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

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

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

The consortium publishes a bi-monthly newsletter that updates membership on legislative news, best practices, technology, and events that occur throughout the State. The MAPEC website was updated throughout the year to include documents the organization has developed and acts as a resource throughout the State.

MAPEC offered free professional development through their YouTube channel and hosted a virtual mini-conference on June 23<sup>rd</sup>, 2021. This year's mini-conference will be held on June 29<sup>th</sup>, 2022.

## The Special Olympics Maryland (SOMD)

SOMD Unified Champion Schools program continues to promote social inclusion through intentionally planned and implemented activities. With sports as the foundation, the three-component model offers a unique combination of effective activities that equip young people with the tools and training to create sports, classroom, and school climates of acceptance. The Unified Champion Schools National Recognition Program (NRP) recognized Twin Ridge Elementary School for their outstanding work in social inclusion and unified physical activity. Additionally, three schools applied for this honor in 2022 and we expect those selections to be announced in July 2022.

SOMD benefitted from a continuation of funding from Maryland State Department of Education, Division of Early Intervention and Special Education Services to support the Young Athletes Program (YAP); the implementation and reinforcement of which addresses the need of improving the school readiness of children with disabilities. This funding allows for the continuation and broadening of Young Athletes' programming in local school systems and in homes. During the 2021-2022 academic year, SOMD and YAP were able to directly impact 3167 students and families through virtual, in-schools and at-home offerings.

In the interest of continuing the support of elementary programming, SOMD committed the efforts of a consultant to develop and deliver a Unified Physical Education implementation plan, with the primary goal of creating a succession plan for the Young Athletes Program. SOMD has been able to realize an immediate and grassroots impact through direct training and are excited to expand Unified Physical Education opportunities in school systems in 2022.

In addition to the aforementioned programs that directly or indirectly support SEL, SOMD has identified student leadership and whole school cultural influence as top priorities. During the 2021-2022 academic year, Special Olympics Maryland offered two Youth Leadership Summits, started the Youth Advisory Council, and led efforts for large school inclusion events including the Polar Bear Plunge- Cool Schools Plunge, Inclusive Schools Week in December, and Spread the Word >> Inclusion Day in March

SOMD's flagship program continues to be Interscholastic Unified Sports, which returned to more full-scale events in 2021-2022. In addition to our typical Unified Tennis, Bocce, Strength and Conditioning, and Track and Field seasons for high school students, Special Olympics Maryland continues to expand Unified Sports offerings to middle schools, including programs in Baltimore City, Cecil County, Calvert County, and Garrett County.

# Appendices

## APPENDIX A

### The Data Collection Tool

#### 2021-2022 ATHLETIC PARTICIPATION SURVEY

#### STATE ASSOCIATION SUMMARY WORKSHEET

Submit to MPSSAA Office

School System \_\_\_\_\_ Number of Member High Schools \_\_\_\_\_

#### INSTRUCTIONS:

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

#### BOYS

#### GIRLS

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

**APPENDIX B****Participation Survey****2021-2022 ATHLETIC PARTICIPATION SURVEY****STATE ASSOCIATION SUMMARY REPORT****BOYS****GIRLS**

	<b>Schools</b>	<b>Total Participants</b>	<b>Participants with IEP/504</b>	<b>Schools</b>	<b>Total Participants</b>	<b>Participants with IEP/504</b>
<b>Badminton</b>	20	190	24	32	283	21
<b>Baseball</b>	183	4,975	476	7	10	0
<b>Basketball</b>	192	5,146	483	181	3,668	318
<b>Bowling</b>	10	56	15	10	42	13
<b>Cross Country</b>	176	2,936	430	176	2,033	207
<b>Field Hockey</b>	0	0	0	117	3,241	320
<b>Football</b>	178	12,249	1,989	28	30	6
<b>Golf</b>	156	1,252	162	142	329	33
<b>Gymnastics</b>	0	0	0	8	85	13
<b>Lacrosse</b>	152	5,476	728	144	4,516	315
<b>Soccer</b>	175	6,402	842	171	5,278	313
<b>Softball</b>	1	1	0	176	3,975	292
<b>Swimming &amp; Diving</b>	109	1,609	225	111	1,827	186
<b>Tennis</b>	167	1,837	165	170	2,143	132
<b>Indoor Track</b>	174	4,536	534	177	3,932	339
<b>Track and Field</b>	185	6,727	831	186	5,132	386
<b>Volleyball</b>	34	695	67	184	5,134	407
<b>Wrestling</b>	172	3,966	588	137	390	50
<b>Ice Hockey</b>	2	53	7	1	6	2
<b>Totals</b>		58,106	7,566		42,054	3,353

Total Participation - 100,160

**APPENDIX C**

**Corollary/Allied/Unified Programs**

**2021-2022 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT**

**PARTICIPATION WORKSHEET**

**BOYS**

**GIRLS**

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

**APPENDIX D****2021-2022 MPSSAA COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT****Composite Survey Results from the Local School Systems**

	<b>Schools</b>	<b>Total Boys</b>	<b>IEP/504</b>	<b>Schools</b>	<b>Total Girls</b>	<b>IEP/504</b>
<b>Basketball</b>	0	0	0	0	0	0
<b>Indoor Bocce</b>	87	440	311	86	456	172
<b>Outdoor Bocce</b>	59	373	244	57	335	146
<b>Bowling</b>	55	415	277	55	321	153
<b>Cycling</b>	3	9	8	3	11	9
<b>Golf</b>	7	20	15	7	8	2
<b>Soccer</b>	24	166	121	24	90	55
<b>Tennis</b>	57	282	164	57	316	121
<b>Track and Field</b>	36	194	129	37	141	84
<b>Strength Training</b>	10	70	32	10	70	28
<b>Floor Hockey</b>	0	0	0	0	0	0
<b>Indoor Softball</b>	23	144	118	23	100	59
<b>Handball</b>	5	44	27	5	9	2
<b>Corn Toss</b>	22	99	70	22	86	46
<b>Sailing</b>	1	21	1	1	5	3
<b>Outdoor Softball</b>	12	88	75	12	49	22
<b>Totals</b>		2,277	1,517		1,948	880

- All sports listed are co-ed

**Total Participation – 4,225**



**APPENDIX E****13A.06.03.04****Authority Educ. Art. §§7-4B-01 -7-4B-06****A. Equal Opportunity for Participation.**

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

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

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

**APPENDIX F****MARYLAND STATE BOARD OF EDUCATION****Subtitle 06 SUPPORTING PROGRAMS****13A.06.04 Corollary Athletic Programs****REVISED 10-27-09****.01 Purpose**

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

**.02 Definitions**

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

**.03 Access to School Athletic Programs**

- A. Each local school system shall:
  - (1) Develop a plan, policies and procedures to promote and protect the inclusion of students with disabilities in school athletic programs;
  - (2) Provide students with disabilities equivalent opportunities for participation in either the Interscholastic Athletic Program or the Corollary Athletic Program;
  - (3) Maintain evidence indicating that the interests and abilities of students with disabilities have been fully and effectively accommodated by the local school systems Interscholastic Athletic or Corollary Athletic Program.

**.04 Corollary Athletic Programs**

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

**.05 Eligibility for Corollary Athletic Programs**

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

**.06 Complaints and Appeal Process**

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

**.07 Corrective Actions**

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

**.08 Annual Reports**

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

**APPENDIX G**

**Synopsis of Local School Systems Reports**

<b>Allegany County Public Schools</b>	
<b>Policies Related to Athletic Opportunities for Students w/Disabilities</b>	
<p style="text-align: center;"><b>Board Policy JB and procedure JB-R1 - Equal Educational Opportunity.</b></p> <p>The Board of Education of Allegany County does not discriminate on the basis of race, color, gender, age, national origin, religion, or disability in providing access to educational programs and activities.</p> <p style="text-align: center;"><b>Board Policy IHBA, procedures IBHA-1, 2 and 3 - Corollary Physical Education and Athletics.</b></p> <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>	
<b>Assessment Criteria and Appeals Process</b>	
<p>A. Interscholastic Athletics</p> <p>1. Student Eligibility Determination</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p>2. Pathway to Play Committee</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.
- b. The Committee shall include:
  - 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
- c. 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.
- d. To make its determination, the Committee shall apply the following four-point criteria: Do the accommodations or modifications:
  - 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?
- e. The Pathway to Play Committee shall render one of the following determinations for each student referred:
  - 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.

**B. Corollary Athletic Program**

1. Allegany County Public Schools shall offer a Corollary Athletic Program in each of the fall, winter, and spring seasons. The dates of these seasons do not need to match the dates prescribed in COMAR 13A.06.03. The sport season for the Corollary Athletic Program shall be limited to a maximum of 8 consecutive weeks.
2. The Corollary Athletic Program shall include co-ed teams of disabled and non-disabled students who meet eligibility requirements.
3. Allegany County Public Schools shall provide:
  - a. Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program.
  - b. Corollary Athletic Program coaches.
  - c. Team uniforms and game equipment.
  - d. Transportation for teams to travel in order to compete if appropriate.
4. Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:
  - a. Are secondary school students in grades 9-12.
  - b. Are officially registered and attend an Allegany County Public School.
  - c. Submit a parent/guardian permission form for participation.
  - d. Submit a medical approval form.
  - e. Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.

**Description of Types of Alternative Sports Programs and Structure**

ACPS has partnered with Special Olympics of Maryland to offer programs in Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring.

Each sports season consisted of three competitions and practices twice a week for eight weeks.

ACPS provides

- a. Rules, guidelines and modifications for each activity or sport to ensure greater student participation and success within the program,
- b. Corollary athletic program coaches,
- c. Team uniforms and game equipment, and
- d. Transportation for teams to travel in order to compete.

**Needs Assessment**

All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options. During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.

**Anne Arundel County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Board Extra-Curricular Programs Policy Code 909**

All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.

**Assessment Criteria and Appeals Process**

Interscholastic Athletics - The following criteria was added to the Student Guide for Athletes and the Athletics Handbook:

- 1. Situations that arise will be handled on a case-by-case basis.
- 2. The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students.



3. If the disability or accommodations fall into one of the four designated areas which preclude a student's participation (the sport is fundamentally altered; the student gains a competitive advantage; the other participants are competitively disadvantaged; there is an increased risk of injury for the student or other participants), then the student or parent may request a meeting with the Pathway to Play Committee. The Committee will consider all possibilities for inclusion into the mainstream interscholastic program or offer an alternative extra-curricular program. The Pathway to Play Committee will consist of several athletic and special education experts.
4. Students wishing to challenge the initial assessment of the coach and administration may appeal to the Pathway to Play Committee.
5. This committee will evaluate the student's disability and make a recommendation about the appropriate level of competition.
6. A student may appeal the committee's decision following the school system's standardized appeals process up to the county Board of Education.

**Description of Types of Alternative Sports Programs and Structure**

1. High school interscholastic programs were offered in: Unified Tennis in the fall, Bowling in the winter, and Unified Outdoor Bocce in the spring. Corollary sports offerings of bocce and bowling is being offered at the middle school level through intramural programs.
2. All three alternative sports programs model mainstream practices and competitions. Tennis and Bocce have 2 practices, and one match per week, 6 county competitions throughout the season, and a culminating county championship event. Additionally, these teams participated in the Unified Tennis and Unified Outdoor Bocce State High School Invitational. Bowling has 2 off-campus practices a week, 5-6 competitions throughout the season, and a culminating event.

**Needs Assessment**

Discussions were held with Adapted Physical Education Resource Teacher, Special Education Coordinator, Athletic Coordinator, Special Projects person, and other LEAs. As a result of these discussions, sports were selected based upon active student involvement, greatest opportunity for inclusion and success, available accommodations, required participation numbers, safety, and facilities. Additionally, insights were sought from community groups and parents, and Anne Arundel staff researched Special Olympics offerings.

## Baltimore City Public Schools

### Policies Related to Athletic Opportunities for Students w/Disabilities

#### 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.

### Assessment Criteria and Appeals Process

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. 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.

#### B. Pathway to Play Committee

1. 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:
  - a. The Coordinator for Interscholastic Athletics
  - b. A school athletic director
  - c. An adapted physical education teacher
  - d. A special education representative with inclusion background
  - e. A school-based administrator (principals or assistant principal)

2. Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program and is denied that opportunity is referred to the Pathway to Play Committee. This committee will consider the eligibility and appropriateness of a student’s appeal on a case-by-case basis. The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student’s participation.
  
3. To make its determination, the committee shall apply the following four-point criteria:
  - a. Do the accommodations or modifications:
  
  - b. Fundamentally alter the sport?
  
  - c. Provide a competitive advantage to the student or competitively disadvantage other participants?
  
  - d. Significantly increase the risk of injury for the student or other athletes?
  
4. The Pathway to Play Committee shall render one of the following determinations for each student referred:
  - a. The student is able to participate in the interscholastic athletic program without accommodations.
  
  - b. The student is able to participate against or alongside other athletes in individual Interscholastic events with allowable accommodations or modifications.
  
