



# Fitness and Athletic Equity for Students with Disabilities Annual Report

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Office of Teaching and Learning

Revised August 6, 2024



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## Introduction

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

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

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

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

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

To ensure effective implementation of the law according to the reporting requirements, MSDE has engaged with each LEA to report on areas of standards-based physical and athletics that promote awareness of and compliance with statutes and regulations regarding the participation of students with disabilities. This report describes the processes used by the MSDE to carry out the mandates of the Fitness and Athletic Equity Law for Students with Disabilities. This report provides information on activities conducted by MSDE and Maryland's 24 LEAs as of May 15, 2024.

## Mainstream Athletics

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### TIMELINE FOR IMPLEMENTATION

#### May 15, 2024

- LEAs submitted to the Maryland State Department of Education (MSDE) a report on the progress toward the inclusion of students with disabilities into mainstream athletic opportunities for students with disabilities.
- The Maryland Public Secondary Schools Athletic Association (MPSSAA) Participation Survey for the school year 2023-2024 was completed by each LEA.
- The MPSSAA submitted to MSDE the athletic participation results based on the responses of the 24 LEAs and the SEED School for the 2023-2024 school year.

#### AUGUST 1, 2024

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

### DATA COLLECTION

Each year the MPSSAA conducts a participation survey among its member schools consisting of the 24 LEAs and the SEED School. The survey breaks down the number of male and female interscholastic athletic participants by sport. To comply with the requirements of the Athletic Equity Law, the participation survey has been broadened to include an accounting of any student with an Individualized Education Program (IEP) or 504 plan who participated in the school athletic program.

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

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

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

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

**TABLE 1: 2023-2024 ATHLETIC PARTICIPATION SURVEY RESULTS**

Sport	Schools	Total Boys	Boys with IEP/504 Plan	Schools	Total Girls	Girls with IEP/504 Plan
Badminton	20	202	27	35	471	42
Baseball	191	5,249	653	6	28	10
Basketball	196	5,374	641	192	3,901	372
Bowling	7	42	13	7	33	6
Cross Country	189	3,500	500	181	2,353	234
Field Hockey	1	1	0	118	3,339	365
Football	181	13,143	2,116	19	28	1
Golf	160	1,274	185	123	387	34
Gymnastics	0	0	0	8	100	29
Lacrosse	160	5,961	910	150	4,840	454
Soccer	189	7,244	641	176	5,413	414
Softball	1	1	0	184	4,283	445
Swimming & Diving	112	1,777	295	113	1,988	224
Tennis	174	2,092	242	176	2,491	151
Indoor Track	191	6,116	810	191	4,810	445
Track & Field	196	8,297	1,074	196	6,368	570
Volleyball	36	737	74	192	5,586	434
Wrestling	180	5,297	881	152	769	93
Ice Hockey	3	54	6	3	12	2
Flag Football	1	5	5	12	301	55
Cheerleading	41	67	8	113	4,328	516
<b>Totals</b>		<b>66,433</b>	<b>9,080</b>		<b>51,829</b>	<b>4,896</b>

**TABLE 2: 2023-2024 COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT**

Sport	Schools	Total Boys	Boys with IEP/504 Plan	Schools	Total Girls	Girls with IEP/504 Plan
Basketball	10	86	58	11	66	29
Indoor Bocce	91	691	380	88	628	253
Outdoor Bocce	46	360	241	43	368	158
Bowling	51	554	349	51	480	226
Cycling	3	21	21	3	14	13
Golf	7	22	18	3	11	3
Soccer	28	184	156	28	114	77
Tennis	50	309	182	49	365	125
Track & Field	43	270	197	40	294	157
Strength Training	9	117	43	8	87	20
Indoor Softball	40	262	228	40	207	118
Outdoor Softball	2	17	10	1	9	6
Pickle Ball	11	55	16	7	27	4
Handball	2	19	4	2	4	1
Corn Toss	19	120	88	18	99	49
Unified Flag Football	3	56	14	3	33	11
Dance	1	1	0	6	83	2
<b>Totals</b>		<b>3,144</b>	<b>2,005</b>		<b>2,889</b>	<b>1,252</b>

## REGULATIONS

In March 2010, MSDE enacted Code of Maryland Regulation (COMAR) 13A.06.03<sup>1</sup>, which provides greater athletic opportunities for students with disabilities, and COMAR 13A.06.04<sup>2</sup>, which provides for Corollary Athletic Programs, establishing alternative athletic programs for students unable to compete in mainstream athletic programs.

## TECHNICAL ASSISTANCE

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

## MODEL POLICIES

During the fifteenth year of implementation, LEAs were asked to submit to MSDE, Office of the Deputy for Teaching and Learning/Maryland Public Secondary Schools Athletic Association, Executive Director, an accounting of progress toward the development of model policies and procedures for students with disabilities. Each LEA was also asked to respond to a set of questions about providing services for students with disabilities in mainstream athletics. As of May 15, 2024, 24 LEAs have enacted policies to accommodate athletic opportunities for students with disabilities<sup>3</sup>.

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<sup>1</sup> [Appendix A](#) contains the COMAR regulations enacted by the State Board of Education in 13A.06 Chapter .03 Interscholastic Athletics in the State.

<sup>2</sup> [Appendix B](#) contains the COMAR regulations enacted by the State Board of Education in 13A.06 Chapter .04 Corollary Athletic Programs.

<sup>3</sup> [Appendix C](#) contains responses from the 24 local educational agencies on their policies and procedures for their Corollary Athletic Programs can be found in

## Mainstream Physical Education

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### TIMELINE FOR IMPLEMENTATION

#### May 15, 2024

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

#### May 22, 2024

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

#### May 31, 2024

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

#### August 1, 2024

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

### DATA COLLECTION

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

LEAs provided the physical education course data, which includes student course information from the school year 2022-2023 based on School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education and aggregated to report on the number of students in a physical education course, by grade span, by students with Individualized Education Programs (IEPs), by students with 504 plans.

New this year, MSDE has included data collected from the Special Services Information System (SSIS) that was self-reported by each LEA on the number of students who receive adapted physical education services and the number of students who receive adapted physical education consultative services as of October 1, 2023.

**TABLE 3: SY2023 ELEMENTARY SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES<sup>4</sup>**

Local Education Agency	PreK-5 All Students	PreK-5 All Students Enrolled in a PE Course	PreK-5 Students Enrolled in a PE Course with an IEP	PreK-5 Students Enrolled in a PE Course with a 504	PreK-5 Students Receiving APE Services	PreK-5 Students Receiving APE Consult Services
Allegany	4,017	3,563	692	178	1	0
Anne Arundel	31,951	31,951	3,777	1,994	47	0
Baltimore City	37,536	37,173	5,110	1,592	29	49
Baltimore County	53,132	50,961	7,553	3,557	176	0
Calvert	6,883	6,882	868	618	3	10
Caroline	2,631	2,631	291	111	7	3
Carroll	12,152	12,061	1,772	1,128	109	0
Cecil	6,206	6,197	1,085	335	23	0
Charles	12,397	12,397	1,584	591	52	4
Dorchester	2,214	2,174	196	85	0	0
Frederick	21,940	21,472	2,591	1,487	3	183
Garrett	1,663	1,663	205	75	0	0
Harford	17,997	17,758	2,764	922	29	34
Howard	26,601	26,578	3,690	1,256	142	0
Kent	832	712	91	56	1	0
Montgomery	74,142	70,596	11,200	1,950	90	6
Prince George's	62,770	61,285	6,168	1,867	373	55
Queen Anne's	3,402	3,331	385	204	0	0
Saint Mary's	7,933	7,828	934	316	36	1
Somerset	1,501	1,041	182	45	0	0
Talbot	2,125	2,124	290	134	0	0
Washington	10,694	10,652	1,407	527	22	9
Wicomico	7,681	5,648	643	286	9	0
Worcester	3,163	3,134	377	94	0	0
<b>Statewide Total:</b>	<b>411,563</b>	<b>399,776</b>	<b>53,855</b>	<b>19,408</b>	<b>1,310</b>	<b>354</b>

<sup>4</sup> Data Source: Student-Course-Grade-Teacher 2023 End-of-Year Collection

Data for this report is provided by the LEA and includes student course information from the school year 2022-2023. 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.

**TABLE 4: SY2023 MIDDLE SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES<sup>5</sup>**

Local Education Agency	Grades 6-8 All Students	Grades 6-8 All Students Enrolled in a PE Course	Grades 6-8 Students Enrolled in a PE Course with an IEP	Grades 6-8 Students Enrolled in a PE Course with a 504	Grades 6-8 Students Receiving APE Services	Grades 6-8 Students Receiving APE Consult Services
Allegany	1,899	1,850	217	278	0	0
Anne Arundel	13,255	13,071	1,400	1,482	14	0
Baltimore City	16,792	15,365	2,510	1,372	12	25
Baltimore County	25,141	24,228	3,388	2,921	167	1
Calvert	3,560	3,522	327	551	1	10
Caroline	1,271	1,264	98	85	2	4
Carroll	5,801	5,775	630	1,035	63	0
Cecil	3,382	3,354	586	224	24	2
Charles	6,330	6,309	614	531	29	8
Dorchester	985	976	102	84	0	0
Frederick	10,741	10,725	1,157	1,319	6	110
Garrett	781	777	53	113	0	0
Harford	8,731	8,653	1,214	902	9	11
Howard	13,486	13,468	1,313	974	109	0
Kent	392	386	56	48	0	0
Montgomery	36,800	36,736	5,691	1,777	88	6
Prince George's	30,359	30,191	3,212	1,556	195	16
Queen Anne's	1,717	1,695	199	169	9	0
Saint Mary's	3,961	3,959	460	285	11	1
Somerset	682	620	114	52	0	0
Talbot	951	918	96	96	2	0
Washington	4,965	4,800	499	428	7	12
Wicomico	3,169	3,131	380	290	18	1
Worcester	1,594	1,569	180	84	0	0
<b>Statewide Total:</b>	<b>196,880</b>	<b>193,435</b>	<b>24,496</b>	<b>16,656</b>	<b>766</b>	<b>207</b>

<sup>5</sup> Data Source: Student-Course-Grade-Teacher 2023 End-of-Year Collection

Data for this report is provided by the LEA and includes student course information from the school year 2022-2023. 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.

**TABLE 5: SY2023 HIGH SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES<sup>6</sup>**

Local Education Agency	Grade 9-12 All Students	Grades 9-12 All Students Enrolled in a PE Course	Grades 9-12 Students Enrolled in PE Course with an IEP	Grades 9-12 Students Enrolled in a PE Course with a 504	Grades 9-12 APE Services	Grades 9-12 APE Consult Services
<b>Allegany</b>	2,325	1,367	102	254	0	0
<b>Anne Arundel</b>	20,728	16,546	1,779	2,179	2	0
<b>Baltimore City</b>	22,130	9,657	1,773	992	7	31
<b>Baltimore County</b>	35,125	25,449	3,314	3,491	219	0
<b>Calvert</b>	5,049	2,303	217	445	0	16
<b>Caroline</b>	1,763	1,116	101	63	3	10
<b>Carroll</b>	8,071	5,948	505	1,190	46	3
<b>Cecil</b>	4,699	3,069	433	203	26	4
<b>Charles</b>	9,138	4,382	371	474	46	12
<b>Dorchester</b>	1,333	715	51	65	0	0
<b>Frederick</b>	14,658	7,341	800	1008	0	96
<b>Garrett</b>	1,048	541	52	67	0	0
<b>Harford</b>	11,707	7,957	1,067	1,011	2	17
<b>Howard</b>	18,366	8,485	864	698	43	3
<b>Kent</b>	537	269	44	28	0	0
<b>Montgomery</b>	52,323	31,761	5,004	1,668	186	3
<b>Prince George's</b>	40,133	19,947	2,210	1,148	304	3
<b>Queen Anne's</b>	2,367	1,499	120	156	0	0
<b>Saint Mary's</b>	5,471	2,646	306	169	29	0
<b>Somerset</b>	755	402	69	39	0	0
<b>Talbot</b>	1,454	802	95	109	1	2
<b>Washington</b>	7,007	4,316	469	361	3	16
<b>Wicomico</b>	4,278	2,897	320	370	22	0
<b>Worcester</b>	2,139	1,182	104	65	0	0
<b>Statewide Total:</b>	<b>272,604</b>	<b>160,615</b>	<b>20,170</b>	<b>16,253</b>	<b>939</b>	<b>216</b>

<sup>6</sup> Data Source: Student-Course-Grade-Teacher 2023 End-of-Year Collection

Data for this report is provided by the LEA and includes student course information from the school year 2022-2023. 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.

## PHYSICAL EDUCATION PARTICIPATION MEMORANDUM

Each year a memorandum from MSDE<sup>7</sup> is distributed to all LEA physical education and adapted physical education coordinators reinforcing the federal and state regulations that require all students, including students with disabilities, to participate in a physical education program yearly in Pre-K through 8th grade and offered course(s) to meet high school graduation requirement(s). The memo was updated with assistance from the Attorney General's Office and aligned with the revisions to COMAR 13A.04.13.01 prior to the start of the 2023-2024 school year.

## PROGRESS TOWARD THE INCLUSION OF STUDENTS WITH DISABILITIES

The Fitness and Athletic Equity Act requires LEAs to promote and protect the inclusion of students with disabilities into mainstream physical education instructional programs. Each year, LEAs are asked to respond to a series of questions<sup>8</sup> that address new initiatives and resources their LEA implemented that promote and protect the inclusion of students with disabilities into mainstream physical education, key challenges their LEA faces, and any areas in which MSDE could provide further assistance. Responses to these questions were collected during the 2023-2024 school year<sup>9</sup>.

### Findings

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

- Partnerships with Special Olympics, improved teacher professional development, and increased student participation in the Young Athletes Program.
- Collaboration between districts enhanced resource sharing and included in-person inclusive aquatics professional development opportunities.

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

- Development of new instructional learning experiences utilizing Universal Design for Learning (UDL). These new resources led to the development of new units, such as archery, and the development of new courses, such as "Unified PE and Leadership;"
- Creative planning to create inclusive instruction such as peer buddy programs at the elementary level, as well as expansion of Unified PE class at the middle school level;
- Utilization of technology to increase student access to content through devices. Students with severe/profound disabilities were better able to access content through the use of "switches" and other instructional aides shared through professional development.

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<sup>7</sup> [Appendix D](#) contains a copy of the memorandum distributed by MSDE to all LEA physical education and adapted physical education coordinators.

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

<sup>9</sup> [Appendix F](#) contains the responses from each LEAs on how they promote and protect the inclusion of students with disabilities into mainstream physical education instructional programs.

