



Fitness and Athletic Equity for Students with Disabilities Annual Report

Education Article, §7-4B-01 through §7-4B-06, Annotated
Code of Maryland

The Office of Athletics and the Office of
Teaching and Learning

August 2025



MARYLAND STATE DEPARTMENT OF EDUCATION

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August 1, 2025

The Honorable Wes Moore
State House
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Annapolis, Maryland 21401

The Honorable William C. Ferguson
H-107 State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
H-101 State House
100 State Circle
Annapolis, Maryland 21401

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

Dear Governor Moore, President Ferguson, and Speaker Jones:

Enclosed, please find the 2025 Fitness and Athletic Equity for Students with Disabilities Report as required by §7-4B-06 of the Education Article of the Annotated Code of Maryland. This report, which outlines activities conducted as of May 15, 2025, provides insight into the implementation of mainstream athletic and mainstream physical education programs for students with disabilities in accordance with COMAR 13A.04.13.01 and COMAR 13A.06.03.

If you have any questions or need additional information, please contact Dr. Akilah Alleyne, Executive Director, Government Affairs, Education Policy, & External Relations, at akilah.alleyne@maryland.gov or by phone at (410) 767-0504.

Sincerely,



Carey M. Wright
State Superintendent of Schools

c: Sarah Albert, DLS Library (5 copies)

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Introduction

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 (PE) programs for students with disabilities.

This is the sixteenth 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 protection and participation of students with disabilities in mainstream interscholastic athletics and mainstream standards-based PE.

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 PE office conducted four technical assistance sessions statewide. All 24 Local Education Agencies (LEA) 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 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, 2025.

Mainstream Athletics

TIMELINE FOR IMPLEMENTATION

May 15, 2025

- 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 2024-2025 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 2024-2025 school year.

AUGUST 1, 2025

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: 2024-2025 ATHLETIC PARTICIPATION SURVEY RESULTS

Sport	Schools	Total Boys	Boys with IEP/504 Plan	Schools	Total Girls	Girls with IPE/504 Plan
Badminton	21	210	22	35	521	44
Baseball	189	5,141	657	6	13	2
Basketball	196	5,377	638	193	3,872	342
Bowling	5	38	14	4	26	5
Cross Country	188	3,564	562	184	2,411	248
Field Hockey	0	0	0	120	3,338	413
Football	181	13,273	2,188	15	19	2
Golf	164	1,407	198	130	399	33
Gymnastics	2	10	0	7	119	13
Lacrosse	161	5,888	930	150	4,813	500
Soccer	190	7,368	643	180	5,422	447
Softball	0	0	0	185	4,173	427
Swimming & Diving	110	1,742	338	110	1,993	263
Tennis	176	1,994	199	178	2,512	154
Indoor Track	194	6,230	813	195	4,932	425
Track & Field	195	8,265	1,058	195	6,324	577
Volleyball	35	714	71	195	5,571	462
Wrestling	183	5,176	899	155	1,076	172
Ice Hockey	3	44	6	3	8	3
Spirit/Cheerleading	50	86	21	150	4,938	602
Flag Football	0	0	0	52	1,266	140
Totals	--	66,527	9,257	--	53,746	5274

TABLE 2: 2024-2025 COROLLARY/ALLIED/UNIFIED STUDENT PARTICIPATION REPORT

Sport	Schools	Total Boys	Boys with IEP/504 Plan	Schools	Total Girls	Girls with IPE/504 Plan
Basketball	9	86	59	9	50	17
Indoor Bocce	88	632	381	85	623	274
Outdoor Bocce	51	397	260	49	421	185
Bowling	54	578	353	53	452	211
Cycling	6	47	33	5	15	15
Golf	9	28	26	5	13	12
Soccer	26	152	129	25	92	71
Tennis	48	356	199	44	355	146
Track & Field	39	254	188	38	287	145
Strength Training	10	136	46	9	113	15
Indoor Softball	37	227	211	38	166	137
Outdoor Softball	5	29	19	4	35	17
Pickle Ball	25	237	96	23	139	35
Corn Toss	19	129	97	21	89	44
Unified Flag Football	5	58	24	35	38	7
Totals	--	3346	2121	--	2888	1331

REGULATIONS

In March 2010, MSDE enacted Code of Maryland Regulation (COMAR) 13A.06.03¹, which provides greater athletic opportunities for students with disabilities, and COMAR 13A.06.04², 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 sixteenth 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, 2025, 24 LEAs have enacted policies to accommodate athletic opportunities for students with disabilities³.