  - c. The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Program.

**Description of Types of Alternative Sports Programs and Structure**

Baltimore City continues to partner with Special Olympics Maryland and offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Outdoor Bocce in the spring. Coaches attend pre-season training seminars, and uniforms and equipment are provided to each school. Teams practice after school each week and participate in city competitions and at the Unified Tennis, Unified Indoor Bocce, and Unified Outdoor Bocce State High School Invitational. The Interscholastic Athletics Office will work with the Office of Specialized Services to identify and recruit students with disabilities. The Unified Sports programs are promoted to students with and without disabilities. Unified Sports programs are under the supervision of each school’s athletic director.

**Needs Assessment**

The Unified Sports options offer meaningful participation for students with all types of disabilities as well as students without disabilities. The Interscholastic Athletics Office will communicate with the athletic director and special education team at each school.

**Baltimore County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Policy 6702, Rule 6702, Office of Athletic Statement**

**Assessment Criteria and Appeals Process**

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.

- A. Determination of Student Eligibility.
  - 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.
- B. 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.

**Description of Types of Alternative Sports Programs and Structure**

- 1. Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in corollary allied sports. There are three sports offered, one per season. Soccer is offered in the fall, Bowling in the winter, and Softball is offered in the spring. All team activities

are co-ed with appropriate rule modifications to ensure a safe and successful experience for all students, regardless of ability.

2. The structure of the existing Corollary Allied Sports Program has the sameness as all other interscholastic sport offerings. Team practices are held each day after school for both soccer and softball and two times a week for bowling. Bowling practices are held off campus at the nearest bowling alley to each school. Team games and matches are scheduled approximately one to two times per week throughout the season.

**Needs Assessment**

A thorough needs assessment is done through collaboration with the Office of Athletics, Special Education, Athletic Directors, and other stakeholders.

**Calvert County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Policy 3440**

**Assessment Criteria and Appeals Process**

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.

- A. 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.

<p>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>B. 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:</p> <ol style="list-style-type: none"> <li>1. State the alleged violation;</li> <li>2. Contain a brief statement of facts necessary to understand the complaint;</li> <li>3. Contain a brief statement of relief sought; and</li> <li>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.</li> </ol>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>
<p>Calvert County Public Schools are following the Special Olympics Maryland Unified Sports model. During the school year, Calvert County's high schools offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter (we will be starting Unified Bowling this winter in place of S&amp;C), and Unified Outdoor Bocce in the spring.</p>
<p><b>Needs Assessment</b></p>
<p>A thorough evaluation of interest among the special needs population.</p>

<p><b>Caroline County Public Schools</b></p>
<p><b>Policies Related to Athletic Opportunities for Students w/Disabilities</b></p>
<p><b>CCPS Policy X.100.30 (Physical Education and Athletics for Students with Disabilities) and its corresponding regulation (X.100.30R) were adopted in December 2010.</b></p>
<p><b>Assessment Criteria and Appeals Process</b></p>

- A. 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.
  
- B. 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.
  - 1. The assessment criterion established by CCPS are:
    - a. Does the student meet the eligibility requirements?
  
    - b. Does the student’s present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided.
  
  - 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:
    - a. State the alleged violation;
  
    - b. Contain a brief statement of facts necessary to understand the complaint;
  
    - c. Contain a brief statement of relief sought; and
  
    - d. Be filed within 30 days of the discovery of the alleged violation.

**Description of Types of Alternative Sports Programs and Structure**

- 1. Caroline County Public Schools partners with Special Olympics Maryland and offered the following Unified Sports in 2021-22: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. There has been discussion

with Special Olympics to add or change sports offerings in the coming years (particularly in the fall season).

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.

**Needs Assessment**

Caroline County Public Schools partners with Special Olympics Maryland and uses their expertise and best practices to both determine and evaluate our Corollary Athletic Program as to its appropriateness and effectiveness in serving our Corollary sports athletes.

**Carroll County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Board Policy IHBA**

**Assessment Criteria and Appeals Process**

- A. 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?



3. The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided.

**B. Pathway to Play**

1. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation.
2. The written complaint shall:
  - a. State the alleged violation;
  - b. Contain a brief statement of facts necessary to understand the complaint;
  - c. Contain a brief statement of relief sought; and
  - d. Be filed within 30 days of the discovery of the alleged violation.

**Description of Types of Alternative Sports Programs and Structure**

1. CCPS offered a Corollary Sports Program in the following sports in 2014 -15: Unified Bocce in the fall, Bowling in the winter and Unified Track & Field in the spring. CCPS re-evaluated the program in 2015-16. CCPS has been providing the following sports and plans to offer these three corollary sports again for the current school year: Corollary Indoor Bocce in the fall, Corollary Bowling in the winter, and Corollary Corn Toss in the spring.
2. Each sport will convene 1-2 practices per week for an 8-10-week regular season. This includes at least 1 competition for each school every week of the regular season and a culminating countywide tournament at the end of each sport season.

**Needs Assessment**

To determine the level of interest & ensure the sport is appropriate for the greatest number of students with various types of disabilities, student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers, and special education professionals, and resource teachers were taken into account when making the decisions.

<b>Cecil County Public Schools</b>
<b>Policies Related to Athletic Opportunities for Students w/Disabilities</b>
<b>CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.</b>
<b>Assessment Criteria and Appeals Process</b>
<ul style="list-style-type: none"> <li>A. Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the try out period. Coaches determine the final roster based on skill testing, competitive demeanor and the student’s ability to function in a team environment.</li>   <li>B. An appeals process as mandated by state law is available when necessary for each school.</li> </ul>
<b>Description of Types of Alternative Sports Programs and Structure</b>
<ul style="list-style-type: none"> <li>1. Cecil County participates in the Special Olympics Maryland Unified Tennis program in the fall and Unified Outdoor Bocce program in the spring. Bowling is offered in the winter at the High School Level.</li>   <li>2. At the Middle School Level, we offer Unified Bocce and Unified Track &amp; Field programs.</li>   <li>3. The bowling program is a shortened season consisting of 5-10 practice sessions with a culminating tournament between county schools while the Tennis and Bocce season involves interscholastic play culminating with a county tournament.</li> </ul>
<b>Needs Assessment</b>
<p>The county maintains a Coordinator for Corollary Athletics who oversees the program. Consultation is done with each school's athletic director and building coordinator. Surveys are done after each season to look for improvements by the coordinator.</p>

## Charles County Public Schools

### Policies Related to Athletic Opportunities for Students w/Disabilities

#### 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.

### Assessment Criteria and Appeals Process

- A. 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.
- B. To Assistant Superintendent/designee.

### Description of Types of Alternative Sports Programs and Structure

1. Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competition. The Unified/Corollary athletic program includes co-ed teams comprised of students with and without disabilities who meet eligibility requirements.
2. CCPS provides:

- a. rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program;
- b. corollary athletic program coaches and coordinators;
- c. team uniforms and game equipment; and
- d. the transportation for teams to travel in order to practice and compete.

**Needs Assessment**

The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.

**Dorchester County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Policy fully adopted in May 2011.**

**340.02 Revised 9/21/2017**

**PURPOSE**

To establish a uniform, county-wide policy for promoting and protecting the inclusion of students with disabilities into physical education and athletic programs.

**DEFINITIONS**

Adapted Physical Education Program- a physical education curricular program developed for a student with a disability.

Corollary Athletic Program- an athletic program that is not governed by the requirements of the Maryland Public Secondary Schools Athletic Association (MPSSAA) and that is specifically designed to combine groups of students with and without disabilities together in physical activity.

Interscholastic Athletic Program - an athletic program that is governed by the requirements of the MPSSAA detailed in COMAR 13A.06.03.

**Mainstream Physical Education-** a curricular program in physical education that is aligned to the Maryland state curriculum.

### **POLICY STATEMENT**

The Board of Education believes in the importance of offering physical education and athletic programs to all students. It is the policy of the Board of Education that all students with disabilities have equivalent opportunities for participation in mainstream physical education and interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided. Adapted physical education programs and corollary athletic programs shall be available to all students. Students with a disability that are enrolled in a Dorchester County Public School may participate until twenty-one years of age

### **EXCEPTIONS**

A student, who uses an accommodation or modification to play a sport that fundamentally alters the sport, provides a competitive advantage to the student, competitively disadvantages other participants, or significantly increases the risk of injury for the student or other participants, shall be offered the opportunity to participate in a corollary athletic program.

### **GUIDELINES**

#### **COMAR.13A.04.13- PROGRAM IN PHYSICAL EDUCATION**

#### **COMAR 13A.06.03- INTERSCHOLASTIC ATHLETICS IN THE STATE**

#### **COMAR 13A.06.04- COROLLARY ATHLETIC PROGRAMS**

### **Assessment Criteria and Appeals Process**

- A. Participation is determined by the Pathway to Play Committee by applying the four-point criteria listed in the Athletic Programs for Students with Disabilities policy.
- B. Parents, guardians or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.
- C. Membership and participation in school-sponsored activities must be open to all students. In no instance may there be any restrictions based on race, color, sex, age, national origin, religion, disability, sexual orientation, or any other basis prohibited by law. No student may be denied participation in any activity for any reason other than those established by state, county, and/or school eligibility requirements and those requirements legitimately related to the purpose of the activity. - 473.01 Revised 2/8/2018

D. Students must achieve certain academic and conduct standards to participate in extra-curricular activities. Participation standards, consistent with the requirements of the Dorchester County Board of Education and appropriate activity sanctioning body, will be developed by the activity advisors/coaches under the direction of the Superintendent of Schools and principals. General conduct standards will be published in the Calendar/Handbook and specific standards will be available from the advisor/coach prior to the beginning of the activity. - 473.02 Revised 2/8/2018.

**Description of Types of Alternative Sports Programs and Structure**

1. Dorchester County Public Schools offered Corollary Athletic Programs to students in the following sports: Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.
2. Two practices per week are held with two competitions between the county high schools and a culminating state tournament.

**Needs Assessment**

An awareness campaign was conducted through Special Olympics Maryland during student lunch periods. Physical Education teachers, Athletic Directors and Administration will work together to promote the corollary programs. During the IEP process the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.

**Frederick County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**BOE Policy 309 – Discrimination Unlawful**

**BOE Policy 404 – Students' Responsibilities and Rights**

**FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973**

**BOE Policy 509 – Extracurricular Activities; FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students with Disabilities**

**Regulation #400-56 – Establishment of New Athletic Activities**

**Regulation #400-48 – Bullying-Harassment-Intimidation Complaint Process for Students**

**Regulations #400-54 – Title IX Athletic Program Review; (8) Regulations #400-22 – School Individualized Education Program.**

**Assessment Criteria and Appeals Process**

- A. The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will:
  - 1. present a safety risk; or
  - 2. fundamentally alter the nature of the mainstream athletic program.
- B. 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.
- C. 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.

**Description of Types of Alternative Sports Programs and Structure**

- 1. FCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both mainstream students and students with disabilities, and co-ed. There are no cuts. Students who are members of a mainstream Junior Varsity or Varsity interscholastic athletic team are ineligible for a Corollary Athletic Program that is conducted during the same sports season. Most MPSSAA and FCPS athletic eligibility criteria will be met. Sports offered by all 10 of the Frederick County high schools included Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Coaches are paid stipends. Appropriate funding for transportation, equipment, supplies, and uniforms is provided.

2. The Corollary Athletic Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic programs. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport.

**Needs Assessment**

1. Pre-season meetings with athletic administrators, coaches, teachers, students and parents.
2. School-based interest surveys.
3. Collaboration and articulation with middle schools.
4. Sign-up numbers at pre-season student meetings.
5. Post-season evaluation of student participation numbers.

**Garrett County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Policy 347.7 and Procedure JJA**

**Assessment Criteria and Appeals Process**

- A. All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.
- B. Initial concerns are handled at the school-level with the athlete, parent, and coach. If the issue is not resolved, the athletic director at the school and building principal intervene. If an issue cannot be resolved at the school-level, an appeal is made to the Extracurricular Review Committee.

**Description of Types of Alternative Sports Programs and Structure**



1. Historically, students with disabilities have participated in the extracurricular programs of their choice (if they meet eligibility criteria). During the school year, Garrett County Public Schools worked in partnership with Special Olympics Maryland and the two high schools offered the following options: Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Teams practiced each week and participated in two tournaments with Allegany County in tennis and bocce, as well as competed at the culminating Unified Tennis and Unified Indoor Bocce State High School Invitational. Unified Track and Field was offered in the high schools in the spring but did not have sufficient participation numbers to field teams in both high schools. Modifications/accommodations are provided to ensure a safe program for all athletes.
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.

**Needs Assessment**

All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options.