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

- Filling physical education and adapted physical education teacher vacancies;
- Training and supporting an increased number of new physical education teachers (conditionally certified/Praxis certified) who have limited to no experience in teaching physical education and/or adapted physical education;
- Finding time to schedule direct services in the least restrictive environment, collect authentic data, collaborate with special education staff to write IEPs, and attend IEP meetings; and
- Funding to purchase adapted physical education equipment;
- Limited school-level administrative support to promote inclusion in Physical Education. Administrators' abilities to provide support for inclusion through scheduling, appropriate class sizes, staffing for PE, and providing professional development varies widely.

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

- Advocate to have the Blueprint for Maryland's Future reflect the Certified Adapted Physical Education (CAPE) certification having the same increased wage as a National Board-Certified Teacher;
- Provide ongoing free virtual and face-to-face statewide professional development (PD) opportunities for teachers and staff to network and share information during the teacher workday;
- Support existing PE teacher development through the requirement of 6 ancillary credits or the equivalent in continuing professional development in adapted physical education.
- Provide additional funds to LEAs to address staffing shortages and large class sizes; and
- Support legislation to require 150 instructional minutes of elementary physical education each week and 225 minutes per week in middle and high schools.

## **TECHNICAL ASSISTANCE**

In July of 2023, MSDE expanded the Comprehensive Health and Physical Education Branch by creating a new position and hiring a new Standards-Based Physical Education Coordinator. The Physical Education Coordinator, along with the Director of Comprehensive Health and Physical Education from the Office of Teaching and Learning Instructional Programs and Services, has attended and/or facilitated APE professional development sessions and collaborative meetings across the state. The coordinator and director are familiar with the Fitness and Athletic Equity Act of 2008 reporting requirements and the implementation of high-quality standards-based physical education and adapted physical education programs.

### **Physical Education Professional Learning Network and Collaboratives**

During the 2023-2024 school year, MSDE led monthly virtual professional learning networking meetings and two in-person collaborative meetings that included adapted physical education resource teachers, supervisors, and/or coordinators. At these meetings, resources for adapted physical education teachers were made available to all LEA personnel to help guide and support students with disabilities in mainstream physical education classes.

### **Adapted Physical Education Steering Committee**

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

The committee hosts a formal hybrid meeting twice a year and monthly virtual meetings to network and discuss ongoing local issues. The committee also collaborates with the Maryland Adapted Physical Education Consortium (MAPEC) and the Society of Health and Physical Educators (SHAPE) Maryland on projects to enhance adapted physical education through professional development, such as virtual "Shop Talks" and the annual SHAPE Maryland Convention.

Using MSDE's new learning management system, Canvas, steering committee members were granted 24/7/365 access to an e-community that contained APE digital materials and a calendar of Adapted Physical Education events and professional development opportunities to which representatives from any LEA could attend. Through the e-community's discussion board, steering committee members could contact each other for immediate solutions to local problems of practice.

Using the FY22 Maryland Elevates Grant awarded by MSDE, the Steering Committee and SHAPE Maryland purchased one copy of the book *Universal Design for Learning in Physical Education* for each LEA. Books were distributed at the Fall 2024 APE Steering Committee meeting, and LEA representatives not in attendance received the book through mail. At the Steering Committee's monthly virtual meetings, members participated in a book study on *Universal Design for Learning* to improve access to online materials and addressed problems of practice related to instructional service delivery models.

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

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

Additionally, beginning in school year 2023-24, MSDE assigned Luke Hollis, Coordinator of Standards-Based Physical Education, and Kaci Haxel, Education Program Specialist from the Division of Early Intervention and Special Education Services, to severe supporting roles for the committee. Through these staff additions, MSDE bolstered their knowledge and ability to provide timely technical assistance in Physical Education and Special Education.

Furthermore, the APE Steering Committee Chair is a standing member of the legislatively mandated [Advisory Council on Health and Physical Education](#), attending their bi-annual meetings and providing updates to the greater community as necessary.

### **Online Professional Development Courses**

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

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

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

A cadre of facilitators has been developed to teach the online courses, including teachers from Baltimore County, Prince George’s County, and a retired Frederick County teacher. All facilitators hold a Maryland certification in physical education, have completed the “Teaching Online in Maryland” course, shadowed a current facilitator, and have had experience teaching adapted physical education. The instructors are also CAPE certified.

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

### **Governors Proclamation**

For the first time in recent memory, to increase awareness of the importance of serving students with disabilities in physical education and athletic programs, Governor Wess Moore declared May 1-May 7, 2024, Physical Education and Sport Week. The proclamation purports:

- Physical education and sports are vital components of a healthy and active lifestyle, promoting fitness, mental well-being, and social cohesion; and
- Engaging in physical activity fosters teamwork, discipline, resilience, and leadership skills among individuals, of all ages, contributing to personal development and community empowerment; and
- Physical Education programs in schools play a crucial role in laying the foundation for lifetime physical activity and healthy habits, enhancing academic performance, and reducing the risk of chronic diseases; and
- Sports serve as a universal language that transcends boundaries, cultures, and backgrounds, uniting people in the spirit of fair play, respect, and camaraderie; and
- Educators, coaches, volunteers, and organizations dedicated to promoting physical education and sports work tirelessly to inspire, educate, empower individuals to reach their full potential; and
- Recognizing the importance of physical education and sports in fostering a healthier, happier, and more inclusive society, we celebrate National Physical Education and Sport Week with enthusiasm and dedication.

### **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. Throughout the year, SHAPE Maryland hosted several professional development sessions that included adapted physical education components and, in an effort to eliminate potential barriers, continued to offer free membership.

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

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

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

Brad Hunter, an adapted physical education teacher from Baltimore City Public Schools, was selected as SHAPE Maryland's Adapted Physical Education Teacher of the Year for the 2023–2024 school year.

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

SHAPE America is the national partner of SHAPE Maryland, and the Eastern District is one of five districts within SHAPE America. It comprises 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.

Jeffrey Watkins, an adapted physical education teacher from Montgomery County Public Schools and SHAPE Maryland's 2022-23 Adapted Physical Education TOY, was selected as the Eastern District Adapted Physical Education Teacher of the Year for SY2023–2024 and is now eligible for SHAPE America's National Adapted Physical Education TOY award.

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

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

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

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

Additionally, MAPEC hosted an in-person mini-conference on April 11th, 2024, at Old Mill High School in Millersville, Maryland. Presenters discussed equipment modifications, data collection, inclusion, and using visuals in adapted physical education. MAPEC also hosted several virtual "Shop Talks" where participants discussed current challenges and brainstormed potential solutions.

**Special Olympics Maryland**

The flagship program continues to be ....

## Appendices

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### APPENDIX A

#### MARYLAND STATE BOARD OF EDUCATION

##### Subtitle 06 SUPPORTING PROGRAMS

##### 13A.06.03.04 Operational Guidelines

##### Authority Educ. Art. §§7-4B-01 -7-4B-06

Equal Opportunity for Participation.

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

Athletics Equity for Students with Disabilities.

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

**APPENDIX B****MARYLAND STATE BOARD OF EDUCATION****Subtitle 06 SUPPORTING PROGRAMS****13A.06.04 Corollary Athletic Programs****.01 Purpose**

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

**.02 Definitions**

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.
  - 1. “Corollary Athletic Program” means a program that is not governed by the requirements of OCMAR 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. “Students with a disability” means:
    - a) A student who meets the definition of a “handicapped person as 5 C.F.R. § 84.3(j);
    - b) A student who meets the definition of a 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 of indicating that the interests and abilities of students with disabilities have been fully and effectively accommodated by the school systems Interscholastic Athletic or Corollary Athletic Program.

**.04 Corollary Athletic Programs**

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

**.05 Eligibility for Corollary Athletic Programs**

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

**.06 Complaints and Appeal Process**

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

**.07 Corrective Actions**

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

**.08 Annual Reports**

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

**APPENDIX C**

**Synopsis of Local Education Agency Reports**

Assessment	Allegany County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Board Policy JB and procedure JB-R1 - Equal Educational Opportunity                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• Board Policy IHBA, procedures IBHA-1, 2, and 3 - Corollary Physical Education and Athletics.                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• Interscholastic Athletics                             <ul style="list-style-type: none"> <li>• Student Eligibility Determination                                     <ul style="list-style-type: none"> <li>• All students who meet state and local eligibility criteria are permitted 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>• 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>• During the tryout, students with disabilities shall be allowed to use whatever modification or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, special equipment, etc. A student shall not be excluded from trying out merely for needing modifications or aids.</li> <li>• 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> </li> <li>• Pathway to Play Committee</li> </ul> </li> </ul>

Assessment	Allegany County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to maximize student opportunities and provide guidance for coaches. The Committee shall include:                             <ul style="list-style-type: none"> <li>• The supervisor of athletics</li> <li>• A school athletic director</li> <li>• An adapted physical education teacher</li> <li>• A special education representative</li> <li>• A school-based administrator</li> </ul> </li> <li>• Upon the request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the Mainstream Interscholastic Athletic Program is referred to the Pathway to Play Committee will consider the eligibility of each student on a case-by-case basis. The Committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation.</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• To make its determination, the Committee shall apply the following four-point criteria: Do the accommodations or modifications:                             <ul style="list-style-type: none"> <li>• Fundamentally alter the sport?</li> <li>• Provide a competitive advantage to the student?</li> <li>• Competitively disadvantage other participants?</li> <li>• Significantly increase the risk of injury for the student or other athletes?</li> </ul> </li> <li>• The Pathway to Play Committee shall render one of the following determinations for each student referred:                             <ul style="list-style-type: none"> <li>• The student is able to participate in the interscholastic athletic program with accommodations.</li> <li>• The student is able to participate against or alongside other athletes in individual events with allowable accommodations or modifications.</li> <li>• The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.</li> </ul> </li> </ul>

Assessment	Allegany County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<p>Corollary Athletic Program</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Corollary Athletic Program shall include co-ed teams of disabled and non-disabled students who meet eligibility requirements.</li> <li>• Allegany County Public Schools shall provide:                             <ul style="list-style-type: none"> <li>• Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program.</li> <li>• Corollary Athletic Program coaches.</li> <li>• Team uniforms and game equipment.</li> <li>• Transportation for teams to travel in order to compete if appropriate.</li> </ul> </li> <li>• Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program:                             <ul style="list-style-type: none"> <li>• Are secondary school students in grades 9-12.</li> <li>• Are officially registered and attend an Allegany County Public School.</li> <li>• Submit a parent/guardian permission form for participation.</li> <li>• Submit a medical approval form.</li> </ul> </li> <li>• Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• ACPS has partnered with Special Olympics of Maryland to offer programs in Unified Flag Football in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring.</li> <li>• Each sports season consisted of three competitions and practices twice a week for eight weeks.</li> <li>• ACPS provides                             <ul style="list-style-type: none"> <li>• Rules, guidelines and modifications for each activity or sport to ensure greater student participation and success within the program,</li> <li>• Corollary athletic program coaches,</li> <li>• Team uniforms and game equipment, and</li> <li>• Transportation for teams to travel in order to compete.</li> </ul> </li> </ul>

Assessment	Allegany County Public Schools
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>All students are encouraged to participate in extracurricular programs and announcements are made in the school and community to make students and parents/guardians aware of the various options. During the IEP process, the parents and students will be made aware of the opportunity to participate in an athletic program and the eligibility requirements needed for participation. School counselors, teachers and IEP committee members will be made aware of the opportunity so they can obtain information from students who are interested.</li> </ul>

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

Assessment	Anne Arundel County Public Schools
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Assessment	Baltimore City Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Rules in Athletics Handbook, Section 1 B. Academic Eligibility (5)                             <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<p>All students must be given an opportunity to compete for a roster spot provided their participation does not present a health or safety risk and does not fundamentally alter the sport.</p> <ul style="list-style-type: none"> <li>Determination of Student Eligibility:                             <ul style="list-style-type: none"> <li>All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can tryout for any mainstream interscholastic sports team.</li> <li>Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport.</li> <li>During a tryout, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk.</li> <li>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.</li> </ul> </li> <li>Pathway to Play Committee                             <ul style="list-style-type: none"> <li>Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to provide to the fullest extent possible opportunities for disabled students and provide guidance for coaches. The committee shall include:                                     <ul style="list-style-type: none"> <li>The Coordinator for Interscholastic Athletics</li> <li>A school athletic director</li> <li>An adapted physical education teacher</li> </ul> </li> </ul> </li> </ul>

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

Assessment	Baltimore County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Policy 6702, Rule 6702, Office of Athletic Statement</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<p>Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team.</p> <ul style="list-style-type: none"> <li>• Determination of Student Eligibility.                             <ul style="list-style-type: none"> <li>• Extent of the tryout period.</li> <li>• Criteria used to select team.</li> <li>• Number to be selected.</li> <li>• Practice commitment, if selected.</li> <li>• Game commitment.</li> </ul> </li> <li>• 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.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• Beginning in the 1994-95 school year, Baltimore County Public Schools has offered the Allied Sports Program. The program affords students with disabilities an equal opportunity for participation in corollary allied sports. There are three sports offered, one per season. Soccer is offered in the fall, Bocce in the winter, and Softball is offered in the spring. All team activities are co-ed with appropriate rule modifications to ensure a safe and successful experience for all students, regardless of ability.</li> <li>• The structure of the existing Corollary Allied Sports Program has the sameness as all other interscholastic sport offerings. Team practices are held each day after school for soccer, softball, and bocce. Team games and matches are scheduled approximately one to two times per week throughout the season.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• A thorough needs assessment is done through collaboration with the Office of Athletics, Special Education, Athletic Directors, and other stakeholders.</li> </ul>

Assessment	Calvert County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Policy 3440</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<p>Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team.</p> <ul style="list-style-type: none"> <li>• Determination of Student Eligibility:                             <ul style="list-style-type: none"> <li>• All students meeting the state and local eligibility criteria for enrollment, age, academics, attendance, conduct, and medical clearance can tryout for any mainstream interscholastic sports team.</li> <li>• Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport.</li> <li>• During a tryout, a student must be allowed to use any aide or modification needed to play the sport, provided it does not pose a safety risk.</li> <li>• 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.</li> </ul> </li> <li>• Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall:                             <ul style="list-style-type: none"> <li>• State the alleged violation;</li> <li>• Contain a brief statement of facts necessary to understand the complaint;</li> <li>• Contain a brief statement of relief sought; and</li> <li>• 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> </ul> </li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Assessment	<ul style="list-style-type: none"> <li>Calvert County Public Schools</li> </ul>
<b>Needs Assessment</b>	<ul style="list-style-type: none"> <li>A thorough evaluation of interest among the special needs population.</li> </ul>