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

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

³ [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

TIMELINE FOR IMPLEMENTATION

May 15, 2025

Local Education Agencies (LEAs) submitted data to the Maryland State Department of Education (MSDE) on the progress toward including students with disabilities in mainstream PE.

May 22, 2025

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

May 31, 2025

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, 2025

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 PE courses and Adapted Physical Education (APE) services.

LEAs provided the PE course data, which includes student course information from the school year 2023-2024 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 PE course, by grade span, by students with Individualized Education Programs (IEPs), by students with 504 plans.

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, 2024.

TABLE 3: SY2024 ELEMENTARY SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES⁴

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	3,981	3,527	762	107	0	0
Anne Arundel	39,545	39,508	5,050	2,486	105	138
Baltimore City	38,220	38,049	5,431	1,731	9	22
Baltimore County	50,478	48,560	7,488	3,689	11	0
Calvert	6,704	6,704	853	652	1	4
Caroline	2,776	2,776	327	115	8	0
Carroll	12,295	12,214	1,810	1,222	33	0
Cecil	6,205	6,190	1,027	482	6	0
Charles	12,530	12,529	1,693	641	21	0
Dorchester	2,289	2,224	195	86	0	4
Frederick	22,452	22,188	2,861	1,851	0	67
Garrett	1,675	1,675	251	84	0	0
Harford	17,832	17,537	2,980	1,041	10	7
Howard	26,658	26,642	4,018	1,502	125	0
Kent	840	712	92	57	2	18
Montgomery	74,445	70,251	11,067	2,323	83	3
Prince George's	63,665	62,125	6,638	1,878	181	29
Queen Anne's	3,524	3,453	413	241	0	0
Saint Mary's	7,846	7,309	934	125	18	0
Somerset	1,599	1,055	171	37	0	0
Talbot	2,087	2,087	257	194	1	0
Washington	10,921	10,918	1,479	588	7	2
Wicomico	7,861	7,817	703	300	0	0
Worcester	3,264	3,221	380	131	0	0
Statewide Total:	419,692	407,216	56,880	19,408	621	294

⁴ Data Source: Student-Course-Grade-Teacher 2024 End-of-Year Collection

The data, submitted by the LEA, includes student course information from the 2023-2024 school year. Physical Education courses are identified using School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education.

TABLE 4: SY2024 MIDDLE SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES⁵

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	1,871	1,843	239	101	0	0
Anne Arundel	19,278	19,278	2,062	1,875	20	50
Baltimore City	16,592	16,592	2,434	1,354	11	45
Baltimore County	24,564	23,701	3,351	2,872	9	0
Calvert	3,549	3,519	336	558	3	19
Caroline	1,237	1,225	100	70	5	0
Carroll	5,920	5,893	615	1,102	36	1
Cecil	3,320	3,295	585	222	4	1
Charles	6,539	6,374	605	553	15	12
Dorchester	984	950	94	82	0	0
Frederick	10,665	10,624	1,168	1,458	3	146
Garrett	793	780	51	115	0	0
Harford	8,652	8,547	1,179	949	0	17
Howard	13,484	13,481	1,406	1,059	82	0
Kent	389	380	60	53	0	2
Montgomery	36,561	36,504	5,740	1,893	112	6
Prince George's	30,382	30,172	3,151	1,588	110	35
Queen Anne's	1,652	1,641	189	170	0	0
Saint Mary's	3,752	3,752	475	77	7	1
Somerset	643	586	96	55	0	0
Talbot	958	901	104	126	1	1
Washington	5,030	4,863	561	489	1	15
Wicomico	3,185	3,135	343	297	13	0
Worcester	1,536	1,526	178	68	0	0
Statewide Total:	201,536	198,348	25,122	17,186	432	132

⁵ Data Source: Student-Course-Grade-Teacher 2024 End-of-Year Collection

The data, submitted by the LEA, includes student course information from the 2023-2024 school year. Physical Education courses are identified using School Codes for Exchange of Data (SCED) Version 5: Subject Code 08-Physical, Health, and Safety Education.