**Harford County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Physical Education and Athletic Programs for Students with Disabilities Policy.**

**Assessment Criteria and Appeals Process**

- A. 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.
- B. 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

<p>at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.</p>
<p style="text-align: center;"><b>Description of Types of Alternative Sports Programs and Structure</b></p>
<ol style="list-style-type: none"> <li>1. Harford County Public Schools offered bocce, basketball, and bowling.</li> <li>2. Practices are set up by the coach/sponsor of the activity just like a regular sport team. They are given equal access to the gym and are rotated in the practice schedule of the athletic program. A county wide tournament is held at the end of each activity.</li> </ol>
<p style="text-align: center;"><b>Needs Assessment</b></p>
<p>By offering the activity and seeing what the response will be. Students are asked to participate in each activity. Activities would be modified so that as many students with disabilities would be able to participate.</p>

<p><b>Howard County Public Schools</b></p>
<p style="text-align: center;"><b>Policies Related to Athletic Opportunities for Students w/Disabilities</b></p>
<p style="text-align: center;"><b>Physical Education and Athletic Programs for Students with Disabilities Policy.</b></p>
<p style="text-align: center;"><b>Assessment Criteria and Appeals Process</b></p>
<ol style="list-style-type: none"> <li>A. All students who try out for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach.</li> <li>B. 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</li> </ol>

at the beginning of try outs, the reasons why a student did not make the team, and recommended areas of improvement.

### **Description of Types of Alternative Sports Programs and Structure**

1. The HCPSS models an Allied Sports Program after the long established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA & HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided.
2. The Allied Sports Program follows the same practice guidelines and uses the same facilities as the mainstream interscholastic athletic program. Seasons are shorter to accommodate those students that may have been cut from a mainstream team or sport. Season culminating events take place at the end of each season.
3. HCPSS provides a contracted allied sports administrator that organizes the program. The administrator assists with mentoring, recruitment, selection, certification, and assignment of allied sports coaches and officials. The administrator also ensures compliance with all the state and local policies, rules, and regulations regarding allied sports.

### **Needs Assessment**

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.

<b>Kent County Public Schools</b>
<b>Policies Related to Athletic Opportunities for Students w/Disabilities</b>
<b>Eligibility for Participation in Extracurricular Activities; Procedure Number 600-85.</b>
<b>Assessment Criteria and Appeals Process</b>
<ul style="list-style-type: none"> <li>A. All students who meet state and local eligibility criteria have an equal opportunity to try out for the mainstream athletic program.</li> <li>B. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission.</li> <li>C. The athletic director and school administration will consult if there is any concern regarding a student’s participation altering the mainstream interscholastic athletic program.</li> </ul>
<b>Description of Types of Alternative Sports Programs and Structure</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>
<b>Needs Assessment</b>
<p>Meetings were held with key school system administrators, the supervisor of athletics, the high school principal, and the coach to determine needs and develop plans for successful implementation of the program.</p>

## Montgomery County Public Schools

### Policies Related to Athletic Opportunities for Students w/Disabilities

#### MCPS IQA-RA, Administration of the High School Interscholastic Athletics Program

<http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf>

Establishes that MCPS utilizes rules, regulations, and policies established by the MPSSAA regarding the general administration of its interscholastic athletics program, which includes participation opportunities for students with disabilities.

#### MCPS Policy IOB, Education of Students with Disabilities

<http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf>

Establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities.

#### IQA-RA

Makes reference to athletic rules, regulations, and standards included in the MCPS High School Athletics Handbook. Athletic opportunities regarding students with disabilities will be included in this handbook.

### Assessment Criteria and Appeals Process

- A. The coach and the athletics specialist at the local school would initially determine if the student is able to participate without presenting a risk to self or others or without fundamentally altering the game. Some approved accommodations are included in National Federation of State High School Associations (NFHS) sports rules books. If the coach and athletics specialist determine that the student’s participation will result in a safety risk or would cause a fundamental alteration of the sport, the student will be referred to the Pathway to Play Committee. The Pathway to Play Committee would review the decision of the coach/athletics specialist and issue a recommendation.
- B. The student would then appeal the decision to the Pathway to Play Committee. The committee would apply a three-pronged set of criteria that will result in one of three potential decisions/recommendations.
  - 1. The three-pronged criteria would include whether the accommodation presents a significant safety risk (to the student or other students), whether the accommodation

results in a fundamental alteration of the sport, or whether the accommodation provides the student with a significant competitive advantage.

2. Based on these three criteria, the decision of the committee would include whether the student may participate in
  - a. a mainstream interscholastic team sport,
  - b. a mainstream interscholastic individual sport, or
  - c. a sport in the Corollary Athletics Program.

**Description of Types of Alternative Sports Programs and Structure**

1. As part of the interscholastic athletics program, MCPS offers three Corollary athletics programs for students with disabilities and students without disabilities: Team Handball in the fall, Unified Bocce in the winter, and Allied Softball in the spring.
2. Seasons are approximately 8 weeks in length, including two weeks of practice before the first game, followed by 6 weeks of contests and practices. Generally, after the first two weeks, there are approximately four days of practices and one contest per week. Teams compete for both division and countywide championships.

**Needs Assessment**

A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based in this input, the group recommended potential sports to include: Unified Track and Field in the fall, Unified Bocce in the winter, and Allied Softball in the spring. The sports that were ultimately chosen were appropriate using a number of criteria, including level of interest, facilities, number of students who could participate, and the status of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics).

<b>Prince George's County Public Schools</b>
<b>Policies Related to Athletic Opportunities for Students w/Disabilities</b>
<b>Administrative Procedure <a href="#">5129</a> and Administrative Procedure <a href="#">5122</a> for students with disabilities.</b>
<b>Assessment Criteria and Appeals Process</b>
<ul style="list-style-type: none"> <li>A. All students may try-out for interscholastic athletics.</li> <li>B. The high school coach shall determine if a student can participate in the interscholastic athletics program. The athletic director and high school principal shall be consulted as well in determining if a student can participate without endangering himself/herself. The National Federation of High Schools Rule Book for the specific sport is consulted in the event accommodations are needed to assist students with disabilities in their quest to participate in an interscholastic athletics program. Including the student with disabilities may not fundamentally alter the sport.</li> <li>C. We have established a Pathway to Play Committee to review cases that may arise. Parents may appeal to this Committee.</li> <li>D. A parent may appeal the decision of the Committee to the superintendent of schools or his/her designee.</li> </ul>
<b>Description of Types of Alternative Sports Programs and Structure</b>
<ul style="list-style-type: none"> <li>1. PGPS has a Corollary Athletic Program. Indoor Softball in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring are the sports in which the students competed during the 2017-18 school year.</li> <li>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.</li> </ul>
<b>Needs Assessment</b>
Students, parents and adapted physical education staff will be surveyed.

## Queen Anne's County Public Schools

### Policies Related to Athletic Opportunities for Students w/Disabilities

All students follow the regulations and policies contained in the Guide for Student Athletes and Parents.

### Assessment Criteria and Appeals Process

#### A. Student Eligibility Determination

1. 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.
2. 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.
3. 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.
4. 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.

#### B. Pathway to Play Committee

1. 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.
2. The committee shall include:
  - a. The Supervisor of Athletics for Queen Anne's County Public School



- b. The school athletic director from the high school that student with disabilities does not attend.
  - c. A physical education teacher from the student with disabilities' high school
  - d. A representative from the Office of Special Education Services
  - e. The Assistant Superintendent of Instruction
3. 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.
4. 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.
5. To make the determination, the committee shall apply the following four-point criteria: do the accommodations, modifications or aids:
  - a. Fundamentally alters the sport?
  - b. Provide a competitive advantage to the student?
  - c. Competitively disadvantage other participants?
  - d. Significantly increase the risk of injury for the student or other athletes?
6. The Pathway to Play Committee shall render one of the following determinations for each student referred:
  - a. The student is able to participate in the interscholastic athletic program with accommodations.
  - b. The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids
  - c. 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.

<b>Description of Types of Alternative Sports Programs and Structure</b>
<p>Queen Anne's County partners with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The teams participated in two competitions at the Unified Sports State High School Invitational at the end of the season.</p>
<b>Needs Assessment</b>
<p>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.</p>

<b>Somerset County Public Schools</b>
<b>Policies Related to Athletic Opportunities for Students w/Disabilities</b>
<b>Physical Education and Athletic Programs for Students with Disabilities Policy.</b>
<b>Assessment Criteria and Appeals Process</b>
<ul style="list-style-type: none"> <li>A. This will be determined by the Pathway to Play Committee by applying the four-point criteria listed in the Athletic Programs for Students with Disabilities policy.</li> <li>B. Parents, guardians, or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</li> </ul>
<b>Description of Types of Alternative Sports Programs and Structure</b>

1. Somerset County Public Schools offered program opportunities in Unified Strength and Conditioning and Unified Outdoor Bocce in 2016-17. It added Unified Tennis for the 2017-18 school year.
2. All students have the opportunity to tryout and participate, if selected, for regular athletic teams.

**Needs Assessment**

During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. Guidance counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested. Letters will also be sent out to inform parents.

**St. Mary's County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**IHBAA Physical Education and Athletic Programs for Students with Disabilities Policy.**

**Adopted September 8, 2010.**

**Assessment Criteria and Appeals Process**

- A. 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 aid 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.

**B. Pathway to Play**

1. A "COMPASS" Committee composed of the director of athletics, a high school activities director, an adapted physical education teacher, a special education representative, and a school-based administrator will consider the feasibility of including students with disabilities on a case-by-case basis.
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).

**Description of Types of Alternative Sports Programs and Structure**

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.

**Needs Assessment**

Following a period when the Corollary Sports programs are advertised, information will be communicated, and students will be asked to express their interest by completing registration. Feedback from participants, coaches and parents/guardians will be considered at the close of each season. A post-season analysis of each sport offered will be conducted by the Coordinator of Adapted PE. Feedback from coaches, athletes, and parents, if available, will be shared with the Director of Athletics and school-based Athletic Directors.



**Policies Related to Athletic Opportunities for Students w/Disabilities****Corollary Athletic Program for Students with Disability POLICY CODE 9.16.****Assessment Criteria and Appeals Process****1. Determination of Student Eligibility**

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.

**2. Pathway to Play**

1. The Pathway to Play Committee will be comprised of the Athletic Director, Special Education Teacher, Coach(s) of relevant sport, County Athletic Director, Principal/Asst. Principal, Inclusion Specialist, and Student Advocate.
2. TCPS will follow the appeals process as set forth by COMAR13A.06.04.06. "Parents, guardians, and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding alleged violation of this chapter.
3. The written complaint shall:
  - a. state the alleged violation.
  - b. contain a brief statement of facts necessary to understand the complaint.
  - c. contain a brief statement of relief sought.
  - d. be filed within 30 days of the discovery date of the alleged violation."

4. 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.

**Description of Types of Alternative Sports Programs and Structure**

1. TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School.
  - a. 2010, a Unified Bocce program was implemented.
  - b. 2010-11SY, the program was expanded to include Unified Tennis in the fall.
  - c. 2011-12SY, Unified Strength and Conditioning was added for the winter season.

With the addition of Strength and Conditioning, we now offer Unified Sports programming for all three seasons.

The Unified Sports season encompasses an 8-week period. Athletes practice two times per week and the length of practice is ninety minutes per session. Teams participate in at least two regular season competitions followed up by a regional or state event.

**Needs Assessment**

The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, the Unified Sports Program is on the agenda for discussion at the Special Education Citizen Advisory Committee (SECAC) and is included in the quarterly SPED parent newsletters.

## Washington County Public Schools

### Policies Related to Athletic Opportunities for Students w/Disabilities

#### Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities.

The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and try out for, and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions.

#### Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities.

### Assessment Criteria and Appeals Process

#### A. Determination of Student Eligibility

1. All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements.
2. The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk and does not fundamentally alter the sport.
3. 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.

#### B. Pathway to Play

1. This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member.
2. The four-point criteria will include:
  - a. whether there is an increased risk of injury for the student or other participants,
  - b. whether the sport is fundamentally altered,

- c. whether the student gains a competitive advantage, or
  - d. whether other participants are competitively disadvantaged.
3. The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate:
    - a. in a mainstream interscholastic sport, or
    - b. in a Corollary Sport program.
  4. Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee.
  5. A student, parent, or legal guardian may appeal the committee's decision according to WCPS regulation IHBA-R.

**Description of Types of Alternative Sports Programs and Structure**

WCPS has implemented a Corollary Athletic Program using the Special Olympics Unified Sports model. The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and it is co-ed. There will be no cuts. Students must meet most MPSSAA and WCPSSAA athletic eligibility criteria. Sports are offered at all seven MPSSAA participating Washington County high schools. WCPS offers Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. Appropriate funding is provided to maintain coaches' stipends, transportation, equipment, supplies and uniforms. All three programs will model mainstream practices and competitions using the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter consisting of two practices per week, 4-6 competitions including a county championship and a state competition.

**Needs Assessment**

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.

## Wicomico County Public Schools

### Policies Related to Athletic Opportunities for Students w/Disabilities

#### Co-curricular and extracurricular activity eligibility

#### 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.

#### Assessment Criteria and Appeals Process

- A. 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.
- B. The Departments of Athletics and Special Education will be responsible for the oversight of the application of these criteria.
- C. Determinations of the appropriate accommodations that need to be provided to students with disabilities are made by the IEP teams.
- D. A Pathway to Play Committee is used to review appeals submitted by students and parents.