Assessment	Caroline County Public Schools
<b>Policies Related to Athletic Opportunities for Students with Disabilities</b>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Assessment Criteria and Appeals Process</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The assessment criterion established by CCPS are:             <ul style="list-style-type: none"> <li>Does the student meet the eligibility requirements?</li> <li>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 &amp; determining how accommodations will be provided.</li> </ul> </li> <li>Parents, guardians, or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation. The written complaint shall:             <ul style="list-style-type: none"> <li>State the alleged violation;</li> </ul> </li> </ul>

Assessment	Caroline County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• Contain a brief statement of facts necessary to understand the complaint;</li> <li>• Contain a brief statement of relief sought; and</li> <li>• Be filed within 30 days of the discovery of the alleged violation.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• Both high schools hold an appropriate recognition/culminating program for deserving athletes.</li> <li>• Caroline County Public Schools recognizes individuals and/or high school teams as appropriate for significant awards earned in regional and/or state competition.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Assessment	Carroll County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Board Policy IHBA</li> </ul>

Assessment	Carroll County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• The assessment criterion established by CCPS are:                             <ul style="list-style-type: none"> <li>• Does the student meet the eligibility requirements?</li> <li>• Does the student’s present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport?</li> <li>• 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 &amp; determining how accommodations will be provided.</li> </ul> </li> <li>• Pathway to Play                             <ul style="list-style-type: none"> <li>• Parents, guardians or legal representatives of students with disabilities may file a written complaint with the local superintendent of schools regarding an alleged violation.</li> <li>• The written complaint shall:                                     <ul style="list-style-type: none"> <li>• State the alleged violation;</li> <li>• Contain a brief statement of facts necessary to understand the complaint;</li> <li>• Contain a brief statement of the relief sought; and</li> <li>• Be filed within 30 days of the discovery of the alleged violation.</li> </ul> </li> </ul> </li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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 &amp; 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.</li> <li>• 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.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• To determine the level of interest &amp; ensure the sport is appropriate for the greatest number of students with various types of disabilities, student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers, and special education professionals, and resource teachers were taken into account when making the decisions.</li> </ul>

Assessment	Cecil County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>Students with disabilities have the same opportunities as all other students in trying out for a team. If modifications/accommodations are needed these are taken into consideration during the tryout period. Coaches determine the final roster based on skill testing, competitive demeanor, and the student’s ability to function in a team environment.</li> <li>An appeals process as mandated by state law is available when necessary for each school.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>Cecil County participates in the Special Olympics Maryland Unified Tennis program in the fall and the Unified Outdoor Bocce program in the spring. Bowling is offered in the winter at the High School Level.</li> <li>At the Middle School Level, we offer Unified Bocce and Unified Track &amp; Field programs.</li> <li>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>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Assessment	Charles County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities:                             <ul style="list-style-type: none"> <li>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 accommodation 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.</li> </ul> </li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>Upon the request of a student, teacher, parent, or coach, any student with an IEP or 504 Plan who wishes to participate in the mainstream athletic program is referred to a system-based committee that will consider the eligibility of each student on a case-by-case basis. The committee will conduct a review of the student and the sport, consult with the Maryland Public Secondary School Athletic Association (MPSSAA), and determine the accommodations and/or modifications necessary to enable the individual student’s participation.</li> <li>To Assistant Superintendent/designee.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>Charles County Public Schools (CCPS) and Special Olympics Maryland (SOMD) partnered to offer Unified Tennis in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. The Unified Sports Corollary Model is designed to combine groups of students with and without disabilities to participate together in athletic competitions. The Unified/Corollary athletic program includes co-ed teams comprised of students with and without disabilities who meet eligibility requirements.</li> <li>CCPS provides:                             <ul style="list-style-type: none"> <li>rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program;</li> <li>corollary athletic program coaches and coordinators;</li> <li>team uniforms and game equipment; and</li> <li>the transportation for teams to travel in order to practice and compete.</li> </ul> </li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.</li> </ul>

Assessment	Dorchester County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<p style="text-align: center;"><b>Policy fully adopted in May 2011.</b></p> <p style="text-align: center;"><b>340.02 Revised 9/21/2017</b></p> <ul style="list-style-type: none"> <li>• PURPOSE                             <ul style="list-style-type: none"> <li>• To establish a uniform, county-wide policy for promoting and protecting the inclusion of students with disabilities in physical education and athletic programs.</li> </ul> </li> <li>• DEFINITIONS                             <ul style="list-style-type: none"> <li>• Adapted Physical Education Program- a physical education curricular program developed for a student with a disability.</li> <li>• Corollary Athletic Program- an athletic program that is not governed by the requirements of the Maryland Public Secondary Schools Athletic Association (MPSSAA) and which is specifically designed to combine groups of students with and without disabilities together in physical activity.</li> <li>• Interscholastic Athletic Program - an athletic program that is governed by the requirements of the MPSSAA detailed in COMAR 13A.06.03.</li> <li>• Mainstream Physical Education- a curricular program in physical education that is aligned to the Maryland state curriculum.</li> </ul> </li> <li>• POLICY STATEMENT                             <ul style="list-style-type: none"> <li>• 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 accommodation 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 Dorchester County Public School may participate until twenty-one years of age.</li> </ul> </li> <li>• EXCEPTIONS                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• GUIDELINES</li> </ul>

Assessment	Dorchester County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• COMAR.13A.04.13- PROGRAM IN PHYSICAL EDUCATION</li> <li>• COMAR 13A.06.03- INTERSCHOLASTIC ATHLETICS IN THE STATE</li> <li>• COMAR 13A.06.04- COROLLARY ATHLETIC PROGRAMS</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents, guardians, or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.</li> <li>• 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</li> <li>• Students must achieve certain academic and conduct standards to participate in extracurricular 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.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Two practices per week are held with two competitions between the county high schools and a culminating state tournament.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Assessment	Frederick County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• BOE Policy 309 – Discrimination Unlawful</li> <li>• BOE Policy 404 – Students’ Responsibilities and Rights</li> <li>• FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973</li> <li>• BOE Policy 509 – Extracurricular Activities; FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students with Disabilities</li> <li>• Regulation #400-56 – Establishment of New Athletic Activities</li> <li>• Regulation #400-48 – Bullying-Harassment-Intimidation Complaint Process for Students</li> <li>• Regulations #400-54 – Title IX Athletic Program Review; (8) Regulations #400-22 – School Individualized Education Program.</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• The coaching staff, athletic directors and special education teachers at each school will determine whether the participation of a student with a disability will:                             <ul style="list-style-type: none"> <li>• present a safety risk; or</li> <li>• fundamentally alter the nature of the mainstream athletic program.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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. 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.</li> <li>• 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.</li> </ul>

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

Assessment	Garrett County Public Schools
<b>Policies Related to Athletic Opportunities for Students with Disabilities</b>	<ul style="list-style-type: none"> <li>• Policy 347.7 and Procedure JJA</li> </ul>
<b>Assessment Criteria and Appeals Process</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Description of Types of Alternative Sports Programs and Structure</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

Assessment	Garrett County Public Schools
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Assessment	Harford County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Physical Education and Athletic Programs for Students with Disabilities Policy.</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>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 accommodation, based on medical, 504 plan, or IEP, the special educator, school counselor, or nurse is consulted, and the support needed is put into place.</li> <li>It is the same as any other athlete, they would meet with the coach first. The next step would be to meet with the coach, athletic director and a building administrator. Finally, there would be an appeal to the Supervisor of Interscholastic Athletics. The meeting should focus on the criterion that was set up at the beginning of season for team members, the reasons why a student did not make the team, and recommended areas of improvement.</li> </ul>

Assessment	Harford County Public Schools
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>Harford County began the Sports for Life program in 1999 with basketball. The program has evolved into three seasons at the high school level. In 2022-2023 two seasons at the middle school level were added including a middle school Sports for Life Coordinator. Currently, Harford County Public Schools offers a Sports for Life, Corollary High school program consisting of Corn Hole in the Fall, Bowling in the Winter and Basketball in the Spring. A Sports for Life, Corollary Middle school program consisting of Bowling in the Winter and Bocce in the Spring.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>The Supervisor of Interscholastic Athletics, the middle school Coordinator of Sports for Life, the high school Coordinator of Sports for Life and the middle school and high school Athletic Directors collaborate to plan and structure the activities. Practices are set up by the coach of the activity at each school just like a regular sports team. Through scheduling with Athletic Directors teams are given equal access to the athletic facilities and rotated in the athletic program's practice schedule. A county wide tournament is held at the end of each season</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>Parents and students are made aware of the Sports for Life opportunities through school staff efforts. Student interest is considered when selecting the activities. Differentiation is used to enhance competition by putting similar skilled teams in competitive situations. Sports are modified so all students have success.</li> <li>After each season, coaches are surveyed to solicit feedback to improve future events.</li> </ul>

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

Assessment	Howard County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>All students who tryout for athletic teams are subject to the same criteria that the coach sets up prior to the beginning of practice. The coach(s) are responsible for applying the criteria. If it is determined that a student needs accommodations, the special educator is contacted to assist the coach.</li> <li>It is the same as any other student, they would meet with the coach first. The next step would be to meet with the coach and athletic director and a building administrator. The next step would be to appeal to the supervisor. The meeting should focus on the criterion that was set up at the beginning of tryouts, the reasons why a student did not make the team, and recommended areas of improvement.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>The HCPSS models an Allied Sports Program after the long-established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA &amp; HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment, supplies, and uniforms is provided.</li> <li>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.</li> <li>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.</li> </ul>

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

Assessment	Kent County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Eligibility for Participation in Extracurricular Activities; Procedure Number 600-85.</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• All students who meet state and local eligibility criteria have an equal opportunity to tryout for the mainstream athletic program.</li> <li>• Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission.</li> <li>• 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>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Assessment	Kent County Public Schools
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Assessment	Montgomery County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>MCPS IQA-RA, Administration of the High School Interscholastic Athletics Program  <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iqara.pdf</a> <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li>MCPS Policy IOB, Education of Students with Disabilities  <a href="http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf">http://www.montgomeryschoolsmd.org/departments/policy/pdf/iob.pdf</a> <ul style="list-style-type: none"> <li>Establishes the MCPS commitment to participation opportunities for students with disabilities in all aspects of school life, including extracurricular activities.</li> </ul> </li> <li>IQA-RA                             <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>

Assessment	Montgomery County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The student would then appeal the decision to the Pathway to Play Committee. The committee would apply a three-pronged set of criteria that will result in one of three potential decisions/recommendations.             <ul style="list-style-type: none"> <li>• 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.</li> <li>• Based on these three criteria, the decision of the committee would include whether the student may participate in:                 <ul style="list-style-type: none"> <li>• a mainstream interscholastic team sport,</li> <li>• a mainstream interscholastic individual sport, or</li> <li>• a sport in the Corollary Athletics Program.</li> </ul> </li> </ul> </li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• As part of the interscholastic athletics program, MCPS offers three Corollary athletics programs for students with disabilities and students without disabilities: Pickleball in the fall, Bocce in the winter, and Allied Softball in the spring.</li> <li>• Seasons are approximately 8 weeks in length, including two weeks of practice before the first game, followed by 6 weeks of contests and practices. Generally, after the first two weeks, there are approximately four days of practice and one contest per week. Teams compete for both division and countywide championships.</li> </ul>

Assessment	Montgomery County Public Schools
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>A workgroup was developed consisting of approximately 25 teachers, athletics specialists, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based on this input, the group initially recommended potential sports that include: Unified Track and Field in the fall, Unified Bocce in the winter, and Allied Softball in the spring. The sports that were ultimately chosen were appropriate using a number of criteria, including level of interest, facilities, number of students who could participate, and the status of the sport (for instance, the sports that MCPS chose are all recognized by the International Olympic Committee, and all are activities included in Special Olympics). Largely because of lack of participation, MCPS discontinued Unified Track and Field after the fall 2011 season and implemented team handball in its place as the MCPS fall corollary sport. Team handball was implemented as a pilot in eleven schools in the fall 2012 season. Full implementation of team handball occurred in the fall 2013 season. Participation in team handball decreased significantly during and following the COVID-19 pandemic. As a result, pickleball was piloted at 11 schools during the fall 2023 season (team handball was offered at two schools). Due to the successful pilot, pickleball will be offered at all 25 high schools and team handball will be discontinued beginning with the fall 2024 season.</li> </ul>

Assessment	Prince Georges County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Administrative Procedure 5129 and Administrative Procedure 5122 for students with disabilities.</li> </ul>

Assessment	Prince Georges County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• All students may try out for interscholastic athletics.</li> <li>• The high school coach shall determine if a student can participate in the interscholastic athletics program. The athletic director and high school principal shall be consulted as well in determining if a student can participate without endangering himself/herself. Including the student with disabilities may not fundamentally alter the sport. The National Federation of High Schools Rule Book for the specific sport is consulted in the event accommodations are needed to assist students with disabilities in their quest to participate in an interscholastic athletics program.</li> <li>• We have established a Pathway to Play Committee to review cases that may arise. Parents may appeal to this Committee.</li> <li>• A parent may appeal the decision of the Committee to the superintendent of schools or his/her designee.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• PGCPs has a Corollary Athletic Program for students with disabilities and students without disabilities as partners. Corollary Softball in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring are the sports in which the students compete during the school year.</li> <li>• Students are expected to practice daily when school is in session. The sports season begins approximately 2 weeks later than the traditional interscholastic program. The teams participate in approximately 50 - 70% of the games the varsity sports teams would have.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• Athletic Directors and/or designated staff are involved with the specifics for the schedule and to determine needs and develop plans for successful implementation of the program. School staff are notified to have students participate in the different activities offered.</li> </ul>

Assessment	Queen Anne’s County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>All students follow the regulations and policies contained in the Guide for Student Athletes and Parents.</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>Student Eligibility Determination                             <ul style="list-style-type: none"> <li>All students who meet state and local eligibility criteria have an equal opportunity to tryout for the mainstream interscholastic athletic program. Among those criteria are enrolled student status, age, academic eligibility, attendance eligibility, conduct eligibility, medical approval and parent permission.</li> <li>Students with disabilities who meet the eligibility requirements shall not be excluded from the tryout unless inclusion presents an objective safety risk to the student or others based on an individual assessment of the student or fundamentally alters the nature of the mainstream athletic program.</li> <li>During the tryout, a student with disabilities shall be allowed to use whatever modifications or aids he/she usually uses to play the sport. Such modifications might include racing wheelchairs, artificial limbs, interpreters for deaf students, changes in position, or special equipment. A student shall not be excluded from trying out merely for needing modifications or aids.</li> <li>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> </li> <li>Pathway to Play Committee                             <ul style="list-style-type: none"> <li>If needed, Queen Anne’s County Public Schools shall convene a Pathway to Play Committee to provide to the fullest extent possible opportunities for students with disabilities and provide guidance for coaches. The committee shall include:                                     <ul style="list-style-type: none"> <li>The Supervisor of Athletics for Queen Anne’s County Public School   <ul style="list-style-type: none"> <li>The school athletic director from the high school that student with disabilities does not attend.</li> <li>A physical education teacher from the student with disabilities’ high school.</li> <li>A representative from the Office of Special Education Services.</li> <li>The Assistant Superintendent of Instruction.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