TABLE 5: SY2024 HIGH SCHOOL STUDENTS TAKING PHYSICAL EDUCATION AND RECEIVING APE SERVICES⁶

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
Allegany	2,360	1,603	116	89	0	0
Anne Arundel	26,243	20,296	2,108	2,100	4	37
Baltimore City	22,491	10,818	1,773	1,221	2	12
Baltimore County	35,289	25,557	3,407	3,578	24	0
Calvert	4,970	2,794	208	548	0	11
Caroline	1,773	1,058	85	68	8	0
Carroll	8,015	5,703	476	1,185	28	1
Cecil	4,682	3,010	476	229	13	1
Charles	9,430	5,752	486	656	11	4
Dorchester	1,375	838	78	82	0	0
Frederick	14,962	9,132	987	1,257	0	40
Garrett	1,002	572	36	85	0	0
Harford	11,750	7,866	994	1,064	1	6
Howard	18,363	10,149	976	948	23	0
Kent	526	293	52	32	0	0
Montgomery	52,667	33,679	5,146	1,917	193	1
Prince George's	40,922	24,882	2,548	1,399	160	1
Queen Anne's	2,360	1,501	109	190	1	0
Saint Mary's	5,262	3,147	314	54	10	0
Somerset	795	511	78	51	0	0
Talbot	1,444	891	78	122	2	1
Washington	6,972	4,367	484	377	3	5
Wicomico	4,394	2,914	323	380	8	0
Worcester	2,113	223	38	13	0	0
Statewide Total:	280,394	177,556	21,500	17,645	491	119

⁶ Data Source: Student-Course-Grade-Teacher 2024 End-of-Year Collection

The data, submitted by the LEA, includes student course information from the 2023-2024 school year. Physical Education courses are identified using 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 MSDE⁷ is distributed to all Local Education Agencies (LEA) PE and APE coordinators, reinforcing the federal and state regulations that require all students, including students with disabilities, to participate in a PE program yearly in Pre-K through 8th grade and offering course(s) to meet high school graduation requirement(s).

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 PE instructional programs. Each year, LEAs are asked to respond to a series of questions⁸ that address new initiatives and resources their LEA implemented that promote and protect the inclusion of students with disabilities into mainstream PE, key challenges their LEA faces, and any areas in which MSDE could provide further assistance. Responses to these questions were collected during the 2024-2025 school year⁹.

Key Findings

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

- Partnerships within LEAs, which included planning and student progress monitoring between special education and PE experts; and
- Collaborative planning within LEAs has led to new courses offered, such as Unified Physical Education and Leadership.

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

- Resources to identify components of referral, evaluation, and eligibility determinations for APE services, and resource tools and documents with support of the IEP team;
- A Memorandum of Understanding (MOU) was created in partnership with Special Olympics to provide valuable resources and support for Unified Physical Education programs;
- Online resources are now available to all staff to support the referral and assessment process;
- We created a best practice skill modifications, equipment adaptations, and visual support document to support our curriculum; and
- Continue to revise, develop, and update PE checklists for each grade level as an option for informal assessments. This data collection sheds a new light compared to the standard-driven assessments (TGMD-3, Brockport, etc.).

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

⁸ [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.

⁹ [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 PE, as reported by LEAs, include:

- Filling PE and adapted PE teacher vacancies;
- Training and supporting an increased number of new PE teachers (conditionally certified/Praxis certified) who have limited to no experience in teaching PE and/or adapted PE;
- 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 PE equipment;
- Limited school-level administrative support to promote inclusion in PE. Administrators' abilities to provide support, training, and advocacy for inclusion through scheduling, class sizes, staffing for PE, and providing professional development vary widely; and
- There are increased numbers of students who require additional adaptations and modifications to access the general physical education curriculum. This increase can lead to compounding challenges if infrastructure is not in place to support students through appropriate student-to-teacher ratios, scheduling, and staff professional development.

LEAs continue to report recurring annual challenges—such as those outlined above—in promoting and protecting the meaningful inclusion of students with disabilities in mainstream physical education settings.