#### Description of Types of Alternative Sports Programs and Structure

1. The Corollary Sports programs that are offered in Wicomico County are Unified Sports. Working in partnership with Special Olympics Maryland, the Departments of Athletics and Special Education offer three different interscholastic Unified Sports opportunities (one per

season). Sports currently offered this past school year were Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring.

2. Unified Sports teams practice a minimum of two times a week and participate in three interscholastic competitions, including the State Unified Sports Invitational. Unified Sports will be administered by the Unified Sports Coordinator under the supervision of the Departments of Athletics and Special Education. Special Olympics Maryland provides resources and training for all Unified Sports coaches. Wicomico County works with Special Olympics Maryland to conduct its interscholastic competitions.

**Needs Assessment**

The school system Unified Sports Coordinator will work collaboratively with each school’s athletic department and high school administrative teams to determine the level of interest for each sport within each school. Based on this input, meaningful sports activities will be provided to accommodate the identified need. The sports of tennis, bocce, and strength and conditioning/powerlifting have been identified by Wicomico County because each of these provides meaningful participatory experiences for all disability groups. The sports offerings will be reviewed on an annual basis to ensure that interests are being served.

**Worcester County Public Schools**

**Policies Related to Athletic Opportunities for Students w/Disabilities**

**Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12**

**Assessment Criteria and Appeals Process**

- A. The criteria and how accommodations will be provided continues to be determined by the principal in consultation with the head coach, parents, and special needs staff as appropriate. Considerations include sports skills testing, competitive demeanor, and the student’s ability to function within a team environment.
- B. 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.

C. Refer to Worcester County's "Complaints and Appeal Process."

**Description of Types of Alternative Sports Programs and Structure**

In partnership with Special Olympics Maryland, Worcester County offers a Corollary Sports program through Unified Sports in the fall, winter, and spring. Unified Sports offerings are open to all students and are regulated by the Coordinator of Athletics, the Special Education and athletic departments of each high school. Students may take part in Unified Tennis, Corn Hole, Unified Outdoor Bocce, and/or bowling.

**Needs Assessment**

Unified Sports offered in Worcester County provide meaningful opportunities for students of all disabilities and students without disabilities. These sports include tennis, bowling, strength and conditioning, and outdoor bocce. Reviews of the Corollary Sports programs will be conducted at the end of each season.

## APPENDIX H

## SY2021 Students Taking Physical Education by Grade Span and Special Education Status

LOCAL SCHOOL SYSTEM	K-8 PE (ALL)	K-8 PE (IEP)	K-8 PE (504)	K-8 PE (NO IEP, NO 504)	9-12 PE (ALL)	9-12 PE (IEP)	9-12 PE (504)	9-12 PE (NO IEP, NO 504)
Allegany	5421	1015	54	4352	1343	308	28	1007
Anne Arundel	42729	4320	1949	36460	14568	1517	1267	11784
Baltimore County	74881	9498	56	65327	19542	2565	*	16968
Calvert	8224	863	591	6770	2178	212	284	1682
Caroline	3680	367	99	3214	1064	93	49	922
Carroll	16397	2051	1005	13341	5281	480	577	4224
Cecil	9590	1572	218	7800	2948	430	116	2402
Charles	16580	1601	445	14534	3883	352	128	3403
Dorchester	3079	288	78	2713	574	68	33	473
Frederick	29303	3229	1462	24612	6528	694	577	5257
Garrett	2330	215	72	2043	443	39	37	367
Harford	25024	3261	881	20882	7224	904	471	5849
Howard	37953	3650	1538	32765	7631	728	584	6319
Kent	1013	162	53	798	291	40	21	230
Montgomery	106500	12918	3945	89637	28488	3519	2177	22792
Prince George's	89759	8981	1464	79314	16937	2119	436	14382
Queen Anne's	4763	546	240	3977	1015	75	83	857
Saint Mary's	11494	1269	404	9821	2173	234	135	1804
Somerset	1564	239	51	1274	419	69	22	328
Talbot	2844	320	124	2400	631	70	51	510
Washington	12680	1431	297	10952	3834	394	173	3267
Wicomico	9105	1092	296	7717	2860	364	119	2377
Worcester	4313	439	99	3775	993	106	57	830
Baltimore City	51015	7405	1463	42147	8333	1541	367	6425
<b>Totals:</b>	<b>570241</b>	<b>66732</b>	<b>16884</b>	<b>486625</b>	<b>139181</b>	<b>16921</b>	<b>7792</b>	<b>114459</b>

\*\* indicates no students or fewer than 10 students in category

**Data Source:** Student-Course-Grade-Teacher 2021 End of Year Collection

Data for this report is provided by the local education agencies and includes student course information from school year 2020-2021. The Physical Education courses identified are based on School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education.

As of 05/11/2022

## APPENDIX I

## Letter to Local Education Agencies



**Mohammed Choudhury**  
State Superintendent of Schools

**TO:** Coordinators and Supervisors of Physical Education

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

**DATE:** August 10, 2021

**RE:** Student Participation in Standards-Based Physical Education Programs

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

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

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

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

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

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

200 WEST BALTIMORE STREET | BALTIMORE, MD 21201 410-767-0100 | 410-333-6442 TTY/TDD

[MarylandPublicSchools.org](http://MarylandPublicSchools.org)

## APPENDIX J

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

**Reporting Period:** September 1, 2021, through May 15, 2022

**Reporting Procedure:** Local Education Agency supervisors were emailed a link to an electric form on March 4, 2022. The form is below.

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

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

The Fitness and Athletic Equity Act asks LEAs to promote and protect the inclusion of students with disabilities into mainstream physical education. Each year MSDE must submit a description of the initiatives undertaken by the LEAs to the General Assembly by August 1, 2022.

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

**All information must be entered using this Google Form and submitted by May 15<sup>th</sup>, 2022.**

**If you have any questions or concerns, please reach out to [jason.semanoff@maryland.gov](mailto:jason.semanoff@maryland.gov)**

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

How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?

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

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

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?

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

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

**Note:** Based on previous feedback, MSDE will acquire the physical education grade span and special education enrollment data internally.

**APPENDIX K: LOCAL SCHOOL SYSTEM RESPONSES**

1. How have the physical education and special education offices collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?

LSS	Responses by Local School Systems to Question 1
<b>Allegany</b>	<p>ACPS continues to consult with the Maryland Coalition for Inclusive Education (MCIE). These action plans focused on improving co-planning, tiered intervention, and specially designed instruction practices at each school. The Physical Education and Special Education departments work together to ensure that all services are met for all students. Collaboration between both departments is ongoing. Physical Education teachers ensure all students are included in daily lessons and students with disabilities needs are met.</p>
<b>Anne Arundel</b>	<ul style="list-style-type: none"> <li>• Unified PE implemented at 10 high schools and Unified Dance at 8 high schools.</li> <li>• Piloting Unified PE at 4 middle schools.                             <ul style="list-style-type: none"> <li>○ Curriculum writing for that class will take place in the 2022-23 school year with hopes to implement the class in more middle schools in SY2023-24.</li> </ul> </li> <li>• Special Education provided funding for adapted equipment toolkits for 14 elementary schools.</li> <li>• Monthly staff meetings with Coordinator of Physical Education, Health, Dance, and Physical Education and Coordinator of Special Services/Special Education and Physical Education Resource Team.</li> <li>• Attend APE Professional Learning Network meetings.</li> <li>• New Teacher Orientation - "Introduction to Adapted Physical Education/Dance" professional development session with our new PE/Dance teachers.</li> </ul>
<b>Baltimore City</b>	<p>In Baltimore City Public Schools (City Schools) Adapted Physical Education (APE) is managed by the Academics Office, specifically, the Office of Special Education, Related Services Unit. General education physical education (PE) teachers are managed by the Academic Office, Teaching and Learning. From these offices, the Coordinator of Health and Physical Education, the Educational Specialist for Health &amp; PE and the Educational Associate for APE work to plan relevant teacher trainings and professional development activities. The district has four (4) school-based APE teachers who staff each of the separate public day schools, providing APE services to students enrolled in those schools. Currently there are five (5) itinerant city-wide APE teachers who provide APE services either directly to students or via consultation with the student and/or school-based PE teacher for students with APE services listed in their IEP. All APE teachers work with students with disabilities, in accordance with IEP requirements and the following service delivery models:</p> <ul style="list-style-type: none"> <li>○ Direct services are administered through one-on-one sessions with student and teacher for the required amount of time focusing on IEP goals and objectives</li> <li>○ APE teachers may also be present during student's general physical education (GPE) classes aiding students with APE services via breakout sessions to provide one-on-one guidance, co-teaching with the general physical educator, or small group instruction</li> </ul>

LSS	Responses by Local School Systems to Question 1
	<ul style="list-style-type: none"> <li>○ General physical education is supplemented with adapted physical education services</li> <li>○ Supplementary aids and services, such as consultative services are provided to general physical education teachers who have students with IEP services in their classes</li> <li>○ Services include curricular modifications and accommodations, as well as equipment adaptations to allow those students receiving services access to the general physical education curriculum in their least restrictive environment</li> </ul> <p>The model of adapted physical education service delivery and associated documentation continues to move toward being more consultative. This requires knowledge of students with disabilities and adaptations by the PE teachers. The APE teachers continue to support PE teachers by:</p> <ul style="list-style-type: none"> <li>○ Providing professional development in the areas of inclusion, adapting services and instructional materials, and increasing student participation in Special Olympics activities and events</li> <li>○ Completing service delivery documentation</li> <li>○ Providing training to ensure all APE teachers are writing compliant IEP services in alignment with student need</li> <li>○ Completing APE assessments and assessment reports</li> <li>○ Writing and submitting IEP report cards</li> <li>○ Writing and submitting requested IEP progress reports</li> <li>○ Updating IEP records</li> <li>○ Attending IEP meetings</li> </ul>
<b>Baltimore</b>	<p>The members of the Adapted Physical Education (APE) Resource Team are each assigned a contact person within the different divisions/areas of Special Education (Teaching and Learning, Compliance, and Related Services) to serve as a conduit for communication. APE resource teachers attend monthly IEP chair meetings where they can access current information and policies in special education. The APE team shares pertinent information with physical education teachers during various professional development opportunities. The APE Resource Teachers have presented professional development sessions to Special Education Department Chairs and Student Support Team Chairs on Adapted Physical Education.</p>
<b>Calvert</b>	<p>The physical education and special education offices hold monthly meetings to discuss updates, progress, and needs in regard to the area of Adapted Physical Education. The physical education office employees one APE Resource Teacher, and the special education office employees one APE Resource Teacher. Calvert County is an all-inclusive county, and all of our students are included in the general education PE setting. Only a handful of students, (approximately 35) attend school at Calvert Country School where their physical education setting is considered outside of the general education setting.</p>



LSS	Responses by Local School Systems to Question 1
<b>Caroline</b>	<p>The APE Teacher Specialist meets regularly with Supervisor of Special Ed and Supervisor of PE/Health to discuss student needs and needs of the program. The APE teacher specialist works one-on-one with students monthly to determine if they are meeting goals or if changes need to be made to the program being implemented in the general education classroom. Collaboration with gen ed PE teachers occurs weekly to discuss progress and additional support that may be needed for successful inclusion of all students.</p>
<b>Carroll</b>	<p>The APE consulting teacher works directly with the PE supervisor and meets or conferences on a weekly basis to keep abreast of APE/PE updates. PE supervisor in collaboration with the APE consultant provided opportunities to meet weekly with all PE/APE teachers to discuss all matters related to virtual/hybrid PE/APE. CCPS is currently involved with the TIES grant and sharing relevant information to all PE/APE teachers. All APE teachers are sharing lessons with General Education PE teachers to incorporate modifications within the PE lesson. Schools are sharing materials/equipment to assist with needs at those respective schools. The APE consultant created a resource links page to help PE/APE teachers with virtual/hybrid instruction. The APE consultant and PE supervisor regularly attends staff meetings, IEP meetings, MSDE meetings and Principals' meetings.</p> <p>During Back-to-School teacher orientation week, teachers are given opportunities to collaborate, share and expand their knowledge regarding APE/PE topics. Weekly teacher check-ins incorporated discussions about handling virtual instruction along with APE students' Continuity of Learning Plans. The APE consultant provided quarterly progress report assistance for all APE teachers. PE/APE teachers were provided opportunities to attend webinars on a variety of topics to grow professionally. Special Education documents were shared periodically with PE/APE teachers to keep them informed of current Special Education topics/decisions. As a result, PE/APE teachers were better informed/ready to provide relevant/differentiated instruction during this unprecedented time to all students with disabilities.</p>
<b>Cecil</b>	<p>The Instructional Coordinator for Special Education and the Program Coordinator for Health/P.E. have collaborated to identify the necessary components of referral, evaluation, and eligibility determinations for Adapted Physical Education (APE) services. In collaboration with the Adapted Physical Education Teacher, a series of resource tools and documents are being designed to support IEP teams in making appropriate decisions. These resources will include information regarding accommodations and/or modifications to physical education classroom activities which will make them accessible to students. A continuum of APE services will be developed so that staff can easily determine the level of support needed for each student based on their unique learning needs.</p>
<b>Charles</b>	<p>The APE Resource Teachers' positions continue to be listed under the Special Education Department. These individuals collaborate with compliance officers, special education directors, program coordinators, resource teachers, and the department heads in special education and physical education. The APE Resource Teachers also consult with direct service providers for adapted physical education (i.e., physical education teachers) at the local schools about meeting the needs of students with disabilities in physical education. Every effort is made for students with disabilities to be</p>