Assessment	Queen Anne’s County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• To make the determination, the committee shall apply the following four-point criteria: do the accommodations, modifications or aids:               <ul style="list-style-type: none"> <li>• Fundamentally alters the sport?</li> <li>• Provide a competitive advantage to the student?</li> <li>• Competitively disadvantage other participants?</li> <li>• Significantly increase the risk of injury for the student or other athletes?</li> </ul> </li> <li>• The Pathway to Play Committee shall render one of the following determinations for each student referred:               <ul style="list-style-type: none"> <li>• The student is able to participate in the interscholastic athletic program with accommodations.</li> <li>• The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids</li> </ul> </li> <li>• The student is unable to participate in individual or team spots because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program.</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Assessment	St. Mary's County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>IHBAA Physical Education and Athletic Programs for Students with Disabilities Policy - Adopted September 8, 2010.</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>Determination of Student Eligibility                             <ul style="list-style-type: none"> <li>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.</li> <li>Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport.</li> <li>During a tryout, a student must be allowed to use any aid or modification needed to play the sport, provided it does not pose a safety risk.</li> <li>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.</li> </ul> </li> <li>Pathway to Play                             <ul style="list-style-type: none"> <li>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.</li> <li>A chain of command is outlined for parents or guardians to follow if they choose to file an appeal. Students with disabilities who are unable to access the mainstream program will be encouraged to participate in the Corollary Sports Program.</li> </ul> </li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>The Corollary Sports Program offers Cycling in the fall, Bowling in the winter, and Bocce in the spring.</li> <li>The length of the seasons is 4 weeks with the first, second, and third week practice sessions devoted to skill development and assessments. The final week of the season is devoted to bringing participants together for combined activities/competition.</li> </ul>

Assessment	St. Mary's County Public Schools
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>

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

Assessment	Talbot County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Corollary Athletic Program for Students with Disability POLICY CODE 9.16.</li> </ul>

Assessment	Talbot County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• Determination of Student Eligibility                             <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The athletic director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success.</li> </ul> </li> <li>• Pathway to Play                             <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The written complaint shall:                                     <ul style="list-style-type: none"> <li>• State the alleged violation;</li> <li>• Contain a brief statement of facts necessary to understand the complaint;</li> <li>• Contain a brief statement of relief sought; and</li> <li>• Be filed within 30 days of the discovery date of the alleged violation."</li> </ul> </li> <li>• 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.</li> </ul> </li> </ul>

Assessment	Talbot County Public Schools
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School.                             <ul style="list-style-type: none"> <li>• 2010, a Unified Bocce program was implemented.</li> <li>• 2010-11SY, the program was expanded to include Unified Tennis in the fall.</li> <li>• 2011-12SY, Unified Strength and Conditioning was added for the winter season.</li> </ul> </li> <li>• With the addition of Strength and Conditioning, we now offer Unified Sports programming for all three seasons.</li> <li>• 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.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• The TCPS Coordinator of Special Education and the TCPS County Athletic Director continue to collaborate with Special Olympics Maryland in the selection of activities for our Unified Sports Program. Some factors considered in sport selection include facilities, finances, schedules, coaches, equipment, as well as the ability level of potential athletes and partners. Aligning the Unified Sports Program with existing interscholastic sports offered at both schools is also a strategy to heighten student interest level. In addition, unified sports information is included in the quarterly SPED parent newsletters.</li> </ul>

Assessment	Washington County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities.                             <ul style="list-style-type: none"> <li>• The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and tryout for, and, if selected, participate in mainstream athletic programs. It also states that appropriate accommodations are to be provided as well as adaptive physical education programs and corollary athletic programs are available for students. The policy also includes a section for definitions and exceptions.</li> </ul> </li> <li>• Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities.</li> </ul>

Assessment	Washington County Public Schools
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>• Determination of Student Eligibility                             <ul style="list-style-type: none"> <li>• All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements.</li> <li>• 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.</li> <li>• 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.</li> </ul> </li> <li>• Pathway to Play                             <ul style="list-style-type: none"> <li>• This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member.</li> <li>• The four-point criteria will include:                                     <ul style="list-style-type: none"> <li>• whether there is an increased risk of injury for the student or other participants,</li> <li>• whether the sport is fundamentally altered,</li> <li>• whether the student gains a competitive advantage, or</li> <li>• whether other participants are competitively disadvantaged.</li> </ul> </li> <li>• The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate:                                     <ul style="list-style-type: none"> <li>• in a mainstream interscholastic sport, or</li> <li>• in a Corollary Sport program.</li> </ul> </li> <li>• Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee.</li> <li>• A student, parent, or legal guardian may appeal the committee's decision according to WCPS regulation IHBA-R.</li> </ul> </li> </ul>

Assessment	Washington County Public Schools
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• Pre-season meetings and training sessions with athletic administrators, coaches, teachers, students, and parents.</li> <li>• Collaboration with special education team leaders.</li> <li>• Collaboration and articulation with middle schools and "Best Buddies" Programs.</li> <li>• Sign-up numbers at pre-season student meetings.</li> <li>• Post-season evaluation of student numbers and annual review of the WCPS Unified Sports program.</li> </ul>

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

Assessment	Worcester County Public Schools
<p><b>Policies Related to Athletic Opportunities for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12</li> </ul>
<p><b>Assessment Criteria and Appeals Process</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Refer to Worcester County's "Complaints and Appeal Process."</li> </ul>
<p><b>Description of Types of Alternative Sports Programs and Structure</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>

## APPENDIX D

## Physical Education Requirement Memorandum



Mohammed Choudhury  
State Superintendent of Schools

**To:** Coordinators and Supervisors of Standards-Based Physical Education  
**From:** Jason Semanoff, Director of Comprehensive Health and Physical Education   
**Date:** August 01, 2023  
**Subject:** Student Participation in Standards-Based Physical Education Programs

**Standards-Based Physical Education Requirements**

Local education agencies (LEAs) must provide an instructional program in physical education for all students in grades PreK-8 each year to meet the requirements of the [State Framework](#). Further, each LEA must offer a standards-based physical education program in grades 9-12, enabling students to meet graduation requirements and select electives that align with the State Framework.

Amendments to Code of Maryland Regulations (COMAR) [13A.04.13.01](#) became effective on July 12, 2021. For example, local education agencies (LEAs) 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 punishment unless the student is suspended.

**Students with Disabilities**

LEAs must provide reasonable accommodations to ensure [students with disabilities](#) have an equal opportunity to participate in mainstream standards-based physical education programs to the fullest extent possible. Education Article, §7-4B, Annotated Code of Maryland requires adapted, allied, or unified standards-based physical education programs to be made available and adequately funded by the LEA. A student's individualized education program (IEP) or 504 plan may reflect how students will meet standards-based physical education program outcomes.

**Temporarily Injury or Illness**

An individualized action plan must be developed in collaboration with the parent/guardian, teacher, and, when appropriate, a medical care provider for students who are temporarily unable to participate in the standards-based physical education program. This action plan must provide appropriate learning experiences aligned with the State Framework.

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

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

## APPENDIX E

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

Reporting Period: September 1, 2023, through May 15, 2024

Reporting Procedure: Local Education Agency Supervisors of physical education and/or adapted physical education were emailed a link to an electronic form on March 18, 2024. The form is below.

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

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

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

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

All information must be entered on this form and submitted by May 15th, 2024.

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

Local Education Agency: \_\_\_\_\_

1. How have the physical education and special education offices in your LEA collaborated regarding issues to promote and protect the inclusion of students with disabilities into mainstream physical education?
2. What new professional development opportunities were offered?
3. What were the outcomes of the new professional development opportunities?
4. What resources have been developed, provided, or revised for students with disabilities or for adapted physical education?
5. Identify the key challenges your school system and/or individual schools face in delivering physical education instructional programs to students with disabilities. Have these challenges changed since last year?
6. In what areas could the Maryland State Department of Education provide further assistance that would address your key initiatives and challenges?