Another challenge across the state is how LEAs code and share information about serving students with disabilities in physical education and adapted physical education classes with the Maryland State Department of Education (MSDE). As a result, the data reflected in this report largely underrepresents the number of students in Maryland who receive APE through direct or consultative services.

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

- Advocate to have the Blueprint for Maryland's Future reflect the Certified Adapted Physical Education (CAPE) certification with 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;
- Provide additional funds to LEAs to address staffing shortages and large class sizes; and
- Create and support policies to support instruction of students with disabilities in mainstream PE (e.g., case load ratio for itinerant APE teachers, policies on students with disabilities in PE spaces, defining APE service expectations, eligibility criteria, appropriate service delivery models, and how APE fits within the broader IEP process).

TECHNICAL ASSISTANCE

In July of 2024, MSDE's Comprehensive Health and Physical Education Branch convened a Standards-Framework Validation Committee. This committee was tasked with reviewing and validating the current PE state standards and framework. Over the course of 12 months, the committee developed a revised version of the framework, with new PE standards.

The new PE framework and standards- intend to promote meaningful PE for all students. An essential feature of the new framework is that motor development is age-related; not age dependent. SFVC Co-Chair, Brad Hunter, is an Adapted Physical Education specialist, and was recently named SHAPE America, Adapted Physical Education Teacher of the Year (2025).

Physical Education Professional Learning Network and Collaboratives

In the 2024-25 school year, MSDE continued to lead monthly virtual professional learning and networking meetings, as well as two in-person collaborative meetings that included APE resource teachers, supervisors, and/or coordinators. At these meetings, resources for APE were made available to all LEA personnel to help guide and support students with disabilities in mainstream PE classes.

APE Steering Committee

An important resource for LEAs around the State is the APE Steering Committee, created in collaboration with the Division of Special Education. The mission of the APE Steering Committee is to educate, advise, and support all community partners in the pursuit of equitable, standards-based PE instruction. The APE Steering Committee is committed to fostering an inclusive environment that empowers all staff who implement PE curriculum and ensures access to high-quality PE for all students in the state of Maryland.

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 Special Education, Coordinator of Standards-Based Physical Education and the Director of Comprehensive Health and Physical Education from the Office of Teaching and Learning Instructional Programs and Services.

The committee hosts two formal hybrid meetings each year and monthly virtual meetings to network and discuss ongoing local issues. The committee also collaborates with the Maryland APE Consortium (MAPEC) and the Society of Health and Physical Educators (SHAPE) Maryland on projects to enhance APE 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 APE events and professional development opportunities to which representatives from any local education agency (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 FY24 Maryland Elevates Grant awarded by MSDE, the Steering Committee and SHAPE Maryland provided mini-grant scholarships to teachers from across the state to attend the SHAPE America Convention in Baltimore, MD. Recipients attended APE and PE professional learning sessions

to enhance their knowledge and ability to support students with disabilities in PE. This knowledge was then shared with teachers in their respective LEAs and with the APE Steering Committee.

In the Spring of 2023, the Steering Committee appointed the following members to a two-year term, and they continued to serve in leadership roles this year:

- Chair – Anna Routzahn, St. Mary's County Public Schools
- Vice-Chair – Katie Prichard, Howard County Public Schools
- Grants Manager – Cyndi Naylor, Baltimore County Public Schools
- Staff- Luke Hollis, Maryland State Department of Education

Additionally, Kaci Haxel, Education Program Specialist from the Division of Special Education, continues to provide expertise and guidance to the committee.

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 PE and APE. These courses offer a cost-effective and time-efficient opportunity for teachers to enhance their classroom skills while ensuring high-quality PE experiences for all students, including those with and without disabilities.

The courses count toward the 12 credits required 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 online courses, comprising teachers from Baltimore County, Prince George's County, and a retired teacher from Frederick County. All facilitators hold a Maryland certification in PE, have completed the "Teaching Online in Maryland" course, shadowed a current facilitator, and have had experience teaching APE. The instructors are also CAPE certified.

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

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 PE professionals. Throughout the year, SHAPE Maryland hosted several professional development sessions that included APE 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 APE TOY Award in recognition of outstanding teaching performance in the field of APE. The teacher must be a person who:

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

Melissa Orgera, an APE teacher from Howard County Public Schools, was selected as SHAPE Maryland's Adapted Physical Education Teacher of the Year for the 2024–2025 school year.