LSS	Responses by Local School Systems to Question 1
	mainstreamed in physical education. Our special education programs are fully included amongst our schools in the school system allowing students with disabilities direct access to their same-age peers in both the school culture and, specifically, the physical education setting.
<b>Dorchester</b>	Across Dorchester County Public Schools (DCPS), beyond monitoring for compliance with the directives of Individualized Education Programs and 504 plans, there is a concerted effort made by both the Physical Education teachers and the Special Education staff at each school to co-plan and adapt lessons to make sure students with disabilities are accommodated and afforded the opportunity to participate in physical education classes with their peers to the fullest possible extent. Physical Therapists are also consulted to provide input on the development of effective plans and activities. In cases where students demonstrate anxiety with new/unfamiliar teachers and students, staff members serving as instructional aides have been very involved with helping make introductions and provide comfortable transitions. Teachers at each elementary, middle, and high school now are particularly encouraged by the results they have observed with the adapted measures implemented in their instruction that have helped to include students in wheelchairs in various activities, as well as the use of medicine balls with straps for students who struggle to grasp and using lowered basketball hoops or softer/larger balls for greater success.
<b>Frederick</b>	The staff at Central Office in APE, PE, and Special Education meet for about an hour one Monday a month to discuss any concerns related to Adapted PE. The Adapted PE Team also meets weekly with the Elementary Special Education Team and the Secondary Special Education Team to discuss concerns about specific programs, student concerns, transition meetings, upcoming events and any changes that may be coming from the Special Education Directors. Individual members from both the Special Education and Central Office/APE Team reach out on an as needed basis throughout each week, above and beyond the scheduled meetings.
<b>Garrett</b>	The Director of Special Education, the Director of Secondary Education, and the Director of Elementary Education are in constant communication about professional development, inclusive opportunities, unified sports, and student-specific situations as they arise, regarding adapted PE. The departments meet regularly through bi-weekly cabinet meetings, bi-weekly instructional lead meetings, monthly principal PLC meetings, and ongoing collaboration. Physical education teachers are also invited and encouraged to attend IEP meetings for students that may need adapted PE opportunities to ensure they are aware of the students' needs.
<b>Harford</b>	The Sports for Life program runs jointly through both departments. During virtual learning, both departments worked together to provide three virtual athletic seasons of Sports for Life athletics for a blend of students with and without disabilities.
<b>Howard</b>	The physical education office collaborates regularly with special education for the design and implementation of county wide professional development events. These events are held in August, November, and February. During these events teachers are provided targeted professional learning on how to successfully implement the curriculum and include students with disabilities into mainstream physical education

LSS	Responses by Local School Systems to Question 1
	<p>classes. In addition, adapted physical education teachers, who are part of special education, regularly collaborate with the physical education teachers on instruction, pedagogy, modifications, differentiation, and accommodations. This collaboration is based on IEP's and individual students' needs on how to best include them in the mainstream physical education class. This year the physical education office has collaborated with special education for the addition of a unified physical education and leadership class. This class is scheduled to begin running during the 2022-2023 school year and will increase opportunities for students with disabilities to participate in mainstream physical education. The physical education office has also collaborated with special education on developing the unified physical education and leadership curriculum.</p>
<b>Kent</b>	<p>The Special Education Supervisor has provided the PE teachers with professional development for students with cognitive disabilities and physical disabilities.</p>
<b>Montgomery</b>	<p>To promote the inclusion of student with disabilities into mainstream physical education the PE and SPED offices have collaborated on several levels. At the school level through communication with school resource personnel and teachers of specialized discrete programs to increase the number of students with disabilities in a general physical education class when appropriate. One-on-one conversations, IEP, and 504 meetings have increased awareness of school-based staff by increasing the number of reverse inclusion classes at the high school level. At the district-level the offices have</p> <ol style="list-style-type: none"> <li>1. collaborated on assigning the allocations to schools for adapted physical education services. The goal is to increase the number of teachers supporting students with disabilities in the LRE within a school building,</li> <li>2. worked on alternative learning outcomes and how to support students in general physical education alongside their grade-alike peers,</li> <li>3. supported cross office training and communication between SPED, the Office of Physical Disabilities, and APE to best support new PE teachers and implementation of content,</li> <li>4. met quarterly to discuss improvements and supports to PE programming.</li> </ol>
<b>Prince George's</b>	<p>We are planning to begin inclusive dance courses at the high school level for SY22-23. These classes will include certificate track students and non-disabled peers at high schools where there is an existing dance program/teacher. These courses will be electives and there will be a one-to-one ratio on disabled to non-disabled students. The courses will be yearlong, and the dance teacher will be the teacher of record. Best Buddies programming will be used to train students and assist in the success of this course.</p> <p>The Adapted Physical Education Program has continued to work to increase the percentage of students included in general physical education classes. We have done this by scaling back our service to non-APE IEP students in Special Education programs and making sure they are enrolled in general physical education courses. APE teachers still provide services to APE IEP students in these programs. The goal is to increase LRE based on student needs. APE teachers also provide consult and support services to</p>

LSS	Responses by Local School Systems to Question 1
	<p>physical education teachers to assist them in providing a successful experience for all students in their classes. We are also in the early planning stages of redefining the role of the Adapted Physical Education Program to only provide APE services to students in Certificate track programs. We are scaling back services to students with IEPs in our Emotional (ED) programs and Autism programs because they are on the Diploma Track. These students are moving to general physical education classes with non-disabled peers. The Adapted Physical Education teacher is available to assist the general physical education teacher during the transition and with any consultative support requested.</p>
<p><b>Queen Anne's</b></p>	<p>The Queen Anne's County Physical Education and Special Education Supervisors have collaborated and provided our physical education teachers with professional development on the proper ways to provide all students with daily physical education as well as opportunities for physical activity within the general education environment. Physical education teachers continue to receive professional development on the delivery of modifications needed for students who have disabilities.</p> <p>Queen Anne's County Public Schools has continued to grow our resources which are housed in a shared adapted physical education folder. Physical Education teachers follow the program guide as a resource. Referral forms are updated and put into our resource folder along with an Adaptive Physical Education flyer. All Physical Education teachers have access to the information in the folder. Presentations, IEP information, assessments, and accommodations/adaptations are available in the folder to be used as a resource.</p> <p>Further collaboration between these departments and the school nurses promoted the development of our Adaptive Physical Education procedures and protocols for students with short-term physical and mental disabilities including concussions.</p>
<p><b>Somerset</b></p>	<p>The special education supervisor and the physical education supervisor review procedures and specific cases to ensure inclusion of students with disabilities into mainstream physical education classes.</p>
<p><b>St. Mary's</b></p>	<p>The Coordinator of Adapted Physical Education participates in ongoing meetings between the offices of Physical Education and Special Education. Emphasis in these meetings is placed on the following:</p> <ul style="list-style-type: none"> <li>• Reports 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>• Shares and reports information from MSDE regarding updates from the monthly Adapted PE meetings.</li> <li>• Collaboration through local and state organizations in sharing and reviewing various Adapted P.E. class models and best practices for students with disabilities.</li> <li>• Offering monthly Adapted P.E. collaborative planning meetings.</li> </ul>
<p><b>Talbot</b></p>	<p>Coordinate with the Special Education office to ensure attendance at each APE PLN.</p>
<p><b>Washington</b></p>	<p>Our Adapted Physical Education (APE) staff works as a bridge between special education and physical education. The APE staff works with special education for</p>

LSS	Responses by Local School Systems to Question 1
	<p>updated information or practices and then passes that information on to the physical education staff. Moreover, they really work with specific schools and teachers to provide guidance with services, questions and modifications that are required to promote the inclusion of students with disabilities into mainstream physical education classes.</p>
<b>Wicomico</b>	<p>Wicomico County Special Education services have consulted with the Physical Education Department to work on looking at the LRE regarding physical education and student needs, resulting in direct services or services outside of the general education environment. Wicomico County's Related Services Team is working collaboratively to ensure quality physical education and an open line of communication regarding student progress and needs.</p>
<b>Worcester</b>	<p>We continue to work with Special Olympics in providing various sporting activities for students at our Special School. This was our 6th year of implementing the Unified Sports Program. The Unified Sports program in Worcester County for all three high schools has been very successful. Sports are being offered during all three athletic seasons (bocce, bowling, and tennis). In the past, before Covid-19, we have had a few teams who have gone to the state level, and this has been VERY exciting for our schools. We also had an elementary school that started a unified sports team! 1. The physical education program specialist from MSDE has provided professional development to all physical education teachers (K-12) in Worcester County including adapted physical strategies in the classroom. 2. Our physical education teacher at Cedar Chapel Special School leads professional learning sessions to all physical education teachers during the school year.</p> <ul style="list-style-type: none"> <li>• Cedar Chapel Special School has provided their APE teacher with professional development training with Core Boards and PODDs for communication with students with disabilities in the APE classroom. This APE teacher has also been invited to and attended several APE trainings. In the past ALL PE teachers were given PD on formative assessment in the PE classroom, for students with and without disabilities. As we get back to a more "normal" PE setting, with most of our students back live, we will use our CCSS instructor for PD sessions with our PE staff.</li> <li>• In 2013, our county developed all new skill assessments for our K-8 PE curriculum. Because these skill assessments are individualized, each student, with or without a disability, can be assessed on their individual performance. In 2014, all of these skill assessments were uploaded into Curriculum Loft, an online curriculum repository for ease of access for teachers. The documents in Curriculum Loft included the APE guide for teachers from MSDE. In 2015, we revised our UDL model for lesson planning, incorporating more opportunities for teachers to personalize instruction based on student need. During the 2016-17 school year, the skill assessments were all revised and uploaded in to our LMS, Engrade. We now have new iPad technology for the PE/Health teacher to assist with record keeping, and curriculum planning for their class. It also allows teachers to download apps which will assist them with students with disabilities, as well as general ed. students. In the 2017-18 school year, Worcester County Public Schools reinstated the use of FitnessGram with fidelity. So that teachers can more accurately and efficiently monitor the progress of ALL students, particularly our subgroups.</li> </ul>

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

LSS	Responses by Local School Systems to Question 2
<p><b>Allegany</b></p>	<p>All teachers receive professional development on Focused Instruction and Guided Instruction, the first two components in the Gradual Release of Responsibility (GRR) framework. GRR is used in an integrated manner with the guidelines, principles, and checkpoints of Universal Design for Learning (UDL). This priority aligns very well with SWIFT priorities, implemented for improving student achievement outcomes for all students. During staff development, SEFs worked with principals and teachers to evaluate inclusive practices in all schools and classrooms and identified three indicators to be the most important: specialized instruction with pre teaching and/or reteaching that is based on student performance; assignments and tasks are differentiated based on student abilities; and purposeful, flexible grouping of students.</p> <p>Over the last several years all physical education teachers have been provided specific professional development and resources related to inclusion and methods of adapting physical education instruction to meet the needs of all students. We have held professional development sessions in collaboration with Frostburg State University on accommodations and adapting the physical education instruction and setting.</p>
<p><b>Anne Arundel</b></p>	<p>Beginning of the year County wide Physical Education professional development sessions were offered on visual supports for physical education by Bethany Chappelle (Southern District APE TOY), Adapted Health for Middle School, How to make PE classes Unified – tips and tricks, Get Instant, Get Active for ALL – (FCPS APE Resource teachers) and working with students with visual impairments.</p> <p>Provided TIENET training for 6 physical education teachers who have students with APE goals on their IEPs.</p> <p>Collaborated with Cultural Arts Leadership teams to create a professional development series (4 sessions) on working with students with disabilities in cultural arts classes. Series included working with paraprofessionals, providing visual supports, using communication core boards, and implementing best practices.</p> <p>Met with physical therapists to discuss FAQ for APE document that explains the similarities and differences between APE and PT.</p>
<p><b>Baltimore City</b></p>	<p>Through a variety of professional learning workshops, general physical education teachers are taught best practices as they relate to curriculum and instruction, pedagogy, learning environment, equity and diversity, inclusion, classroom management and more. The itinerant APE teachers and the Educational Associate for APE jointly planned and conducted a systemic professional development session with school-based physical education teachers in August 2021. In October 2021, the Educational Associate for APE attended the Fall APE Steering Committee Meeting. The Educational Associate also provided professional development in January 2022 to IEP and 504 chairs on the role of APE assessments and services, the structure of APE teachers and their assignments, as well as policies and procedures for adapted PE. In February 2022, general physical education teachers participated in professional development addressing best practices, modifications and adaptations to engage all students. In addition, monthly Zoom calls have been facilitated with teachers to share resources,</p>