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

## APPENDIX F

### Local Education Agency Responses

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

Local Education Agency	Responses to Question #1: Collaboration between Offices
<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.</p> <p>The Physical Education and Special Education departments work together to ensure that all services are met for all students. Collaboration between both departments is ongoing. Physical Education teachers ensure all students are included in daily lessons and students with disabilities needs are met.</p>
<b>Anne Arundel</b>	<p>Special Education has provided funding for after school professional development opportunities for Physical Education teachers (and other cultural arts teachers - Music, Art, Media, EEE) which included topics such as Working with Teaching Assistants, Working with Related Service Providers, Assistive Technology, Teaching Students with Challenging Behaviors, and the IEP/504 process.</p> <p>They also provided funding for a full day adapted physical education professional development for PE teachers who are serving as APE service providers. Special Education provided funding for 2 teachers to attend a national convention to learn more about APE.</p> <p>We will be collaborating on creating guidance for grading students in our separate classrooms, goal writing for students in our developmental centers and staffing for upcoming years.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p><b>Baltimore City</b></p>	<p>Adapted Physical Education (APE) is supported by the Academics Office, specifically, the Office of Special Education - Related Services Unit and the Office of Teaching &amp; Learning – Health &amp; Physical Education.</p> <p>From these offices, the Coordinator of Health and PE, the Educational Specialist II for Health &amp; PE, and the Educational Associate for APE collaborate regularly to plan teacher trainings and professional learning activities to promote the inclusion of all students in general physical education classes. All APE teachers work with students with disabilities, in accordance with IEP requirements and the following service delivery models: Direct services - administered through one-on-one sessions between student and teacher for the required amount of time focusing on IEP goals and objectives. Co-teaching - the APE teacher and the general PE teacher work side by side to aide students with APE services in their least restrictive environment.</p> <p>In this model, APE teachers will often deliver services via small group sessions and provide one-on-one guidance and support for the student(s) requiring APE services. Consultative – the APE teacher provides supplementary aids and services to general PE teachers who have students with IEP services in their classes. These consultative sessions often include recommendations for curricular modifications and adaptations and equipment adaptations to allow those students receiving services access and inclusion to the general physical education program in the least restrictive environment. City Schools has three (3) school-based APE teachers who staff each of the separate public day schools, providing direct APE services to students enrolled in those schools. In addition, there are five (5) itinerant, city-wide APE teachers who provide APE services using the direct and co-teaching service models to students or via consultation with the student and/or general PE teacher for students with APE services on their IEP. These staff support 160 City Schools students receiving APE services as a part of their IEP.</p> <p>Currently, of the 160 students receiving these services, 70 receive direct service, 22 receive indirect (co-teaching) service, and 68 receive consultative service. There are 25 students receiving direct service who also have consultative services for physical education as an extra support.</p> <p>The model of adapted physical education service delivery and associated documentation continues to shift toward being more consultative to provide students with what they need to be successful in the least restrictive environment. This shift requires knowledge of students with disabilities and adaptations and modifications that can be made by general PE teachers. APE teachers directly support general PE teachers by planning and developing professional learning opportunities in the areas of equity, diversity, inclusion, adaptation of instructional materials, visual aids, and Special Olympics.</p> <p>In addition, APE teachers; Complete service delivery documentation Receive training to ensure IEPs are accurate and aligned with student needs Execute APE assessments and assessment reports Write and submit IEP progress reports and report cards Update and maintain IEP records Attend IEP meetings.</p> <p>Lastly, as part of the ongoing effort to enhance inclusion practices, the Academics Office is in the early stages of creating a “Unified Physical Education and Leadership” elective course. This course would allow students of all abilities to participate collectively in developmentally appropriate activities. Through ongoing leadership opportunities, students enrolled in this course will be empowered to create a more inclusive and accepting school environment.</p>
<p><b>Baltimore County</b></p>	<p>The members of the Adapted Physical Education (APE) Resource Team are each assigned a division/area within the office of Special Education (Teaching and Learning, Compliance, and Related Services) to serve as a conduit for communication. APE resource teachers attend monthly IEP chair meetings where they can access current information and policies in special education.</p> <p>The APE team shares pertinent information with Physical Education Teachers, IEP Chairs/Facilitators, Special Education Department Chairs, and Student Support Team Chairs during various professional development opportunities, through the online learning management system, and during one-on-one consultation. A Unified Physical Education class has been field tested at the middle school level to bridge the gap between special and general physical education classes.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<b>Calvert</b>	<p>The physical education and special education offices periodically hold meetings to discuss updates, progress, needs, and supports in the area of Adapted Physical Education. The physical education office employs one APE Resource Teacher, and the special education office employs one APE Resource Teacher.</p> <p>Calvert County continues to have 22 of 23 schools which provide an all-inclusive Physical Education Setting. Calvert County does have one school (Calvert Country) that supports approximately 35 students in a self-contained environment. At this school physical education classes are considered to be outside of the general education setting. The objective for the learning environment is to support students by providing them with techniques and strategies so that they may successfully participate in recreational and lifetime activities.</p>
<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>APE consulting teacher works directly with PE supervisor and meets or conferences on a weekly basis to keep abreast of APE/PE updates. PE supervisor in collaboration with APE consultant provides opportunities to meet weekly with all PE/APE teachers to discuss all matters related APE.</p> <p>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 Ed PE teachers to incorporate modifications within the PE lesson. Schools are sharing materials/equipment to assist with needs at those respective schools.</p> <p>APE consultant created a resource links page to help PE/APE teachers with lessons, modifications, assessments, and many other resources. APE consultant/PE supervisor regularly attends staff meetings, special education Team Leader meetings, Citizens Advisory Council, Curriculum council, IEP meetings, MSDE meetings and Principals' meetings.</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>Special education has three dedicated adapted physical education teachers who work collaboratively with the physical education specialists and teachers to promote inclusion in physical education.</p> <p>The resource teachers and PE specialists visit schools together to observe classes and provide feedback to teachers, encouraging the involvement of all students in physical education. The adapted physical education resource teachers are integrated into the county's professional development team for in-service development and work to add various programs and resources for teachers.</p> <p>Additionally, the APE resource teachers distribute information through compliance regarding the roles of physical education teachers in adhering to inclusion for students with unique needs.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<b>Dorchester</b>	<p>Across Dorchester County Public Schools (DCPS), beyond monitoring for compliance with the directives of Individualized Education Programs and 504 plans, there is a concerted effort made by both the Physical Education teachers and the Special Education staff at each school to co-plan and adapt lessons to make sure students with disabilities are accommodated and afforded the opportunity to participate in physical education classes with their peers to the fullest possible extent.</p> <p>Physical Therapists are also consulted to provide input on the development of effective plans and activities. In cases where students demonstrate anxiety with new/unfamiliar teachers and students, staff members serving as instructional aides have been very involved with helping make introductions and provide comfortable transitions. Teachers at each elementary, middle, and high school now are particularly encouraged by the results they have observed with the adapted measures implemented in their instruction that have helped to include students in wheelchairs in various activities, use medicine balls with straps for students who struggle to grasp, and using lowered basketball hoops or softer / larger balls for greater success.</p> <p>Physical Education teachers have internalized our processes to ensure students with disabilities have necessary resources (material and human resources) and are better equipped to educate those around them about our processes.</p>
<b>Frederick</b>	<p>Yes, the special education department and the curriculum department have been meeting regularly throughout the school year to review students and staff. The two departments have provided resources to staff supporting students with disabilities in Inclusive, Unified and Mainstream Physical Education.</p>
<b>Garrett</b>	<p>Physical education and special education offices collaborate through monthly instructional and administrative meetings. These meetings include directors, supervisors, administrators, coordinators, and other personnel as needed. The physical education staff are also invited and attend IEP meetings at schools, as needed, to help plan for inclusive physical education classes based on individualized student needs.</p> <p>The special education staff collaborates with the physical education staff to help plan and implement adapted physical education activities. Related service providers are also included in IEP and collaborative meetings to help plan for adapted physical education.</p> <p>In addition, feedback is sought from physical education teachers about additional professional development or equipment needs. GCPS has also implemented unified track, bocce, and tennis at the middle and high school levels, in addition to unified bocce at the elementary level. GCPS also has students who participate in the Blind Skier program. These events have high participation and are well attended by the school staff and community.</p>
<b>Harford</b>	<p>Training to all self-contained APE teachers and APE Itinerants from Office of Special Education compliance office for updated IEP writing requirements.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p><b>Howard</b></p>	<p>The Physical Education Office regularly collaborates with Special Education to design and execute county-wide professional development events, which take place in August, November, and February. These events are aimed at providing teachers with targeted professional learning opportunities focused on successfully implementing the curriculum and integrating students with disabilities into mainstream physical education classes.</p> <p>Furthermore, Adapted Physical Education (APE) teachers, who are part of the Special Education team, frequently collaborate with Physical Education teachers on various aspects including instruction, pedagogy, modifications, differentiation, and accommodations. This collaboration is tailored to individual student needs as outlined in their Individualized Education Programs (IEPs), ensuring their successful inclusion in mainstream physical education classes. This year, the Physical Education Office has furthered its collaboration with Special Education by expanding the Unified Physical Education and Leadership class. Additionally, efforts have been made to enhance the referral and assessment process for Adapted Physical Education. In one instance of collaboration, Adapted Physical Education leadership presented to Special Education instructional team leaders on several key topics. These included: The mission and vision of the Howard County Public School System (HCPSS) Physical Education and Adapted Physical Education programs. The purpose and significance of Adapted Physical Education.</p> <p>Details regarding the referral and assessment process for students requiring Adapted Physical Education services. Online resources available to all HCPSS staff to support the referral and assessment process. This presentation aimed to inform and educate Special Education instructional team leaders about the intricacies of the Physical Education and Adapted Physical Education programs, fostering better understanding and cooperation between the two departments.</p>
<p><b>Kent</b></p>	<p>Our physical therapist, special educators and PE teachers meet quarterly to review physical education standards, activities and how to modify activities so our students with disabilities are able to participate.</p>
<p><b>Montgomery</b></p>	<p>The Office Curriculum and Instructional Programs (OCIP) and Department of Special Education Services (DSES) have collaborated to promote the inclusion of students with disabilities in physical education and delivery of adapted physical education services. The collaborative effort has facilitated the involvement of physical education teachers in Individualized Education Program (IEP) and 504 Plan meetings to discuss concerns about specific students with disabilities in physical education. The physical education teacher assesses the student to determine the most appropriate instructional accommodations, curricular modifications, and continuum of adapted physical education placements.</p> <p>The physical education teacher, school counselor or special education teacher, and appropriate related service provider (occupational therapist, physical therapist, and speech pathologist) collaborate to determine appropriate instructional accommodations and curricular modifications in physical education to meet the students' individualized needs.</p> <p>OCIP and DSES collaborate to promote training of physical education teachers to adapt and modify curriculum for Alternative Learning Outcomes (ALO) through a systematic training program and support on determining appropriate curricular goals and approaches to learning and assessment. OCIP and DSES collaborate to provide appropriate teaching positions to schools with discrete programs to provide specialized teaching and instruction supporting student access to grade-level curriculum. HPE and the Office of Physical Disabilities collaborated to assure that students were being appropriately serviced in virtual physical education and goals and objectives were being met when appropriate.</p> <p>Offices have shared best practices coordinated services and identification of students for OT/PT/APE services. Presentation of information to school leaders (department chairs, case managers, and principals) regarding the APE service model and delivery of services.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p><b>Prince George's</b></p>	<p>The Adapted Physical Education Program continues 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.</p> <p>The goal is to increase LRE based on student needs. APE teachers also provide consult and support services to physical education teachers to assist them in providing a successful experience for all students in their classes. We are also in the early planning stages of redefining the role of the Adapted Physical Education Program to only provide APE services to students in Certificate track programs. We are scaling back services to students with IEPs in our Emotional (ED) programs and Autism programs because they are on the Diploma Track.</p> <p>These students are moving to general physical education classes with non-disabled peers. The Adapted Physical Education teacher (Special Education) 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 together 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.</p> <p>Physical education teachers continue to receive professional development on the delivery of modifications needed for students who have disabilities. The Professional Development has been a collaboration with Special Olympics Maryland. 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.</p> <p>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. 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>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<b>Saint Mary's</b>	<p>The Coordinator of Adapted Physical Education participates in bi-weekly and monthly meetings with the Supervisor of Special Education and the Director of Physical Education. Reports on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education in St. Mary's County Public Schools. Collaborates, reports and provides information from Maryland State Department of Education Adapted PE Steering Committee monthly meetings. Collaboration with direct service providers within SMCPs (vision teacher, physical, occupational and speech therapist) to provide PE Teachers with comprehensive information and strategies to best meet the needs of individual students.</p> <ul style="list-style-type: none"> <li>- Collaboration with the Physical Therapist to develop activities that can be implemented within the general education PE setting.</li> <li>- Attend PE classes to identify students' specific needs, provide PE Teachers with recommendations of modifications to their lessons to increase participation and engagement within the mainstream physical education classes.</li> <li>- Collaboration with special education teachers and case managers to ensure diploma bound students receiving Adapted PE services are registered to complete the graduation requirement PE course.</li> <li>- Review state guidelines with PE Teachers of the process of dismissing Adapted PE services from a student's IEP.</li> <li>- Support physical education teachers to develop and implement peer mentors to support students with disabilities during mainstream physical education to create an inclusive environment.</li> <li>- Provide Physical Education Teachers with instructional resources and specialized equipment to support and increase students' engagement when accessing the physical education curriculum.</li> </ul>
<b>Somerset</b>	<p>The Special Education Supervisor and the Physical Education Supervisor regularly discuss groups as well as specific students how to promote the inclusion of students with disabilities into mainstream physical education. These discussions allow both departments to work together to promote and protect inclusion of students. As an example: A student that is wheel chair bound was able to participate in "jump rope for heart" due to the collaboration between special education and physical education.</p>
<b>Talbot</b>	<p>New PE teachers met with the APE person from SPED.</p>
<b>Washington</b>	<p>Washington County Adapted Physical Education staff works collaboratively as a bridge between special education and physical education to advocate for LRE for students with disabilities. The APE staff works with special education staff for updated information and work with schools and physical education teachers to provide guidance with services. The APE staff are available for mainstream physical education teachers to help 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>Special Education Departments and Physical Educators have worked together to ensure students needing special services receive physical education in an inclusion setting.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p><b>Worcester</b></p>	<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!</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Our physical education teacher at Cedar Chapel Special School leads professional learning sessions to all physical education teachers during the school year.</li> <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.</li> </ul> <p>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, Enggrade. 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.</p>

What new professional development opportunities were offered?

Local Education Agency	Responses to Question #2: New Professional Development
<b>Allegany</b>	<p>All teachers receive professional development on 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.</p> <p>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>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.</p>
<b>Anne Arundel</b>	<p>At our annual August PD, we offered the following PDs:</p> <ul style="list-style-type: none"> <li>- Middle School Unified PE, 1% Better - Reaching My Full Potential and You Can Too!</li> <li>- Move United's Inclusive Playbook, Inclusion Strategies from SHAPE America</li> <li>- Young Athletes &amp; PreK PE, Game Plan for an Inclusive Class (NCHPAD)</li> <li>- Inclusive Fitness Outcomes - Learning and sharing ideas to create a unified and inclusive culture of fitness for all students; recognize key constructs of the definition of inclusion; Identify resources that may be beneficial to your program; explore resources for the Young Athletes Program; discover resources provided by Move United to begin a peer buddy program; explore the middle school unified PE curriculum and explain how it can be used by all classes.</li> </ul> <p>At our November PD, we had sessions on How to Create Inclusiveness in your PE and Dance classes, Adapted Health, and Working with Students with Autism in PE and Dance</p>
<b>Baltimore City</b>	<p>All professional learning opportunities for physical education teachers are developed with an equity lens. The design of all workshops includes strategies for modifying and/or adapting content, materials, and/or equipment to ensure all students can successfully access grade level learning objectives.</p> <p>Some highlights from SY 23-24 professional learning offerings include:</p> <ul style="list-style-type: none"> <li>- High Quality Physical Education is Adapted Physical Education</li> <li>- The Physical Education Learning Environment Student Centered Physical Education</li> <li>- Special Olympics Maryland (SOMD) Back Mapping an Inclusive Unit for All Learners Moving Beyond Busy, Happy, Good to Meaningful Physical Education Inclusive, Engaging, Safe, and FUN!</li> </ul>

Local Education Agency	Responses to Question #2: New Professional Development
<b>Baltimore County</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.</p> <p>Professional development sessions on teaching fitness to students with disabilities, universal design for learning, and teaching the separate adapted physical education class were provided to all physical education teachers.</p> <p>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 presented to provide support to teachers.</p> <p>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. In addition, teachers were provided updated and expanded resources on the BCPS Schoology (BCPS Learning Management System) APE Group.</p>
<b>Calvert</b>	<p>Professional Development opportunities are provided throughout the year for paraprofessionals and general educators. Calvert has scheduled for this calendar year 8 professional development days.</p> <p>Each of these days includes opportunity for the enrichment/development of skills/knowledge in the area of Inclusive Physical Education. At our most recent PD Day, titled “Learn it Today, Use it Tomorrow” we had 21 presenters across multiple curricular areas and also a few from the APE and PE department. These trainings were developed to increase awareness of how-to best support daily instruction within the PE setting as well as to provide opportunity to expand knowledge of equipment/environment modification to support students.</p>
<b>Caroline</b>	<p>Professional development in the areas of UDL is occurring at all PD session provided by the APE teacher specialist. Middle School teachers attended PD in the area of archery for new unit implementation. Two HS teachers are working with the APE teacher specialist on adapting curriculum for new HS PE course- Unified PE and Leadership course.</p>
<b>Carroll</b>	<p>Adapted PE consulting teacher provides individual and group professional development to APE teachers in the area of Best Practices, Goal/PLAAFP/Progress report writing and documentation as well as APE assessment administration.</p> <p>Professional development was also provided in the areas of switch activated equipment use.</p>
<b>Cecil</b>	<p>At our last professional development, several physical education teachers had the opportunity to go through the evaluation process. Updated training is being developed based on the new programmatic documents.</p> <p>Training will be provided to all physical education teachers in the fall of 2024. An overview of the new documents and resources will be provided. The Adapted Physical Education teacher is participating in professional development to improve her individual practices. The special Olympics of Maryland provided professional development for the Young Athletes Program, focusing on lesson plans and testing. In conjunction with the Special Olympics of Maryland, Unified Physical Education models are being developed as a way of fostering partnerships between students with and without disabilities.</p>
<b>Charles</b>	<p>Charles County has created a professional learning community for physical education to collaborate and learn about working with students with disabilities. Four sessions were held throughout the school year, each focusing on different topics: using peers in physical education, using visuals in physical education, the prompt hierarchy, and utilizing instructional assistants in physical education. All topics were presented through the lens of providing physical education services to students of all needs.</p>

Local Education Agency	Responses to Question #2: New Professional Development
<b>Dorchester</b>	<p>During the August 2023 professional development session, Physical Education teachers participated in district level professional development that specifically addressed: knowledge of laws; service delivery; instructional strategies; and positive behavior management strategies.</p> <p>Through the debrief from this, teachers shared they felt they were well aware of the foundation components to deliver effective and engaging instruction to students with disabilities. The Supervisor of Physical Education provides one-on-one and/or small group professional development sessions with new faculty.</p>
<b>Frederick</b>	<p>We have been very limited this year and it looks like next year too because of funding. Emily and Liz were able to share at the Elementary PL in January and the APE Itinerants were able to attend the Middle School PL in January and share with the teachers with a focus on using the weight room and cardio room with students who have disabilities.</p>
<b>Garrett</b>	<p>Due to the small number of students who require adapted physical education, professional development is provided to teachers on an as-needed basis.</p> <p>Our county representative attends the state adapted physical education meetings and disseminates the information to the other physical education teachers in the county. We also include a physical therapist to consult with the physical education teacher on the unique needs of specific students in regard to movement activities. In addition, GCPS received Banner Recognition from Special Olympics MD; which signifies that all four of our secondary schools meet ten national standards of inclusive practices.</p>
<b>Harford</b>	<p>PD for APE Itinerants and APE self-contained teachers on:</p> <ul style="list-style-type: none"> <li>- Strategies for skill instructions (micro skills)</li> <li>- Visuals to use for skill practice</li> <li>- Collaboration examples for instructional strategy support Modified equipment ideas</li> <li>- Skill assessments -micro skills and chart examples Invited APE teachers to SHAPE conferences</li> </ul>