SHAPE America National Adapted Physical Education Teacher of the Year Award (TOY)

SHAPE America is the national partner of SHAPE Maryland. Brad Hunter, an APE teacher from Baltimore City Public Schools and SHAPE Maryland's 2023-24 Adapted Physical Education TOY, was selected as the National Adapted Physical Education Teacher of the Year for SY2024–2025.

Maryland Adapted Physical Education Consortium (MAPEC)

MAPEC is a volunteer workgroup that provides resources for teachers and paraprofessionals who serve students with disabilities. MAPEC Board Members include: Brad Hunter, Amy Falls, Clay Delauter, Kayla Shields, and Michael Djangali. 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, PE, athletics, recreation, and dance;
- Promote and develop best practices in PE for individuals with disabilities throughout the state of Maryland;
- Encourage the promotion and development of quality PE 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 PE in higher education.

The consortium publishes a newsletter that updates its members on legislative news, best practices, technology, and events occurring throughout the State. The MAPEC website is continually updated

throughout the year to include documents that the organization has developed, serving as a free statewide resource for PE and APE teachers.

Additionally, MAPEC hosted a virtual mini-conference on May 3, 2025, where presenters discussed equipment modifications, data collection, inclusion, and the use of visuals in APE. There were attendees from Maryland as well as from across the nation who attended and expressed gratitude and thanks for the professional opportunities that may not exist in their local areas.

Special Olympics Maryland

Special Olympics Maryland continues to support school communities in meeting the needs and interests of students with disabilities. Through the Unified Champion Schools program, Special Olympics Maryland supports activity that engages students of all abilities in building interactive and inclusive school communities through sport. The expanding Interscholastic Unified Sports Program offers inclusive sport opportunities in elementary, middle, and high schools in unified tennis, bocce, strength and conditioning, and flag football. Special Olympics Maryland also continues to grow Unified Physical Education at all levels throughout Maryland in partnership with schools and school systems, engaging over 1200 students, and the Young Athletes Program, for children ages birth to seven years old, serves over 11,800 children.

Appendices

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>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Board Policy JB and procedure JB-R1 - Equal Educational Opportunity <ul style="list-style-type: none"> • 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. • Board Policy IHBA, procedures IBHA-1, 2, and 3 - Corollary Physical Education and Athletics. <ul style="list-style-type: none"> • 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.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Interscholastic Athletics <ul style="list-style-type: none"> • Student Eligibility Determination <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Pathway to Play Committee • 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"> • The supervisor of athletics

Assessment	Allegany County Public Schools
	<ul style="list-style-type: none"> • A school athletic director • An adapted physical education teacher • A special education representative • A school-based administrator <ul style="list-style-type: none"> • 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. • To make its determination, the Committee shall apply the following four-point criteria: Do the accommodations or modifications: <ul style="list-style-type: none"> • Fundamentally alter the sport? • Provide a competitive advantage to the student? • Competitively disadvantage other participants? • Significantly increase the risk of injury for the student or other athletes? • The Pathway to Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> • The student is able to participate in the interscholastic athletic program with accommodations. • The student is able to participate against or alongside other athletes in individual events with allowable accommodations or modifications. • The student is unable to participate in individual or team sports because of the necessary accommodations. The student shall be offered the opportunity to participate in the Corollary Athletic Program. <p>Corollary Athletic Program</p> <ul style="list-style-type: none"> • 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. • The Corollary Athletic Program shall include co-ed teams of disabled and non-disabled students who meet eligibility requirements. • Allegany County Public Schools shall provide:

Assessment	Allegany County Public Schools
	<ul style="list-style-type: none"> • Rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program. • Corollary Athletic Program coaches. • Team uniforms and game equipment. • Transportation for teams to travel in order to compete if appropriate. • Students must meet the following criteria in order to be eligible to participate in the Corollary Athletic Program: <ul style="list-style-type: none"> • Are secondary school students in grades 9-12. • Are officially registered and attend an Allegany County Public School. • Submit a parent/guardian permission form for participation. • Submit a medical approval form. • Are making satisfactory progress toward graduation with a Maryland High School Diploma or school completion with a Maryland High School Certificate of Program Completion.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • Each sports season consisted of three competitions and practices twice a week for eight weeks. • ACPS provides <ul style="list-style-type: none"> • Rules, guidelines and modifications for each activity or sport to ensure greater student participation and success within the program, • Corollary athletic program coaches, • Team uniforms and game equipment, and • Transportation for teams to travel in order to compete.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • 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.