LSS	Responses by Local School Systems to Question 2
	<p>highlight best practices and triumphs, and discuss and resolve challenges, as they apply to teaching and learning. During these sessions, the PE teachers and the APE teachers actively discussed:</p> <ul style="list-style-type: none"> <li>• special education information, training, and skill adaptations related to physical education for students with disabilities</li> <li>• strategies for student and family engagement</li> <li>• review of APE goals &amp; procedures</li> <li>• report writing and documentation requirements</li> <li>• enhancing the Special Olympics program</li> <li>• including PE and APE teachers in the planning and data tracking of student involvement</li> <li>• creating and reviewing the newly created coach’s guide</li> <li>• providing information about the Special Olympics Fall and Spring events/activities</li> <li>• information about “Coaching Special Olympics Athletes and Protective Behaviors” as required by Special Olympics of Maryland</li> </ul>
<b>Baltimore</b>	<p>At countywide professional development sessions, physical education teachers that teach students in self-contained special education programs were given information about IEPs and compliance for in-person and virtual learning. At each physical education meeting for high school department chairs, middle school content leaders, and elementary physical education teachers, information on resources, the IEP process, and equipment were n presented to provide support to teachers. New teachers are provided with an overview of the APE process prior to the start of the school year. New teacher meetings held throughout the year provided attendees with information on a variety of topics on teaching physical education to students with disabilities. New PE Teachers also receive training regarding APE information on the online IEP system, Student Planning System (SPS) through an online course. This spring, a workshop was held for PE teachers to review updates to Present Levels of Academic Achievement and Functional Performance (PLAAFP) components on the IEP as well as components of high-quality APE goals and objectives. In addition, teachers were able to examine updated resources on the BCPS Schoology (the BCPS Learning Management System) APE Group.</p>
<b>Calvert</b>	<p>One new professional development opportunity allotted to CCPS this year has been the addition of a part time, 2 day a week, general physical education teacher supporting the APE program. This teacher helps service students in the north end of the county one day and helps service students in the south end of the county the other day. Since our number of special education students attending PE has risen over the years, more help is needed with assisting hands on in the classroom, consulting with the general education teachers for modification ideas, etc. This teacher has learned so much by visiting the other schools, that she has used new techniques and ideas in her home school too support her own students at SLES 3 days a week. This has been a wonderful learning opportunity not only for the teacher, but for all general PE educators, students, and staff.</p>
<b>Caroline</b>	<ul style="list-style-type: none"> <li>• Elem PE is working with the First Tee Golf program to add golf opportunities for all students. We are in the beginning phase of this implementation and hope to see outcomes next school year.</li> <li>• Middle School PE Teachers worked with the Washington Capitals program to implement lessons provided from the organization into their lessons.</li> </ul>
<b>Carroll</b>	<p>Our Adapted PE specialist provides individual professional development to APE teachers in the area of carrying out physical education to students. Equipment, paperwork assistance, and opportunities for growth are provided.</p>

LSS	Responses by Local School Systems to Question 2
<b>Cecil</b>	At our last professional development, several physical education teachers had the opportunity to go through the evaluation process. Updated training is being developed based on the new programmatic documents. Training will be provided to all physical education teachers in the fall of 2022. An overview of the new documents and resources will be provided. Additionally, a video series will be utilized to support on-going practices. The Adapted Physical Education teacher is participating in professional development to improve her individual practices.
<b>Charles</b>	Annually, teachers are provided with professional development opportunities in adapted physical education. New teachers are provided orientation on adapted physical education specific to Charles County as well as sessions are offered to staff during in-service days on various topics in special education and adapted physical education. The outcomes are for participants to get a better understanding of their students with disabilities and provide strategies to fully include them in physical education. We are also continuing our grant partnership with Special Olympics Maryland and the Young Athletes Gross Motor program targeted at early childhood/PreK programs as a supplement to physical education and gross motor instruction.
<b>Dorchester</b>	For the seventh year, during the 2021-2022 school year all Physical Education teachers participated in district level professional development utilizing the Adapted Physical Education Guide to ensure best practices were being implemented in meeting the needs of students with disabilities. Several teachers shared that providing more focused instruction to students with specific disabilities was made much easier due to this resource. Because of the updated language sent out by MSDE regarding participation in physical education, we have very clear language that can be shared to ensure we protect students with disabilities (permanent and temporary) but also protecting standards based physical education instructional time. One major resource change due to staff turnover even during the middle of the school year is that the Supervisor of Physical Education provides one-on-one professional development sessions with new faculty.
<b>Frederick</b>	<p>Frederick County Public Schools decided that staff were too overwhelmed to attend any county Professional Development. Back in August the APE Department had about 45 minutes to present to the elementary PE Teachers and there was a virtual presentation made for the secondary staff. There has not been any follow up over the rest of the year from the initial professional development.</p> <p>Emily &amp; Liz have continued to offer the APE National Google Meets for the last 2 years and the FCPS teachers are invited to attend the meetings. The recordings and resources are also shared with the FCPS PE staff.</p>
<b>Garrett</b>	This past school year, GCPS PE teachers participated in a SHAPE MD PD opportunity, a hockey PD opportunity with a unified component, and annual county-based PD days with the Director of Secondary Education. Physical education teachers were able to gain information on instructional strategies to effectively implement adapted PE in a mainstream setting in different areas. In addition, GCPS has an adapted PE teacher that serves on the MSDE adapted PE steering committee. This individual provides individualized professional development to his colleagues as student-specific situations arise.
<b>Harford</b>	Middle Sports for Life middle school program being initiated for upcoming school year. Coaches and Athletic Director's will be trained and added this coming school year.
<b>Howard</b>	All physical education teachers received professional development on curriculum implementation and instructional design. Included in this was targeted outcomes on providing modifications, accommodations, and differentiation. In addition, high school



LSS	Responses by Local School Systems to Question 2
	<p>physical education teachers received professional development on the design and implementation of the unified physical education and leadership curriculum. Quarterly adapted physical education meetings are designed for the adapted physical education teachers. Part of the design is for these teachers to share information with the teachers at the schools where they provide services. The adapted physical education program head works with individual physical education teachers to better service students with disabilities.</p>
<b>Kent</b>	<p>There has been no new PD since we have not had any new teachers added to the PE department.</p>
<b>Montgomery</b>	<p>Through a series of monthly office hours, voluntary afterschool professional developments, and school-visits the school-based physical education teachers received training in 1) assessment evaluation, 2) modification and accommodations, 3) working with the paraprofessional in PE, 4) Fitness for All! - working with students with Autism in PE, and 5) APE CPD course. During these sessions teachers collaborated and shared ideas supporting the implementation of a student's IEP plan. The Fitness for All! presentation supported teachers in secondary school who teach students with Autism with the goal of increasing compliance, engagement, and safety in the fitness room setting.</p> <p>Further, the APE Content Specialist has provided PD to support staff who are in physical education. This training was to improve confidence with the support staff to improve and increase the implementation of supplementary aids and services, as well as the helping students access the curriculum.</p>
<b>Prince George's</b>	<p>We are working with Joe's Movement Emporium to provide training to staff and non-disabled peers with the Dance course at the high school level. Through a grant from the National Endowment for the Arts (secured by Joe's), we have training materials that will be used to train classroom teachers and non-disabled peers.</p> <p>We have escalated our use of the 'Fit 4 Work' program with our Adapted Physical Education staff. The program focuses on career/job-related activities and the exercises that will increase success in a work environment. This will be a focus on transitioning from school to work in the High Schools, although all levels will be trained. The lead teacher in the pilot has provided multiple professional development sessions for our APE staff on the program. Our staff now has access to the screening tools and materials to effectively implement the Fit 4 Work Program. We have also met with our Secondary Transition staff to share activities and data collection materials.</p>
<b>Queen Anne's</b>	<p>Queen Anne's County teachers have been provided a continuation of the past professional development opportunities to ensure all students have a high-quality physical educational experience. The professional development is centered around our primary instructional resources and the research-based strategies embedded within the program.</p> <p>Teachers were provided professional development on new materials of instruction to better meet the needs of students with disabilities. The outcome of the professional</p>

LSS	Responses by Local School Systems to Question 2
	development highlighted that the proper instructional materials allowed students with disabilities to perform tasks more successfully.
<b>Somerset</b>	We have a new physical education teacher that is the lead teacher in the system for Adaptive Physical Education. This teacher has attended professional development to bring back to the teachers in the system.
<b>St. Mary's</b>	<p>Monthly after school optional Adapted P.E. hot topic meetings have been held to offer specialized training in standardized assessment and improving instructional strategies.</p> <p>To offer students a diverse learning environment with exposure to a variety of physical activities, physical educators participate in professional development training that is conducted quarterly to ensure consistent practices are followed and students IEPs are in compliance.</p> <p>All our professional development opportunities are conducted by the Coordinator of Adapted Physical Education and Supervisor of Special Education. This specialized training provides general and adapted physical educators with the necessary tools to increase PE Teachers confidence when working with students receiving Adapted Physical Education services. Opportunities are designed to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation.</p> <p>After school professional development opportunities through optional meetings with the Coordinator for Adapted Physical Education Services and The Supervisor of Special Education Services.</p> <p>Emphasis on student engagement in a comprehensive physical education experience through exposure of a variety of activities. The activities and lessons shared with Physical Educators are designed to increase students' physical activity level, build self-confidence and foster friendships with their peers. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing and exposing students to a variety of activities that can create excitement and desire for students with a disability to allow them to appreciate their full potential and become more physically active during their lifetime.</p>
<b>Talbot</b>	None
<b>Washington</b>	The APE staff attends workshops and professional development opportunities to learn new processes and information from MSDE and colleagues across the state. Information is then brought back and shared with physical education teachers through professional development days. Continuous professional development has aided in our mainstream physical education teachers being able to modify to meet the needs of our students. PreK has continued to expand and is creating a larger load on our APE staff. Through the professional develop meetings from APE staff, mainstream physical education teachers are expected to make appropriate modifications for student success during class.
<b>Wicomico</b>	Physical Educators were provided with professional development opportunities in the area of working with students with IEP, BIP, 504 plans in a general physical education environment. They were consulted on how to scaffold and modify curriculum while still

LSS	Responses by Local School Systems to Question 2
	linking lessons to State, National and Benchmark Standards. Teachers were also given techniques to use such as side by side modeling, visual aids, proper technique for physical prompting and tools for students with behavior concerns. Teachers have continued to understand the importance of meeting students where they are at and using a UDL approach. Teachers have been successful with planning and executing lessons in a general education environment while providing equity and meeting the needs of all learners. Teachers are now starting to collaborate more freely with their related services team.
Worcester	As we have battled through the last two years with Covid restrictions, we have not had NEW professional development opportunities for PE teachers instructing students with disabilities. We continue to use our PE teacher at the Cedar Chapel Special School as a major resource for all our PE instructors. As we look to get back closer to "normal" those PD opportunities will happen.