Local Education Agency	Responses to Question #2: New Professional Development
<p><b>Howard</b></p>	<p>All physical education teachers received professional development on curriculum implementation and instructional design. Included in this was:</p> <ul style="list-style-type: none"> <li>- Targeted outcomes on providing modifications, accommodations, and differentiation.</li> <li>- Quarterly adapted physical education meetings are designed for the adapted physical education teachers.</li> <li>- Part of the design is for these teachers to share information with the teachers at the schools where they provide services.</li> <li>- In addition, this year, quarterly adapted physical education meetings have focused on the assessment and referral process to better serve students who may qualify for adapted physical education services.</li> </ul> <p>The adapted physical education program head works with individual physical education teachers to better service students with disabilities. Adapted physical education staff presented to general physical education teachers on “Using Reflection to Maximize Learning for All.” This session’s outcomes were for participants to understand how to use self-reflection as a tool to improve inclusion experiences in physical education, and to be able to apply at least one new instructional strategy to their teaching that will enhance student learning.</p> <p>Special Olympics Maryland presented to general and adapted physical educators on Unified Physical Education. In this session participants learned about Unified Physical Education, which is a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities.</p> <p>Adapted physical education staff presented with general physical education staff on adaptations for fitness stations in elementary physical education. Adapted physical education teacher from another school system presented to HCPSS adapted physical education staff on how to create “APE Toolboxes.” The outcomes for this session were: “I can name three reasons to have an APE Toolbox, I can support why specific APE Toolbox items would be helpful, and I can create an initial plan for my APE Toolbox.”</p>
<p><b>Kent</b></p>	<p>The young athletes program- our OT and PT collaborate to offer enrichment opportunities to students to refine gross motor skills.</p>
<p><b>Montgomery</b></p>	<ul style="list-style-type: none"> <li>- Maryland online Individualized Education Program (MOIEP) for Physical Education teachers.</li> <li>- Adapted Physical Education 3-credit CPD (HE-16) virtual/hybrid model.</li> <li>- New Teacher Orientation: Best Practices for ES and Secondary APE (new 3 additional preservice hours).</li> <li>- Professional Development: Physical Education for Students with Autism.</li> <li>- Asynchronous materials and course for paraprofessionals supporting physical education.</li> </ul>
<p><b>Prince George’s</b></p>	<p>We collaborated with AACPS APE, planned, and implemented a PD session on working with our severe and profound population in APE. This PD day included activities in APE and Adapted Aquatics. Presenters were Maryland Teachers of the Year and the President of the MD APE Consortium.</p> <p>Sessions included working with the early childhood population, manipulative skills, visuals in APE, and developing a Special Olympics Challenge Day for your students. APE staff from multiple LEA’s were present.</p> <p>We also work in conjunction with SHAPE MD, MAPEC, and other LEA’s and Universities to be available to present and attend PD sessions around the state. Members of our staff attended for the MAPEC and the Fairfax Co. Virginia conferences on Adapted Physical Education. We also provided presentations at Salisbury University in Adapted Aquatics.</p>

Local Education Agency	Responses to Question #2: New Professional Development
<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 materials of instruction in order to better meet the needs of students with disabilities. The outcome of the professional development highlighted that the proper instructional materials allowed students with disabilities to perform tasks more successfully. All professional development includes opportunities for teachers to explore adaptive modifications to the lesson.</p>
<b>Saint Mary's</b>	<p>Professional development opportunities are conducted by the Coordinator of Adapted Physical Education and monitored by the Director of Physical Education and Supervisor of Special Education. Training opportunities are offered to provide physical education teachers with the necessary knowledge, tools and information to support instruction for students with disabilities. Provide instructional resources for diverse learning environments to offer all students with exposure to a variety of physical activity skills, concepts and lifetime sport/recreation opportunities.</p> <p>Specialized training to provide Physical Education teachers with the process and procedures of the Adapted Physical Education process. Consultation request process, implementing interventions, administering a standardized assessment to determine eligibility, determining age equivalency/grade level of performance, completing an assessment report and determining appropriate services.</p> <p>Physical educators participate in Adapted Physical Education focused professional development opportunities that are conducted biannually. The training focuses on implementing consistent practices and procedures when teaching students with disabilities. Adapted Physical Education service provider training is offered to ensure that teachers understand and can effectively implement an IEP for students receiving services.</p> <p>Monthly after school professional learning community meetings are offered by the Coordinator for Adapted Physical Education Services and The Supervisor of Special Education Services. Collaboration with Special Olympics MD to provide Physical Education Teachers with information on various school based programs that can be implemented to provide a more inclusive physical education experience (ex.Young Athletes &amp; Unified PE).</p>
<b>Somerset</b>	<p>We have no new initiatives or programs this year. It is regular practice for Physical Education and Special Education Departments and individual teachers to collaborate and discuss issues if they arise.</p>
<b>Talbot</b>	<p>No NEW PD were created. Discussions on previous PD were conducted.</p>
<b>Washington</b>	<p>We provide our Adapted Physical Education staff opportunities to attend workshops and professional development to learn new information around adapted physical education and information from MSDE.</p> <p>At each of our county professional development days, we provide a session for Adapted Physical Education surrounded around modifications in general and working with students with IEP, BIP and 504 plans in the mainstream physical education environment.</p>
<b>Wicomico</b>	<p>Teachers are provided professional development highlighting updates in Adapted Physical Education, modifications, and inclusion.</p>
<b>Worcester</b>	<p>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 ahead, we hope to have more countywide PD opportunities.</p>

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

Local Education Agency	Responses to Question #3: Resource Development
<b>Allegany</b>	ACPS continues to work collaboratively with Frostburg State University to ensure that 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. ACPS H/PE departments.
<b>Anne Arundel</b>	Peer buddy program started at 6 elementary schools; Unified PE class started at 6 middle schools.
<b>Baltimore City</b>	The Office of Teaching and Learning and the Office of Special Education will continue to work collaboratively to ensure all students have access to an appropriate physical education program. This collaboration will focus on the continuous improvement of guidance related to the identification of students who may qualify for adapted physical education services.
<b>Baltimore County</b>	Teachers developed a more thorough understanding of the curricular supports, resources, and support systems that are available for their instruction and support of students with disabilities.
<b>Calvert</b>	We have continued to observe an increase of collaboration between the paraprofessional and general PE teacher with methods to best support the individual needs of their students. We have also noted an increase rate of strategy sharing, equipment loan program and activity modification being shared amongst General PE teacher at different school buildings.
<b>Caroline</b>	Inclusion of all students for MS archery. Infusion of UDL principles for all PE courses. Pilot course at HS for Unified PE and Leadership.
<b>Carroll</b>	Teachers were able to utilize switches in order for our more severe population to access the general education goal/objectives/outcome. Staff were able to develop more age and skill level appropriate goals, objectives, and PLAFFPs.
<b>Cecil</b>	Physical Education teachers are more informed and have the resources available to best help meet the needs of our students with disabilities.
<b>Charles</b>	The new professional development opportunities yielded several positive outcomes. Firstly, teachers reported increased confidence and competence in effectively including and supporting students with disabilities in physical education classes. Teachers also reported a better ability to effectively utilize instructional assistants, peer supports, and visual aids in their classes, resulting in a more inclusive environment. Furthermore, the creation of the professional learning community fostered a more collaborative culture among physical education teachers, special education staff, and adapted physical education specialists.
<b>Dorchester</b>	Both veteran/returning and new teachers shared they were fully aware of our processes for monitoring students receiving adapted physical education services and well aware of the foundational components to deliver effective and engaging instruction to students with disabilities.
<b>Frederick</b>	Emily and Liz got good feedback from the elementary staff after they were able to share one of their past presentations with the staff. Many times the APE Dept only gets a few minutes to share with staff and this year it was nice to be able to have more time with them and to share a presentation they can go back to in the future.
<b>Garrett</b>	Addressing the individual needs of students on a case-by-case basis has supported student outcomes and has increased engagement in Physical Education.

Local Education Agency	Responses to Question #3: Resource Development
<b>Harford</b>	<p>APE teachers take ideas to PE teachers:</p> <ul style="list-style-type: none"> <li>- Strategies for skill breakdown Visuals to use during PE lessons</li> <li>- Modified equipment ideas</li> <li>- Assessments modified for skill testing</li> <li>- Skill charts shared General Elementary, Middle and High</li> <li>- PE teachers shared APE modifications for warm-ups, skill and game play in school presentations</li> </ul>
<b>Howard</b>	<p>Adapted physical education staff presented to general physical education teachers on "Using Reflection to Maximize Learning for All."</p> <p>This session's outcomes were for participants to understand how to use self-reflection as a tool to improve inclusion experiences in physical education, and to be able to apply at least one new instructional strategy to their teaching that will enhance student learning.</p> <p>Special Olympics Maryland presented to general and adapted physical educators on Unified Physical Education. In this session participants learned about Unified Physical Education, which is a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities.</p> <p>Adapted physical education staff presented with general physical education staff on adaptations for fitness stations in elementary physical education. Adapted physical education teacher from another school system presented to HCPSS adapted physical education staff on how to create "APE Toolboxes." The outcomes for this session were: "I can name three reasons to have an APE Toolbox, I can support why specific APE Toolbox items would be helpful, and I can create an initial plan for my APE Toolbox."</p>
<b>Kent</b>	<p>More activities were added that were aligned with the curriculum into PE.</p>
<b>Montgomery</b>	<p>Maryland Online Individualized Education Program (MOIEP) for Physical Education Teachers (asynchronous) Professional Learning Description/Outcomes: The Department of Special Education Services (DSES) provided a professional learning session for physical education teachers on the Maryland Online Individualized Education Program (MOIEP) tool.</p> <p>The session prepared participants for navigating MOIEP and documenting adapted physical education (APE) services in the MOIEP tool.</p> <p>Adapted Physical Education 3-Credit CPD/0.4 CEUs (HE-16) (virtual hybrid model) Professional Learning Description/Outcomes: This course is designed to provide education professionals providing students with disabilities with extended knowledge and skills in the area adapted physical education. The participants will deepen their understanding of student behaviors for application of instructional strategies, and the development implementation of the IEP process.</p> <p>New Teacher Orientation: ES and Secondary Adapted Physical Education: Best Practices and APE Evaluation: Assessment aligned to standards-based scope and sequence, an introduction to restorative practices in physical education for students with disabilities, break out sessions for evaluations for adapted physical education, and best practices for classroom management, review multiple Adapted Physical Education Assessments, report writing, and determination of services for students.</p> <p>Physical Education for Students with Autism: Specialized training for elementary and secondary physical education teachers. Outcomes: Discuss the specific needs of students with Autism in physical education, review racial and gender data on the number of students diagnosed with Autism, develop visual resources for routines and learning, and review development of IEP procedures, identification and testing.</p> <p>Asynchronous materials and course for paraprofessionals supporting physical education: Course developed to provide guidance in supporting students with disabilities in physical education with emphasis on how to collect data, support and collaborate the lead teacher, and discuss use of visuals in gymnasiums.</p>

Local Education Agency	Responses to Question #3: Resource Development
<b>Prince George's</b>	Teachers will learn best practices to use with their students with severe and profound disabilities in the separate adapted physical education and aquatics setting. Teachers will collaborate with colleagues who teach in a similar setting by sharing lessons, equipment ideas and planning for the upcoming school year.
<b>Queen Anne's</b>	All professional development includes opportunities for teachers to explore adaptive modifications to the lesson.
<b>Saint Mary's</b>	A better understanding of the process to identify students who made need services. Also implementing practices and procedures when teaching students with disabilities. New equipment to utilize with APE students to include how to utilize it has yielded great results in the classroom.
<b>Somerset</b>	No new outcomes due to new professional development this year.
<b>Talbot</b>	N/A
<b>Washington</b>	I believe the outcomes of the new professional development opportunities have been more collaboration between our Adapted Physical Education Team and our general physical education teachers. Teachers are now reaching out to each other and starting to plan for students success together in a team approach instead of an individual approach.
<b>Wicomico</b>	We continue to reinforce teachers who receive the training to ensure guidelines are met. MSDE documentation and Maryland's guide for Adapted Physical Education and Inclusion is forwarded to all physical education teachers.
<b>Worcester</b>	We did not have any new PD opportunities.

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

Local Education Agency	Responses to Question #4: Resources
<b>Allegany</b>	<p>Special Olympics of Maryland (SOMD) has a continued partnership with ACPS, and corollary athletics/unified sports are present in all 3 high schools. This year ACPS piloted Flag Football in the Fall for Unified Athletics. The season was a success with numbers in the programs increasing at all three schools.</p> <p>The Annual Hooley Plunge was held on March 2, 2024, 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.</p> <p>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.</p>
<b>Anne Arundel</b>	<p>Visual supports such as behavior visual keyring, countdown strip, and first/then strip are provided during various PD sessions; Communication boards have been provided to PE teachers to use with all students.</p>
<b>Baltimore City</b>	<p>In addition to sharing MSDE's updated, "A Guide for Serving Students with Disabilities in Physical Education" to all physical education teachers, City Schools also coordinated several opportunities for educators to create new visuals to support and enhance student learning.</p> <p>These opportunities were led by itinerant adapted PE teachers and were offered as choice sessions during two of our system-wide days for professional learning. Itinerant Adapted PE teachers collaborated with general education PE teachers in conversations regarding creating a new Unified PE course in High Schools.</p> <p>An attempt was made to form a PLN in order to conduct meetings for planning and implementation of a new physical education course. The collaboration and planning were put on hold until next school year as unforeseen changes and scheduling issues are delaying progress.</p> <p>The Young Athletes program, from Special Olympics, was also provided to all PE teachers as a supplemental resource for our youngest learners and in February 2024 we hosted the Special Olympics Maryland team for a workshop to help folks become more familiar with the program.</p>
<b>Baltimore County</b>	<ul style="list-style-type: none"> <li>- Adapted PE informational documents</li> <li>- directions for appropriately documenting APE on the IEP</li> <li>- templates for writing APE reports/annual reports/data collection</li> <li>- revised goal and objective writing structure</li> <li>- instructional modifications and resources</li> <li>- sample virtual lessons, and updated recreation resources have been created and uploaded onto Schoology for use by PE teachers to support students with disabilities.</li> </ul> <p>There is an asynchronous training for PE teachers on our online IEP system which was updated and provided to all PE teachers.</p>