Assessment	Anne Arundel County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Board Extra-Curricular Programs Policy Code 909 All students have the right to participate in extra-curricular activities and will not be denied the opportunity to participate on the basis of sex, race, religion, ethnic background, handicap, previous behavioral record, program of studies, scholastic aptitude, or scholastic achievement, except where law, by-law, or Board policy provides otherwise.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> Interscholastic Athletics - The following criteria was added to the Student Guide for Athletes and the Athletics Handbook: Situations that arise will be handled on a case-by-case basis. The coach and Athletic Liaison for Students with Disabilities address any concerns and try to accommodate all students. 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. Students wishing to challenge the initial assessment of the coach and administration may appeal to the Pathway to Play Committee. This committee will evaluate the student's disability and make a recommendation about the appropriate level of competition. A student may appeal the committee's decision following the school system's standardized appeals process up to the county Board of Education
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> 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. 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.

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

Assessment	Baltimore City Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Rules in Athletics Handbook, Section 1 B. Academic Eligibility (5) <ul style="list-style-type: none"> Individual special education students may be exempted by the local school Individualized Education Child Study Team when it is determined that a failure to meet the eligibility requirements is a direct result of the handicapping condition. All students with disabilities shall have equivalent opportunities for participation in interscholastic athletic programs. Appropriate and reasonable accommodations for students with disabilities shall be provided.
<p>Assessment Criteria and Appeals Process</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"> Determination of Student Eligibility: <ul style="list-style-type: none"> 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. Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. 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. 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. Pathway to Play Committee <ul style="list-style-type: none"> Prior to the start of each athletic season, the school system shall convene a Pathway to Play Committee to provide to the fullest extent possible opportunities for disabled students and provide guidance for coaches. The committee shall include: <ul style="list-style-type: none"> The Coordinator for Interscholastic Athletics A school athletic director An adapted physical education teacher

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

Assessment	Baltimore County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Policy 6702, Rule 6702, Office of Athletic Statement
<p>Assessment Criteria and Appeals Process</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"> • Determination of Student Eligibility. <ul style="list-style-type: none"> • Extent of the tryout period. • Criteria used to select team. • Number to be selected. • Practice commitment, if selected. • Game commitment. • The Pathway to Play Committee will consult with the Maryland Public Secondary Schools Athletic Association and determine accommodations and/or modifications necessary to enable the individual students' participation.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • 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.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • A thorough needs assessment is done through collaboration with the Office of Athletics, Special Education, Athletic Directors, and other stakeholders.

Assessment	Calvert County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Policy 3440
<p>Assessment Criteria and Appeals Process</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"> • Determination of Student Eligibility: <ul style="list-style-type: none"> • 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. • Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. • 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. • 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. • 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"> • State the alleged violation; • Contain a brief statement of facts necessary to understand the complaint; • Contain a brief statement of relief sought; and • Be filed within 30 days of the discovery of the alleged violation. The appeals process set forth in Policy 1600 Regarding Appeals shall govern the processing of the complaint.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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&C), and Unified Outdoor Bocce in the spring.

Needs Assessment	<ul style="list-style-type: none"> • A thorough evaluation of interest among the special needs population.
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Assessment	Caroline County Public Schools
Policies Related to Athletic Opportunities for Students with Disabilities	<ul style="list-style-type: none"> • 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
Assessment Criteria and Appeals Process	<ul style="list-style-type: none"> • 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. • 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. • The assessment criterion established by CCPS are: <ul style="list-style-type: none"> • Does the student meet the eligibility requirements? • Does the student's present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided. • 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"> • State the alleged violation; • Contain a brief statement of facts necessary to understand the