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

LSS	Responses by Local School Systems to Question 3
Allegany	Special Olympics of Maryland (SOMD) has a continued partnership with ACPS, and corollary athletics/unified sports are present in all 3 high schools. The Annual Hooley Plunge was held on March 5, 2022, at Rocky Gap State Park and has become the largest single day fundraising event in the county raising money for Special Olympics and other programs in Allegany County that help the developmentally disabled. \$101,000 was raised this year. The Alhambra is a valued partner with ACPS in providing funding for programs including The Allegany County Board of Education Inclusion Sports programs and SLE Programs at Cash Valley Elementary, Allegany High School, Fort Hill School and Mountain Ridge His School, as well as the Career Center, the Board of Education’s Transition program with Allegany College of Maryland. All physical education personnel have been provided the Maryland. Adapted Physical Education Consortium website and Sparks Inclusive Guide.
Anne Arundel	We worked with 7 groups of students from our STEM/BMAH programs to create resources and equipment to support students with disabilities in physical education. Created a "how to" guide for adapted physical education resource teachers which includes information on IEP writing, 504 plans, and documentation for APE consult visits
Baltimore City	<p>The district’s Adapted Physical Education Guide was revised and updated in July 2021, to refine guidelines for the Adapted Physical Education (APE) program and to assist both APE and school-based PE teachers with: IEP practices and policies, teaching techniques and adaptations, assessment tools, and MSDE guidelines for APE. The guide also includes clinical documentation requirements. It is anticipated this guide will be revised again in July 2022. Revisions will include updated wording for the discussion of service delivery for APE in the IEP, recommendations and information from the March 2022 MSDE Guide for Serving Students with Disabilities in Physical Education and updated guidance on clinical documentation of services by APE teachers for their students.</p> <p>The itinerant Adapted Physical Education team has larger caseloads and more interaction with the general education physical educators. The APE teacher assists the school-based PE teachers with adaptations and modifications for students with APE on</p>

LSS	Responses by Local School Systems to Question 3
	their IEPs. This model allows students to receive their APE services in the least restrictive environment, with general education peers
<b>Baltimore</b>	Adapted PE informational documents, directions for appropriately documenting APE on the IEP, templates for writing APE reports, revised goal and objective writing structure, and updated recreation resource have been created and uploaded onto Schoology for use by PE teachers to support students with disabilities. The training for PE teachers on our online IEP system was converted into an asynchronous course.
<b>Calvert</b>	Calvert County has developed a CCPS PE checklist as an option for informal assessment. This offers data collection in a new light compared to the standard driven assessments (TGMD-3, Brockport, etc.). This has been used at the elementary and secondary level. New equipment has been purchased for students with disabilities at several schools including modified basketball hoops, velcro catch gloves, and ball launching pads for throwing. Calm corners have also been created in some of our gyms for our more active/sensory kids who attend the general education PE setting as well.
<b>Caroline</b>	Statewide updated APE Guidebook has been released to help guide local districts. Working with Leveling the Playing Field to obtain needed equipment to add to our equipment needs for both PE classes and athletics.
<b>Carroll</b>	No NEW resources have been developed, provided or revised for students with disabilities or for adapted physical education. The intention is for resources (Adapted PE Inventory) to be revised in the summer of 2022.
<b>Cecil</b>	<p>New resources include:</p> <ul style="list-style-type: none"> <li>• New APE referral form</li> <li>• Parent/student interview questions for assessment process</li> <li>• New assessment template</li> <li>• Resource documents for the administration of the individual assessments</li> <li>• Resource document for the continuum of APE supports</li> <li>• Resource/Guidance document on progress monitoring of IEP goals</li> <li>• Resource document on using evaluation and on-going assessment data to write the present levels of performance</li> </ul>
<b>Charles</b>	For the 2021-22 school year, we continue to develop and improve our PE Leadership Inclusion course at the high school level and encourage all high schools to offer this course for students. In addition, we continue to provide Young Athletes Program resources and training annually to any individual interested in conducting the program. Physical education teachers across district schools are receiving access to the SPARK Inclusive Program.
<b>Dorchester</b>	During the 2021-2022 school year, the Supervisor of Special Education as well as the special education staff provided detailed and thorough professional development for the Administrator and Supervisor staff, as well as for all faculty at each school regarding IEP and 504 expectations as well as state and federal updates. The protocols and expectations for addressing the adaptive physical education needs is also housed on the 2021-2022 Physical Education Instructional Expectations document. We started revising the PE curriculum and will continue the work to revise the PE curriculum over the summer. To ensure adapted physical education expectations are taking place the Supervisor of Physical Education uses E-Blast and also collects the number of students receiving adapted physical education services during the school year.
<b>Frederick</b>	FCPS has prioritized Adapted Health resources in the last year. The APE Department has worked closely with Specialized Program Teachers, Health Teachers and PE

LSS	Responses by Local School Systems to Question 3
	Teachers to develop resources that are modified to the appropriate cognitive level for each student. The resources are differentiated with many visuals and simplified core vocabulary words. Teachers have access to the county resources (presentations) and the modified presentations that can be used in small groups or guided by the support staff. The APE Department also created a Unified Physical Activity Handbook and Expressions in PE Handbook. These resources have been provided to teachers to access and use at their discretion.
<b>Garrett</b>	GCPS has adopted MD guidance documents on adapted PE and have dispersed these to all PE teachers. PE teachers have also been given additional resources based on individual student needs.
<b>Harford</b>	Corn Hole added as spring season sport for Sports for Life.
<b>Howard</b>	The office of health and physical education in collaboration with special education has created the curriculum for unified physical education and leadership. The adapted physical education program head and adapted physical education teachers have continued to add resources to the online database. This database can be accessed by adapted physical education teachers and general physical education teachers. Lastly, the office of adapted physical education has developed starter statements for standards-based goals and objectives for students with adapted physical education.
<b>Kent</b>	None
<b>Montgomery</b>	Adapted PE forms, templates, sample goals, lessons, and other resources have been continuously updated and placed on a shared Canvas LMS platform for teacher access. Transition documents for students promoting to a new school and/or transferring schools were developed to improve the student experience at the new school.
<b>Prince George's</b>	We are opening a new Therapy Tank at Stephen Decatur Middle School for the SY22-23. The Adapted Aquatics teacher will provide APE IEP services to the severe and profound students at that school site matching national PE Standards. Since the pandemic, our staff worked on a WIX site to house videos that could be used for synchronous and asynchronous instruction. This WIX site is structured to house videos that match National Physical Education Standards at the Early Childhood, Elementary, and Middle/High School levels. There is also a section for the Severe and Profound population. There are resources for assistance in communication and equipment modifications to allow for access with multiple disabilities. A section on our Secondary Transition program (Fit 4 Work) is also available. The videos on the site are a mix of staff made and videos found on the internet on various exercise sites. The site allows for some standardized instruction throughout our program. We have rotated a new staff member to oversee and update the WIX site to keep it current.
<b>Queen Anne's</b>	<p>The Adapted Physical Education form was reviewed and revised in the past year to streamline the process for ease of use for all parties.</p> <p>The adaptive physical education process guide was reviewed and updated during the 21-22 school year.</p> <p>Resources for short-term adaptive physical education services were updated.</p>

LSS	Responses by Local School Systems to Question 3
	Funding has allowed for the purchasing of new materials of instruction to accommodate students with disabilities.
<b>Somerset</b>	New lessons have been developed that are adapted for students with disabilities for the upcoming school year.
<b>St. Mary's</b>	<p>Revision of our Adapted PE school-based website along with our Adapted PE and Corollary Sports Handbooks. The Adapted PE website has been updated for physical educators with special education resources as students transition back into the classroom.</p> <p>The use of Schoology to share resources to support physical education teachers that teach Adapted Physical Education.</p>
<b>Talbot</b>	We have worked on incorporation the courageous pacers program in our elementary schools with students that require more modifications to the curriculum than can be provide in the regular physical education classroom setting.
<b>Washington</b>	Our APE staff has worked to start the process of a pilot program for a movement room at one of our elementary schools. This room is being developed for students with disabilities to use for sensory as well as movement to calm students, so they are more focused before going into a classroom setting to learn. We will monitor the progress effectiveness of the room over the school year.
<b>Wicomico</b>	Teachers in Wicomico County have been sent MSDE's APE Guide for Serving Students with Disabilities in Physical Education. Sport Specific PD has been provided in areas of goal ball, beep baseball, sitting volleyball, bocce, and floor hockey. We have maintained and hope to expand our YAP program through Special Olympics. Wicomico County is continuing to provide IUS opportunities such as Unified Tennis, Unified Strength and Conditioning and Unified Bocce. We have continued to also remain Unified Champion Schools by participating in school day programs such as the MOVE Challenge at Pinehurst Elementary, Glen Avenue, and Wicomico High School. Mardela High School is completing its 3rd year in providing a Unified Physical Education Program. SOMD school day sports in Soccer, Basketball and Track& Field are participated in county-wide. Wicomico County is currently represented on The MAPEC board and APE steering committee.
<b>Worcester</b>	<ul style="list-style-type: none"> <li>• The Supervisor of Special Education has continued to open 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 continuing to invite physical education teachers to the IEP meetings and provide input to the IEP development, when applicable.</li> <li>• We continue to work with Special Olympics in providing various sporting activities for students at our Special School.</li> <li>• This was our fifth year of implementing our Unified Sports program in Worcester County for all three high schools has been very successful. Sports are being offered during all three athletic seasons (bocce, bowling, and tennis). In the past, before Covid-19, we have had a few teams who have gone to the state level, and</li> </ul>

LSS	Responses by Local School Systems to Question 3
	<p>this has been VERY exciting for our schools. We also had an elementary school that started a unified sports team! 1. The physical education program specialist from MSDE has provided professional development to all physical education teachers (K-12) in Worcester County including adapted physical strategies in the classroom. 2. Our physical education teacher at Cedar Chapel Special School leads professional learning sessions to all physical education teachers during the school year.</p> <ul style="list-style-type: none"> <li>• Cedar Chapel Special School has provided their APE teacher with professional development training with Core Boards and PODDs for communication with students with disabilities in the APE classroom. This APE teacher has also been invited to and attended several APE trainings. In the past ALL PE teachers were given PD on formative assessment in the PE classroom, for students with and without disabilities. As we get back to a more "normal" PE setting, with most of our students back live, we will use our CCSS instructor for PD sessions with our PE staff.</li> <li>• In 2013, our county developed all new skill assessments for our K-8 PE curriculum. Because these skill assessments are individualized, each student, with or without a disability, can be assessed on their individual performance. In 2014, all of these skill assessments were uploaded into Curriculum Loft, an online curriculum repository for ease of access for teachers. The documents in Curriculum Loft included the APE guide for teachers from MSDE. In 2015, we revised our UDL model for lesson planning, incorporating more opportunities for teachers to personalize instruction based on student need. During the 2016-17 school year, the skill assessments were all revised and uploaded in to our LMS, Engrade. We now have new iPad technology for the PE/Health teacher to assist with record keeping, and curriculum planning for their class. It also allows teachers to download apps which will assist them with students with disabilities, as well as general ed. students. In partnership with Special Olympics Maryland, Worcester County offers a Corollary Sports program through Unified Sports in the fall, winter, and spring. Unified Sports offerings are open to all students and are regulated by the Coordinator of Athletics, the Special Education and athletic departments of each high school. Students may take part in Unified Tennis, Corn Hole, Outdoor Bocce, and Bowling. Unified Sports offered in Worcester County provide meaningful opportunities for students of all disabilities and students without disabilities. These sports include tennis, bowling, strength and conditioning, and outdoor bocce. Reviews of the Corollary programs will be conducted at the end of each season.</li> </ul>

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

LSS	Responses by Local School Systems to Question 4
<b>Allegany</b>	Training for paraprofessionals to support the needs of students in physical education classes to ensure the child has a sense of belonging is critical to fulfilling the needs expressed on the IEP. Teaching staff have become creative in adapting PE programs to meet the needs of children with accommodations, but funding to purchase adaptive equipment through the PE department is very limited. More funds to provide more support for the PE teachers, such as planning time and more PE teachers. Planning time for secondary PE teachers for direct services, data collection, writing IEPs and for attending IEP meetings. There is no funding available to support an APE specialist even on a limited basis. No, these challenges have not changed from last year.
<b>Anne Arundel</b>	Our key challenge is lack of staffing to meet the needs of the students with needs in physical education, both with IEPs and 504 plans. We also struggle to provide the necessary support to the physical education teachers who are teaching those students. These challenges are the same as in all previous years. We are making strides in becoming recognized and included in special education however the demands are not met with the staffing needs that are required.
<b>Baltimore City</b>	For the current school year, all City Schools have a certified physical educator on staff, giving all students the opportunity to participate in a quality physical education program throughout the school year. In the current school year, all students in grades PK-8 should receive physical education at least once a week for 45 minutes for the school year. However, principal discretion regarding scheduling may indicate variation to this guidance. Since last school year, services have transitioned from virtual to in-person provision.
<b>Baltimore</b>	Baltimore County Public Schools (BCPS) provides physical education opportunities to all students. BCPS utilizes the consultative model and provides funding for three APE resource teachers to support all 375 K-12 physical education teachers in our 175 school buildings. Three resources teachers assigned to provide adequate support to a large population of teachers is a task that can be challenging. Many of the schools also have self-contained special education programs requiring additional support for students and teachers. The three resource teachers are also working to complete and assist with a large number of APE assessment requests that were not completed during virtual learning. Supporting physical education teachers in the identification and implementation of APE, as well as consulting with teachers on the instruction of students with disabilities (students that do not require APE and specially designed instruction) can at times be a challenge.
<b>Calvert</b>	This year, the main challenge in the general education setting was mask wearing. A lot of our regional program (non-diploma bound) students did not wear masks too school during the mask mandate for a variety of reasons. This made inclusion difficult at times, because when working with the typical peer students, some did not feel comfortable