Local Education Agency	Responses to Question #4: Resources
<b>Calvert</b>	<p>Calvert County continues to revise, develop and update CCPS PE checklists for each grade level as an option for informal assessments. This offers data collection in a new light compared to the standard driven assessments (TGMD-3, Brockport, etc). These checklists have been used at both the elementary and secondary level.</p> <p>We continue to expand modified equipment that has been purchased, donated, or built for students at several schools to increase accessibility. We have also started to develop a shared equipment document that permits all school to see equipment available, determine if the equipment is currently being utilized, and the ability to set reserve a date.</p>
<b>Caroline</b>	<p>IA lesson plan template to help support staff in PE classrooms. Additional materials and equipment have been purchased to allow for access for all students in PE classes.</p>
<b>Carroll</b>	<p>Student logs, PLAAFP templates, and other documents relating to special education paperwork were revised/created to assist all APE teachers.</p> <p>We currently have an APE lending library that includes books, guides, literature, and equipment. Books and equipment were purchased to add to the library in the areas of lesson modifications, instant activities, and autism.</p> <p>Modified equipment was purchased as well. A microsoft TEAMS message board was created to allow all APE/PE teachers to collaborate and share idea, plans, and equipment freely and instantly.</p>
<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> <li>- Adapted Physical Education and Unified Sports Dashboard created for easy access to necessary information and documents</li> </ul>
<b>Charles</b>	<p>The adapted physical education team has developed several key resources to support students with disabilities and adapted physical education.</p> <ul style="list-style-type: none"> <li>- Best Practices Checklist: A comprehensive checklist has been created for teachers and administrators to use when working with students with disabilities. This checklist highlights best practices to ensure inclusive and effective physical education experiences for these students.</li> <li>- Instructional Assistants Guide: A best practice resource guide has been developed specifically for utilizing instructional assistants in physical education. This guide provides strategies and tips on how to effectively integrate instructional assistants to support students with disabilities.</li> <li>- Modification Plans: Individualized modification plans have been developed and distributed for students receiving adapted physical education (APE) services. These plans detail specific accommodations and modifications tailored to each student's needs, ensuring they receive appropriate support and opportunities to participate in physical education activities.</li> </ul> <p>These resources aim to enhance the quality of physical education for students with disabilities, ensuring that teachers and administrators have the tools and knowledge necessary to provide an inclusive and supportive environment.</p>

Local Education Agency	Responses to Question #4: Resources
<b>Dorchester</b>	<p>During the 2023-2024 school year, the Supervisor of Special Education as well as the special education staff provided updated, detailed, and thorough professional development for the Administrator and Supervisor staff, as well as for all faculty at each school regarding IEP and 504 expectations as well as state and federal updates.</p> <p>The protocols and expectations for addressing the adaptive physical education needs is also housed on the 2023 – 2024 Physical Education Instructional Expectations document, which was also reviewed during professional development in August 2023. We started revising the PE curriculum and will continue the work to revise the PE curriculum over the summer.</p>
<b>Frederick</b>	<p>We focused a lot on Adapted Health earlier in the school year when we needed to create various social stories for our students. That is something that came up many times this year and we were able to support special education coordinators, students, parents, guidance counselors and more with social stories that were created for students.</p>
<b>Garrett</b>	<p>Adapted physical education resources have been provided to our physical education teachers to provide them with ideas of activities and lessons for students with disabilities. In addition, GCPS has allocated funds to purchase additional adapted equipment to support additional inclusion opportunities for students with disabilities in physical education classes.</p>
<b>Harford</b>	<p>Visuals to use for PE skill practice Modified equipment Modified assessments Updated Community resources shared at PD at YMCA.</p>
<b>Howard</b>	<p>An updated Lifetime Fitness curriculum was launched for all schools. The updated curriculum has a variety of differentiated instructional resources for teachers to implement with students.</p> <p>Adapted physical education staff have been provided with updated resources on:</p> <ul style="list-style-type: none"> <li>- The referral and assessment process, assessment report writing and scoring</li> <li>- IEP goal writing, and learning progressions</li> <li>- Adapted physical education staff have been provided with “APE Toolboxes” that include a variety of materials that can be used to support students with disabilities in physical education.</li> </ul>
<b>Kent</b>	<p>Structured collaboration time.</p>

Local Education Agency	Responses to Question #4: Resources
<p><b>Montgomery</b></p>	<p>The following adapted physical education resources for elementary and secondary physical education have been developed or updated, and are accessible to teachers through the MCPS Curriculum Site.</p> <ul style="list-style-type: none"> <li>- Adapted Physical Education Articles and Research</li> <li>- Adapted Physical Education Forms Adapted Physical Education Goals and Objectives Resource</li> <li>- Assessments for Evaluating Students for Adapted Physical Education Services</li> <li>- Community Organizations for Students with Disabilities IEP Process</li> <li>- Instructional Resources for Adapted Physical Education</li> <li>- MSDE Documents</li> <li>- Professional Development Resources for Adapted Physical Education</li> <li>- Sample Adapted Physical Education Evaluation Reports</li> <li>- Sample Supplementary Aids and Services</li> <li>- Use of MOIEP for students with APE services - reporting, goal development, communication, IEP performance data, and report uploads.</li> </ul> <p>All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials. UPDATED: Parent/Guardian Physical Activity Questionnaire provides the physical education teacher with information about the student's physical activity outside of school to enhance movement skills and concepts, health-enhancing physical fitness and activity, and personal and social responsibility. Yearly updates to the MCPS curriculum which include modifications and accommodations for specific grade-level outcomes.</p> <p>Lacrosse training materials for elementary physical education teachers: development of motor learning visuals, UDL charts, and equipment modifications for ES PE teachers who are implementing new GLOs related to the sport of lacrosse. These materials were delivered during lacrosse training and embedded within the general education curriculum. Development of supporting materials for general physical education teachers: development of learning materials, visuals, and general UDL strategies for teachers in secondary schools. These items are embedded within the general education curriculum.</p> <p>Adapted PE: Teacher Coursework is a resource for teachers through the Canvas LMS platform. This course provides a space for teachers to communicate with peers, receive targeted communication for teaching students in APE, and updated resources from MCPS regarding changes to special education processes. Maryland Adapted Physical Education Consortium continued collaboration with the state association to increase access to materials to support students receiving services in APE - specifically to support paraprofessionals, deliver content and visual supports, increase understanding and awareness of supplementary aids and services in physical education.</p>
<p><b>Prince George's</b></p>	<p>We are in the planning process of another new therapy tank at Cool Spring Elem. The tank, and surrounding infrastructure, has been planned to allow for complete access to students disabilities.</p>
<p><b>Queen Anne's</b></p>	<p>The Adapted Physical Education form was reviewed during the current school year for updates. The adaptive physical education process guide was reviewed and updated during the 21-22 school year.</p> <p>No new updates were deemed necessary. Resources for short-term adaptive physical education services were updated. Funding has allowed for the purchasing of materials of instruction to accommodate students with disabilities.</p> <p>QACPS has implemented the Young Athletes program at several elementary schools and teachers receive weekly updates from Special Olympics Maryland.</p>

Local Education Agency	Responses to Question #4: Resources
<b>Saint Mary's</b>	<p>Updates include:</p> <ul style="list-style-type: none"> <li>- Revision of the Adapted P.E. school-based website along with updates to the Adapted Physical Education handbook.</li> <li>- Revisions to the Adapted Physical Education website to provide special education resources accessible in one location to support physical educators.</li> <li>- Revised the Adapted P.E. equipment inventory to provide physical education teachers with a variety of modified equipment to support students with disabilities within the general physical education setting and/or during Adapted PE service.</li> <li>- Collaboration with the Supervisor of Special Education and the Teacher for the visually impaired to purchase vision equipment through a grant that can be used to support students with visual impairments within the General Education setting and during service sessions.</li> <li>- Revised vision equipment inventory with updated items purchased to support students with visual impairments. Collaboration with the Teacher for the visually impaired from Maryland School for the Blind to create a braille binder to provide students with visual impairments the opportunity to learn the design of the field/court layouts of various team sport activities.</li> <li>- Provided activity suggestions for the use of implementing the vision equipment items to support students with visual impairments during P.E. and Adapted P.E. direct service sessions.</li> <li>- Developed a video modeling training guide on the procedures of administering the TGMD3.</li> <li>- Developed visual skill cue cards for Physical Education teachers to use when preparing to administer the TGMD3.</li> <li>- Revised the prescreening tool to support teachers in identifying students that are unable to meet grade level standards.</li> <li>- Updated interventions and strategies to implement with students having difficulties meeting grade level standards.</li> </ul>
<b>Somerset</b>	<p>Equipment was purchased to allow inclusion of students with disabilities into mainstream classes.</p>
<b>Talbot</b>	<p>Temporary exclusion forms produced last year were edited for doctors to consider abilities for physically limited students.</p>
<b>Washington</b>	<p>WCPS had a brand new Adapted Physical Education staff this year.</p> <ul style="list-style-type: none"> <li>- We provided the beginning year training on the IEP process and the testing process.</li> <li>- We provided check points throughout the year to monitor progress and assist staff with their work with general physical education staff.</li> <li>- Next year we hope to expand our opportunities during professional development days with the general physical education staff.</li> </ul>
<b>Wicomico</b>	<p>We continue to share state guidance and develop training for paraprofessionals and classroom teachers to provide services students need.</p>

Local Education Agency	Responses to Question #4: Resources
<p><b>Worcester</b></p>	<p>Updates include:</p> <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> </ul> <p>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 this has been VERY exciting for our schools. This year our Unified Strength and Conditioning team from Stephen Decatur High won the state championship.</p> <p>Cedar Chapel Special School has provided their APE teacher with professional development training with Core Boards and PODDs for communication with students with disabilities in the APE classroom. This APE teacher has also been invited to and attended several APE trainings. In the past ALL PE teachers were given PD on formative assessment in the PE classroom, for students with and without disabilities.</p> <p>As we get back to a more "normal" PE setting, with most of our students back live, we will use our CCSS instructor for PD sessions with our PE staff.</p> <ul style="list-style-type: none"> <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.</li> <li>- 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.</li> <li>- In 2015, we revised our UDL model for lesson planning, incorporating more opportunities for teachers to personalize instruction based on student need.</li> <li>- 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.</li> </ul> <p>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.</p>

Identify the key challenges to your school system and/or individual schools face in delivering physical education instructional programs to students with disabilities? Have these challenges changed since last year?

Local Education Agency	Responses to Question #5: Challenges
<b>Allegany</b>	<p>Challenges have not changed since previous year.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- More funds to provide more support for the PE teachers, such as planning time and more PE teachers.</li> <li>- Planning time for secondary PE teachers for direct services, data collection, writing IEPs and for attending IEP meetings.</li> <li>- There is no funding available to support an APE specialist even on a limited basis. Class size continues to be an issue in physical education.</li> </ul>
<b>Anne Arundel</b>	<p>Challenges have not changed since previous year. Our biggest challenge is staffing. There are two APE resource teachers for our very large county. We continue to advocate for students to be identified for APE services but are struggling to keep up with the demand.</p>
<b>Baltimore City</b>	<p>General physical education teachers are uniquely positioned to identify students that may benefit from adapted physical education. To ensure general PE teachers are supported with recommending students to be evaluated for APE services and empowered to communicate with their IEP chairs to support the process, we are planning to offer professional learning on what teachers should be looking for and the steps to take to refer a child for APE services. While the least restrictive environment for most students will likely be the general physical education class, it is important to ensure that students in need of APE are identified.</p> <p>The challenges we face each year are slowly being met with positive outcomes. Itinerant Adapted PE teachers are constantly readjusting their weekly schedules to meet the needs of their students while balancing routines and scheduling issues at the schools they service. General education PE teachers have been working with the Itinerant Adapted PE teachers on identifying more students who may be in need of IEP services. Resolving our challenging issues is an ongoing work in progress and we continue to move forwards and strive to meet the needs of our students in Adapted PE.</p>
<b>Baltimore County</b>	<p>Baltimore County Public Schools (BCPS) provides physical education opportunities to all students. BCPS utilizes the consultative model and provides funding for three APE resource teachers to support approximately 375 Pre-K-12 physical education teachers in our 176 school buildings.</p> <p>It is a difficult task for three APE resource teachers to provide adequate support to our large population of teachers. Many of the schools also have self-contained special education programs requiring additional support for students and teachers. Supporting PE teachers in the identification and implementation of APE, as well as consulting with teachers on the instruction of students with disabilities (students that do not require APE and specially designed instruction) can at times be a challenge.</p>

Local Education Agency	Responses to Question #5: Challenges
<b>Calvert</b>	<p>One of the key challenges that continues is presented is instructional techniques and strategies which are successfully utilized within classroom settings are not often being presented and implemented within the general PE environment (Behavior charts, first then boards, incentive token, PECS). Opening lines of communication between the classroom teachers and the PE teacher and time in which this can be accomplished continue to be a point of emphasis.</p> <p>The challenge continues to be present; however, an increase in effective classroom strategies being utilized successfully in the PE setting has been observed and noted.</p> <p>It cannot go without saying that the BluePrint doesn't help support physical education in the least in terms of focusing on quality candidates because all the energy of the Blueprint is focused on reading, early childhood, ESOL, etc. Not on related arts. I'm sure class sizes will go up and quality interaction between teachers and students will go down in all related arts.</p>
<b>Caroline</b>	<p>Challenges have not changed since previous year. Time and general education teacher understanding of outcomes for special ed students.</p>
<b>Carroll</b>	<p>Challenges have not changed since previous year.</p> <p>With relatively compressed schedules, teachers need more time to collaborate with Special Education staff.</p> <ul style="list-style-type: none"> <li>- The inclusion of common planning time would help with communication and planning.</li> <li>- Many schools have seen an increase in special education students throughout the year. This puts extra strain on the current APE staff in that particular school.</li> <li>- In addition, more financial resources are needed to lessen the burden on staff and provide expensive special education equipment.</li> <li>- More itinerants would allow more personal instruction to students with disabilities.</li> <li>- Most of these challenges remain the same from previous years. Another challenge is lack of funds. The increase in funding would support more professional development and teacher resources to aid in the inclusion process.</li> </ul>
<b>Cecil</b>	<p>Challenges include:</p> <ul style="list-style-type: none"> <li>- Continuing to develop physical education teachers' knowledge of the special education process (referral, evaluation, eligibility, IEP development).</li> <li>- Provide professional development and resources to build knowledge</li> <li>- 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.</li> </ul> <p>These challenges have improved but still room for improvement.</p>

Local Education Agency	Responses to Question #5: Challenges
<p><b>Charles</b></p>	<p>One of the primary challenges faced by our school system and individual schools in delivering physical education instructional programs to students with disabilities is staff retention and qualifications.</p> <p>There is significant turnover among physical education staff and support staff who work in PE classes from year to year. This turnover often results in conditionally certified teachers and long-term substitutes acting as PE teachers. The high turnover necessitates extensive training and oversight to support these teachers effectively.</p> <p>Unfortunately, due to the frequent need to train new staff, the depth of training provided is often limited. Instead of delving deeply into best practices and procedures for working with students with disabilities, teachers often receive only a rudimentary amount of training. This situation exacerbates the challenge of consistently following long-established best practices and procedures. New and temporary staff may not have the experience or training to implement these practices effectively, leading to inconsistencies in the delivery of physical education programs. The need for continuous training and support places additional strain on resources and impacts the overall quality of physical education instruction for students with disabilities.</p> <p>These challenges have not changed since last year. In fact, they have only compounded and become accepted as the status quo. The ongoing issues of staff retention and qualifications continue to pose significant obstacles. The turnover rate among physical education staff and support staff remains high, leading to a continuous cycle of hiring conditionally certified teachers and long-term substitutes to fill PE teaching roles.</p> <p>The frequent need to train new and temporary staff results in a surface-level training approach, preventing a deep dive into best practices and effective strategies for working with students with disabilities. This situation perpetuates inconsistencies in the delivery of physical education programs, as new staff may lack the experience and knowledge to implement long-established best practices effectively.</p> <p>The acceptance of these challenges as the norm has led to a persistent strain on resources, requiring ongoing training and oversight to maintain even a basic level of program quality. This has further entrenched the difficulties in ensuring that all students, particularly those with disabilities, receive the comprehensive and inclusive physical education they need and deserve.</p>
<p><b>Dorchester</b></p>	<p>Currently our system does a thorough job of supplying the resources/materials, including human resources, to meet the needs of our students with disabilities in the physical education setting. The staff coverage issues of the past no longer appear to interfere with delivering physical education instruction to students with disabilities.</p> <p>The staff coverage issues of the past no longer appear to interfere with delivering physical education instruction to students with disabilities.</p>
<p><b>Frederick</b></p>	<p>We have issues with staff not wanting to teach students with disabilities and administrators letting staff dictate who they will be teaching. This is very challenging since each school can really dictate how they use staff and administration can allow this to happen in the classroom.</p> <p>We have staff not identifying students because they are not wanting to do the work of collecting data, working with students etc. This is very frustrating as it is an issue every year and we do not have a solution even with the 3 itinerant teachers.</p>
<p><b>Garrett</b></p>	<p>Challenges have not changed since previous year. With only having one adapted physical education teacher in the county, it is challenging to plan for professional development, observations, and feedback without having this teacher out of their school and missing their own classes.</p> <p>This challenge has been consistent over the years.</p>
<p><b>Harford</b></p>	<p>This year's allotments were a decrease to PE budget and reduced PD days for PE.</p>
<p><b>Howard</b></p>	<p>Challenges have not changed since previous year. Large numbers of high-needs special education population in physical education classes.</p> <p>This challenge continues to increase as the special education population increases.</p>

Local Education Agency	Responses to Question #5: Challenges
<b>Kent</b>	Challenges have not changed since previous year. Having PE teachers also trained or certified in adapted PE.
<b>Montgomery</b>	<p>The challenges facing MCPS and individual schools in delivering physical education to students with disabilities has increased since last year.</p> <p>The amount of staffing allocated by MCPS to support 137 ES, 40 MS, 27 HS, 5 special schools, 1 childhood learning center, and 1 alternative education program is less than appropriate. There are currently 2,000+ students in discrete programming in MCPS and we do not have the needed staffing to properly support and teach our students in inclusive or separate physical education environments. This leaves approximately 100 students with disabilities in discrete programming per full-time allocation for adapted physical education. Staff (physical education teacher) allocations Space/facilities and specialized equipment Support staff (paraprofessional) allocations Communicating the adapted physical education process to all physical education and special education teachers throughout the county (216 schools) Substitute coverage or an after school stipend to provide physical education teachers with time to implement the adapted physical education process with fidelity.</p> <p>The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services. Teachers in all academic content areas are suffering from burn-out and lack personal resources to attend training. The resources may lack the mental and emotional, have limited personal time, less financial resources, or other factors that have impacted their ability to access professional development opportunities. Local schools have autonomy over student and teacher schedules. Administrators with limited knowledge and/or teachers with limited advocacy skills may not be able to properly plan and schedule classes for students with disabilities during the student learning hours. This limits the teachers' ability to effectively plan and deliver services to students with disabilities. Guidance regarding scheduling is shared with appropriate stakeholders, however, it is impossible to review all school schedules for appropriate service delivery models. Compounded by the challenges above is the limited time dedicated to and expertise of service providers to identify potential students for APE services. Limited training on assessing students is a barrier to implementation and access to necessary materials, training, and support.</p> <p>Each year there is an increased need for specialized service for our students in physical education. Although the challenge "topics" have not changed significantly, the impact of these challenges grows because there is an increase in need. Each year we increase the number of students within the system with needs, increase the number identified and do not see added resources - school-based staffing, central-office staffing, financial support at the state level, increased financial support at the school level for materials - and yet, the students need support, the teachers need professional development, and central-office staffing needs to increase to meet the needs of the schools.</p> <p>In MCPS we lack the appropriate number of teachers for elementary classrooms, which impacts class sizes, access to instructional materials, and the physical education teacher as an expert. The increased grade-level classrooms therefore impacts the physical education classrooms. At all levels funding is being cut and one of the impacted areas is physical education - we see an increase in class sizes in secondary schools. Schools are limited in the amount of physical space that students at all levels can move and access the curriculum Additionally, school-level adult paraprofessional support has impacted service delivery.</p>
<b>Prince George's</b>	Challenges have not changed since previous year. 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.

Local Education Agency	Responses to Question #5: Challenges
<b>Queen Anne's</b>	<p>Challenges have not changed since previous year. 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. A continued need to educate teachers, administrators, paraprofessionals, and parents about Adaptive Physical Education services and how they can benefit a student.</p>
<b>Saint Mary's</b>	<ul style="list-style-type: none"> <li>- Teachers' understanding of the Adapted Physical Education process.</li> <li>- Validity of information P.E. Teachers are required to input students' quarterly progress in the Maryland Online IEP system.</li> <li>- Teachers advocate for additional time within their schedule to complete progress monitoring, IEP paperwork and planning for instruction.</li> <li>- Limited gym space to provide outside Adapted P.E. services.</li> <li>- Teachers are beginning to advocate for an alternative classroom space to be able to effectively provide service outside of the General Education setting.</li> </ul>
<b>Somerset</b>	<p>The challenges such as professional development are still highest on the list of needs for teachers and administrators. The next level of challenge is time to create adaptive physical education lessons.</p> <p>There has been no major change in Somerset County public schools delivery of physical education to students with disabilities.</p>
<b>Talbot</b>	<p>Challenges have not changed since previous year. Manpower for the few numbers of students at each location for our smaller ES schools versus accessibility to space for our larger schools where there can be up to three classes at a time in the gym.</p>
<b>Washington</b>	<p>One of the biggest challenges is the increased population of students with disabilities and maintaining the same staff numbers.</p> <p>Our Adapted Physical Education staff travels the county to work with students or to assist other physical education teachers with implementing modifications. With limited staff and increasing numbers scheduling is an issue that keeps coming up. Staff works incredibly hard to maintain services for all students.</p> <p>This is a consistent yearly challenge that was even more difficult by a complete change in staff this year. The new staff has done a great job and based on this year will continue to grow in efficiency and effectiveness despite the challenges.</p>
<b>Wicomico</b>	<p>We continue to improve resources and equipment by ensuring all students have what they need to succeed. Inclusion is the main focus but adaptations are made with the success of each student in focus.</p> <p>Inclusion and Adapted physical Education continues to improve for students. We continue to research and implement ways to provide needed services in physical education classes. for all students.</p>
<b>Worcester</b>	<p>Challenges have not changed since previous year. 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.</p> <p>When we have encountered any issues in the past, special education specialists, physical education specialists and administrators work together to provide the best possible services to all students. Many of our afterschool programs at various grade levels provide physical activities which are open to ALL students and at one school in particular, we work with Special Olympics and our County Athletic Director (director of the unified sports program) to integrate regular ed. and special ed. students in competitive sports activities.</p> <p>Challenges instructionally include planning time for teachers and funding for new equipment. These challenges are similar to years past, as we have not seen much change in our county regarding special areas.</p>

In what areas could the Maryland State Department of Education provide further assistance that would address your key initiatives and challenges?

Local Education Agency	Responses to Question #6: MSDE Assistance
<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>	Help with funding for staffing (grants) for APE services.
<b>Baltimore City</b>	Continue to provide guidance on implementation of the MSDE Guide for Serving Students with Disabilities in Physical Education and more opportunities for professional development for adapted and general education PE teachers.
<b>Baltimore City</b>	Continue to provide guidance on implementation of the MSDE Guide for Serving Students with Disabilities in Physical Education and more opportunities for professional development for adapted and general education PE teachers.
<b>Baltimore County</b>	<p>Further assistance would be helpful in the following areas:</p> <ul style="list-style-type: none"> <li>- Continuation of professional development opportunities and online courses on best practices for teaching students with disabilities.</li> <li>- Information and professional development 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.</li> </ul>
<b>Calvert</b>	<p>Funding of teaching positions continues to be an ongoing concern across the county. We also find the language, implementation and processes of the IEP system seem to be inconsistent from county to county.</p> <p>Providing updates and guidance as laws, policies and language change within the department of special education would support counties and their consistency across the state.</p>
<b>Caroline</b>	Create exemplars for lessons and assessment.
<b>Carroll</b>	<p>Provide professional development opportunities at teacher accessible times and/or inform teachers throughout the state on access to archived webinars/documents/materials, etc.</p> <p>Provide financial grants to develop special education and APE staff members.</p> <p>Provide an incentive for teachers to teach APE.</p>
<b>Cecil</b>	Continue to provide MSDE APE Briefings. Provide professional development & training in APE for general education physical educators.
<b>Charles</b>	<p>The most significant help would be for the Maryland State Department of Education (MSDE) to collaborate with teacher preparation programs to focus on developing homegrown teachers who are committed to staying and working in the state of Maryland.</p> <p>This would help reduce the constant turnover and address the challenges related to staff retention and qualifications. By partnering with local universities and colleges, MSDE can ensure that teacher preparation programs emphasize the importance of commitment to local schools and communities.</p>
<b>Dorchester</b>	<p>We really rely on the Adapted Physical Education guide to incorporate in our beginning of the year professional development.</p> <p>As more relevant and updated practices and expectations are identified please incorporate them in this document.</p>

Local Education Agency	Responses to Question #6: MSDE Assistance
<b>Frederick</b>	<p>Help with funding and also resources that can benefit teachers and that are brief and clear to give staff an opportunity to review them on planning or on their own time.</p> <p>It is difficult for us to continue to work on this as we have no funds to create resources for staff.</p>
<b>Garrett</b>	<p>Continued professional development in the area of adapted physical education is needed. It would also be beneficial to have additional resources for our physical education teachers to access based on student needs.</p>
<b>Harford</b>	<p>Opportunities of PD with outdoor games and Specified APE PD for LEAs.</p>
<b>Howard</b>	<p>Guide on what the appropriate number of students with IEPs or with adapted physical education services should be in each class.</p> <p>Advocate for smaller physical education classes and more adapted physical education staffing.</p>
<b>Kent</b>	<p>Training and professional development around adaptive PE.</p>
<b>Montgomery</b>	<p>The Maryland State Department of Education could Provide additional funding to support substitute coverage or an after school stipend to provide mandatory training and support physical education teachers with implementing the adapted physical education process with fidelity. The time would be used to prepare evaluation reports, document progress, develop/update present levels, and develop/update goals/objectives for students receiving adapted physical education services. Support “highly qualified” status for supporting and teaching students with APE services to be a person with a 4-year “physical education degree” or at least 6 additional college level course credits in adapted physical education. This would assist in supporting the teachers who support APE at a higher level.</p> <p>It is more difficult for our office to support teachers who are teaching “out of content” when they do not have the level of understanding on how to teach motor learning and then adapt and modify these items in a safe manner. Attempt to provide LSS with information on best practices for the number of APE teacher’s ratio to students they support. Work to reform COMAR to include guidelines for the following highly qualified teaching status for adapted physical education ratio of teacher to student statewide training on implementation of services to school system administrators with information on how to work to ensure compliance in their school district accountability measures and reporting on delivery of APE services at the LSS Update the physical education construction specifications regarding the square footage of physical education spaces.</p> <p>Provide guidance on the number of students that can be appropriately serviced in general education in specific sized gymnasiums. Add guidance for appropriate space required for students in wheelchairs to improve outcomes for students.</p>
<b>Prince George’s</b>	<p>Train school administrators to understand the legal obligations that define Adapted Physical Education.</p>
<b>Queen Anne’s</b>	<p>Continue with Adaptive Physical Education Briefings, Steering Committee, and MAPEC. Provide Professional Development for Physical Education teachers regarding IEPs, co-teaching, assessments, and modifications.</p> <p>An initiative for our Physical Education teachers to be CAPE certified would help improve our program. Opportunities for classes to increase knowledge of Adapted Physical Education and its importance. Provide updated information regarding the Law and other related resources.</p>

Local Education Agency	Responses to Question #6: MSDE Assistance
<b>Saint Mary's</b>	<ul style="list-style-type: none"> <li>- Development of an online community recreation activities forum for parents that could serve as an all-access center for physical education so that parents can explore with their child to promote appropriate physical activity options at the pace best suited for each individual child.</li> <li>- A guidance document of how MSDE supports implementing various programs offered by Special Olympics to support inclusive school environments aligned to information shared at monthly state Adapted P.E. briefings.</li> <li>- Offer ongoing support through professional learning opportunities for Physical Educators to participate in to learn more about Adapted Physical Education.</li> <li>- Create a course at the high school level for General Education students to earn credits towards graduation requirements for their role serving as a peer mentor when supporting students with disabilities.</li> <li>- Develop a disability awareness guide with appropriate verbiage that can be shared with General Education students to increase their awareness and understanding of students with disabilities.</li> <li>- Support and develop grant proposals that local school systems could apply for to improve how they are able to best support students with disabilities in P.E.</li> <li>- Development of a special education guidance document for P.E. Teachers that outlines compliance when updating students' progress reports, present levels of performance and annual goals.</li> <li>- Offer monthly PLC opportunities for P.E. teachers to learn best practices, share lessons/activities and the opportunity to network and learn from other professionals throughout the state.</li> </ul>
<b>Somerset</b>	Regional professional development opportunities and funding for teachers to attend.
<b>Talbot</b>	Modules similar to the health modules for teachers on adaptations and so it can be part of PD instead of a separate class.
<b>Washington</b>	Adapted opportunities for professional development for all physical education or adapted physical education teachers.
<b>Wicomico</b>	Provide funding specific to paying for Adapted PE professionals who can act as resource teachers for all PE teachers.
<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.</p> <p>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.</p> <p>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.</p>