LSS	Responses by Local School Systems to Question 4
	<p>working with our students because they did not wear a mask and a safety concern created the division.</p> <p>As always, we truly need a 3rd full time APE Resource Teacher here in CCPS as students with special needs continue to increase in our county. This will only be more evident as the special Pre-K and infant and toddlers program students begin to attend PE in the future. The 2 day a week help has been tremendous this year and has lead way for the opportunity for more students to be successful in the PE setting. In order to assess the struggles and needs of multiple students, consult with teachers, train IA's, and provide direct services, 2 people is just not enough in this county.</p>
<b>Caroline</b>	Time and resources.
<b>Carroll</b>	<p>With relatively compressed schedules, teachers need more time to collaborate with Special Education staff. The inclusion of common planning time would help with communication and planning. In addition, more financial resources are needed to lessen the burden on staff and provide expensive special education equipment. More itinerants would allow more personal instruction to students with disabilities. Most of these challenges remain the same from previous years.</p>
<b>Cecil</b>	<p>Challenges include continuing to develop physical education teachers' knowledge of the special education process (referral, evaluation, eligibility, IEP development). Provide professional development and resources to build knowledge</p> <p>Additionally it is challenging to coordinate schedules for IEP team meetings so that the physical education teacher can attend and participate without disrupting the instructional day for multiple grade levels.</p>
<b>Charles</b>	<p>In Charles County, key challenges we continue to face for students with disabilities include large class sizes, diverse school culture and facilities challenges (outside versus inside). These challenges have been fairly consistent in previous years and continue to be focused areas of improvement. The APE program is understaffed.</p>
<b>Dorchester</b>	<p>The major challenge to delivering physical education opportunities is not specific to students with disabilities it is the need of our faculty to cover multiple classes due to staffing shortages which interferes with delivering true physical education instruction. This is a new challenge we are facing and is very apparent with the 2021 - 2022 school year.</p>
<b>Frederick</b>	<p>Some of the major issues are staffing, scheduling, overcrowded gyms, class sizes, lack of communication, lack of support from administrative teams, inability to ask for help prior to IEP meetings, and difficulties planning ahead.</p> <p>This school year has been challenging because everyone is feeling overwhelmed and admin teams have not spent the time or effort supporting PE in many buildings. Staff then feels like they can't make positive changes and improvements, so they aren't able</p>

LSS	Responses by Local School Systems to Question 4
	to provide services or document data appropriately. There seems to be even less communication between PE Departments and between PE/Special Education than in years past.
<b>Garrett</b>	One of our challenges is supporting our medically fragile students in a mainstream adapted PE classroom. Oftentimes, parents request for their child to receive adapted PE outside of the mainstream classroom, to ensure their child's safety. Adapted PE is still provided but often at an alternate time.
<b>Harford</b>	Decreasing PE course offerings in the high school making it difficult to schedule students in courses they are most successful in and prefer. For example, putting all life skills students in Team Sports class when some prefer wellness walking, and some prefer exerobics and some prefer team sports.
<b>Howard</b>	Large numbers of high-needs special education population in physical education classes. This challenge continues to increase as the special education population increases and adapted physical education and physical education staffing does not incrementally increase with the student population. The challenges this year are significantly different as last year we were in a virtual/concurrent model.
<b>Kent</b>	none/no
<b>Montgomery</b>	<p>This year the overall teacher and support staff vacancies has highly impacted our students with disabilities within all contents. MCPS provides funding for only one content specialist for adapted physical education to support all 209 schools, approximately 500 PE teachers, and approximately 120 different discrete programs across all schools. This puts tremendous strain on the system in general and the local school physical education teacher. The general physical education teacher who teaches a class or two of students within a discrete program is given little to no release time when planning, documenting services, evaluating, attending IEP meetings, etc. The APE teachers are burdened with additional paperwork and planning and that makes this hiring and keeping APE teachers difficult. Some schools are still leaving students with disabilities off to the side or in a separate setting with support staff. PE teachers are not held accountable at the school-level. Students are not receiving the supplemental aids and services that are on their IEP. Students who may require adapted physical education services and support have been identified. Staffing allocations for APE are not keeping pace with the increased need within our schools. Overall, we</p> <ul style="list-style-type: none"> <li>1)lack the space and equipment for our students,</li> <li>2) lack support staff in PE,</li> <li>3) lack required training for teaching students of disabilities, and</li> </ul>

LSS	Responses by Local School Systems to Question 4
	4) lack the overall allocations and expectations for APE to meet the needs of our students.
<b>Prince George's</b>	Scheduling is the biggest hurdle to providing opportunities. Scheduling conflicts based on staff covering multiple school sites. Scheduling around mandated testing windows. Scheduling service times around IEP meeting dates/times at various schools. Adapted PE schedules being utilized to provide planning times for classroom teachers.
<b>Queen Anne's</b>	<p>Training for paraprofessionals to support the needs of students in physical education classes to ensure the child is participating, while being successful, and safe.</p> <p>Providing support to Physical Education teachers in order to write the IEP progress reports and maintain relevant data on progress.</p> <p>A continued need to educate teachers, administrators, paraprofessionals, and parents about Adaptive Physical Education services and how they can benefit a student.</p>
<b>St. Mary's</b>	Scheduling of courses. This issue has not changed since last year.
<b>Somerset</b>	<p>Accessibility for parents to access and implement with their child at home as they do not have the background training and/or knowledge of a Physical Education Teacher.</p> <p>Improving teacher confidence of the Special Education process through additional training opportunities.</p> <p>Validity of information Teachers are required to input quarterly into the Maryland Online IEP system.</p> <p>Further discussion of consideration of SHAPE America’s recommendation, elementary children should receive 150 minutes per week of daily, quality physical education instruction. Students in SMCPS do not receive enough daily quality physical education to effectively and efficiently teach cognitive, affective and psychomotor development. Approximately 75% of our students with disabilities are included in general physical education classrooms, yet our general PE teachers consistently report that they do not have the skills they need to effectively instruct diverse learners, including students with disabilities.</p>
<b>Talbot</b>	Challenges faced by our school system include the difficulty in scheduling students that need intensive adapted PE. With low numbers in small schools scheduling is an issue.
<b>Washington</b>	Our key challenges remain our increased population of students with disabilities along with PreK growing and needing more APE staff to meet growing case load needs and assessments. We will continue to express the need for another 1.0 Adapted Physical Education teacher in the budget.

LSS	Responses by Local School Systems to Question 4
<b>Wicomico</b>	It has been difficult to make instructional gains with students who are already struggling to meet grade level expectations. This year has been a transition getting back into the school norm due to past Covid Restrictions. Students are falling farther behind in Psychomotor, Affective and Cognitive domains due to the 2-year lapse. Schools have had to become extra creative in working within the school to provide extra supports to fit new trending student needs.
<b>Worcester</b>	We are a small, rural school system which does not deny ANY student access to our athletic activities or physical education classes and programs; therefore, setting up additional opportunities has not been identified as a need. If a need were to arise, we accommodate any and all special education students. When we have encountered any issues in the past, special education specialists, physical education specialists and administrators work together to provide the best possible services to all students. Many of our afterschool programs at various grade levels provide physical activities which are open to ALL students and at one school in particular, we work with Special Olympics and our County Athletic Director (director of the unified sports program) to integrate regular ed. and special ed. students in competitive sports activities. Challenges instructionally include planning time for teachers and funding for new equipment. These challenges are similar to years past, as we have not seen much change in our county regarding special areas.

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

LSS	Responses by Local School Systems to Question 5
<b>Allegany</b>	Continue to provide MSDE APE Briefings. Continue to provide online professional development for general education physical educators. Advocate for smaller PE classes and more APE staffing.
<b>Anne Arundel</b>	Continue offering the Adapted PE course through MSDE Continue providing support to the APE Steering committee and advocating for students with disabilities in PE
<b>Baltimore City</b>	The newly published MSDE Guide for Serving Students with Disabilities in Physical Education (March 2022) has been well received by the district's Itinerant APE staff and shared with the APE teachers in our Separate Public Day Schools. Our goals for student progress are constantly moving in the right direction and we will continue to address our need for assistance and guidance from MSDE as the program continues to grow.
<b>Baltimore</b>	Further assistance would be helpful in the following areas:  1) Continuation of professional development opportunities and online courses on best practices for teaching students with disabilities.

LSS	Responses by Local School Systems to Question 5
	<p>2) Information provided to LEA Special Education Offices from MSDE (Physical Education and Special Education) that outlines Adapted Physical Education, legislation that supports it, and implementation in schools.</p>
<p><b>Calvert</b></p>	<p>Since the mask mandate has been lifted, and students are no longer required to wear masks, the interaction with our special needs students in the general education setting has improved.</p> <p>However, with the virtual school in flux for next school year, CCPS cannot afford to lose the 2 day a week help in regard to APE services. We truly need a 3rd full time person. Any support at the state level, whether it be funding, or communication with our superintendent about the struggles we are facing and the need for more support would be greatly appreciated.</p>
<p><b>Caroline</b></p>	<p>Continued support in professional development for staff.</p>
<p><b>Carroll</b></p>	<p>Provide professional development opportunities at teacher accessible times and/or inform teachers throughout the state on access to archived webinars/documents/materials, etc. Provide financial grants to develop special education and APE staff members.</p>
<p><b>Cecil</b></p>	<p>Continue to provide MSDE APE Briefings. Provide professional development &amp; trainings in APE for general education physical educators.</p>
<p><b>Charles</b></p>	<p>Continue to offer professional development opportunities through continuing education courses and partnering with the MSDE APE Steering Committee and MAPEC.</p>
<p><b>Dorchester</b></p>	<p>We've been wanting the Adapted Physical Education guide to be updated for many years now and it was updated this school year; thank you MSDE.</p>
<p><b>Frederick</b></p>	<p>Help reduce class sizes in Middle School PE</p> <p>When a new middle school is in the planning stages, encourage (or require) teams to add more physical gym/fitness/auxiliary spaces to Middle School Physical Education areas</p> <p>Provide Adapted Health resources with the new High School Health Course</p> <p>Support/Encourage school systems to expand their Unified &amp; Inclusive sports offerings</p>
<p><b>Garrett</b></p>	<p>The guidance documents that have been distributed by MSDE are always very helpful. It would also be beneficial for our teachers to have the opportunity to participate in a state-level PD around adapted PE.</p>

LSS	Responses by Local School Systems to Question 5
<b>Harford</b>	Decrease class sizes and increase teacher and support staff positions
<b>Howard</b>	Guide on what the appropriate number of students with IEPs or with adapted physical education services should be in each class. Advocate for smaller physical education classes and more adapted physical education staffing.
<b>Kent</b>	No.
<b>Montgomery</b>	<p>Continue 1) APE briefings, 2) online PD, 3) SOMD partnership, MAPEC and SHAPE MD collaboration, and the APE Steering committee.</p> <p>Advocate for 1) additional APE staffing or a general rule for staffing, 2) additional funding for students with disabilities in afterschool programming, 3) APE certification being seen as equivalent to NBCT, 4) "highly qualified" status for supporting and teaching students with APE services to have a 4-year degree in physical education or at least 9 additional college-level course credits in APE. (Difficult to support teachers who are teaching out of content and delivering services to APE students)</p> <p>Update the MD PE Inventory to include the new standards</p>
<b>Prince George's</b>	Your Physical Education Specialist has provided Platinum Level service to the PE/APE community in the state. We could not ask for anything more.
<b>Queen Anne's</b>	<p>Continue with Adaptive Physical Education Briefings, Steering Committee, and MAPEC.</p> <p>Provide online Professional Development for Physical Education teachers regarding IEPs, co-teaching, assessments, and modifications.</p> <p>An initiative or opportunities for our Physical Education teachers to be CAPE certified.</p> <p>Opportunities for online classes to increase knowledge of Adapted Physical Education and its importance.</p> <p>Provided updated information regarding the Law and other related resources.</p>
<b>St. Mary's</b>	Provide local professional development for teachers to enhance their comfort with providing instruction to students with disabilities.
<b>Somerset</b>	<p>Development of an online platform for parents that would serve as an all-access center for physical education and parents could explore with their child at the pace best suited for the individual child.</p> <p>A guidance document of how MSDE supports various programs offered by Special Olympics to support inclusive school environments aligned to information shared at monthly state Adapted P.E. briefings.</p>

LSS	Responses by Local School Systems to Question 5
	<p>Offer ongoing support through professional learning opportunities for Physical Educators to participate in to learn more about Adapted Physical Education.</p> <p>MSDE continues to support legislation to increase the amount of time in physical education recommended by SHAPE America. SHAPE America's Physical Education Guidelines recommend that elementary schools provide 150 minutes of instructional physical education each week and that middle and high schools provide 225 minutes per week.</p> <p>MSDE and local schools can implement physical activity programs that maximize opportunities for students to be physically active and help them meet the national recommendation set by SHAPE America.</p>
<b>Talbot</b>	MSE could host an APE boot camp for supervisors that do not have a background in physical education.
<b>Washington</b>	The APE meeting days are very helpful. Sharing from these meetings and updates from MSDE help tremendously throughout the year.
<b>Wicomico</b>	No, not at this time.
<b>Worcester</b>	<p>As we have stated in the past, anything you can do to help with professional development for teachers that is FREE, or to provide funding for counties to come to PD is desperately needed. Our local level PD has been cut so drastically that we are unable to provide all of the PD necessary to special area teachers. Please continue to share information on updates, assessment, evaluation, and what other counties are doing in the area of adapted physical education. The regional physical education briefings by the Maryland State Department of Education have been a tremendous resource for the Coordinator of Physical Education and teachers. Hopefully, these briefings will continue. Please continue to offer the Eastern Shore Physical Education Professional development opportunity through OPEN.</p>