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

Assessment	Carroll County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Board Policy IHBA
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> The assessment criterion established by CCPS are: <ul style="list-style-type: none"> Does the student meet the eligibility requirements? Does the student’s present level of performance and disability limitations, based on current IEP/504 information, correlate with the requirements of the sport? The Pathway to Play Committee, as described in the model athletic plans to provide opportunities for students with disabilities, will be charged with applying this set of criteria & determining how accommodations will be provided. Pathway to Play <ul style="list-style-type: none"> 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"> State the alleged violation; Contain a brief statement of facts necessary to understand the complaint; Contain a brief statement of the relief sought; and Be filed within 30 days of the discovery of the alleged violation.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> CCPS offered a Corollary Sports Program in the following sports in 2014 -15: Unified Bocce in the fall, Bowling in the winter, and Unified Track & Field in the spring. CCPS re-evaluated the program in 2015-16. CCPS has been providing the following sports and plans to offer these three corollary sports again for the current school year: Corollary Indoor Bocce in the fall, Corollary Bowling in the winter, and Corollary Corn Toss in the spring. 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.

Assessment	Carroll County Public Schools
<p>Needs Assessment</p>	<ul style="list-style-type: none"> To determine the level of interest & ensure the sport is appropriate for the greatest number of students with various types of disabilities, student/parent surveys were given at each high school and within IEP/504 annual meetings. In addition, recommendations from certified adapted physical education teachers, and special education professionals, and resource teachers were taken into account when making the decisions.
Assessment	Cecil County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> CCPS Policy IGDJA and the regulations attached to it address athletic opportunities for students with disabilities.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> 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. An appeals process as mandated by state law is available when necessary for each school.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> 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. At the Middle School Level, we offer Unified Bocce and Unified Track & Field programs. 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.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

Assessment	Charles County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Policy 6411.21 Physical Education and Athletic Programs for Students with Disabilities: • All students enrolled in Charles County Public Schools shall have the equivalent opportunity to participate in regular physical education and interscholastic athletic programs, regardless of ability or disability, subject to rules adopted by the superintendent. The rules shall require that students with disabilities be provided with appropriate and reasonable 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.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • 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. • To Assistant Superintendent/designee.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • CCPS provides: <ul style="list-style-type: none"> • rules, guidelines, and modifications for each activity or sport to ensure greater student participation and success within the program; • corollary athletic program coaches and coordinators; • team uniforms and game equipment; and • the transportation for teams to travel in order to practice and compete.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • The Unified/Corollary committee will determine additional sport activities after informational meetings are held at each school to identify student interest.

Assessment	Dorchester County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<p style="text-align: center;">Policy fully adopted in May 2011.</p> <p style="text-align: center;">340.02 Revised 9/21/2017</p> <ul style="list-style-type: none"> • PURPOSE <ul style="list-style-type: none"> • To establish a uniform, county-wide policy for promoting and protecting the inclusion of students with disabilities in physical education and athletic programs. • DEFINITIONS <ul style="list-style-type: none"> • Adapted Physical Education Program- a physical education curricular program developed for a student with a disability. • Corollary Athletic Program- an athletic program that is not governed by the requirements of the Maryland Public Secondary Schools Athletic Association (MPSSAA) and which is specifically designed to combine groups of students with and without disabilities together in physical activity. • Interscholastic Athletic Program - an athletic program that is governed by the requirements of the MPSSAA detailed in COMAR 13A.06.03. • Mainstream Physical Education- a curricular program in physical education that is aligned to the Maryland state curriculum. • POLICY STATEMENT <ul style="list-style-type: none"> • 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. • EXCEPTIONS <ul style="list-style-type: none"> • A student, who uses an accommodation or modification to play a sport that fundamentally alters the sport, provides a competitive advantage to the student, competitively disadvantages other participants, or significantly increases the risk of injury for the student or other participants, shall be offered the opportunity to participate in a corollary athletic program. • GUIDELINES

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

Assessment	Frederick County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • BOE Policy 309 – Discrimination Unlawful • BOE Policy 404 – Students’ Responsibilities and Rights • FCPS Regulation 400-66 – Section 504 of the Rehabilitation Act of 1973 • BOE Policy 509 – Extracurricular Activities; FCPS Regulation 400-92 – Physical Education and Athletic Programs for Students with Disabilities • Regulation #400-56 – Establishment of New Athletic Activities • Regulation #400-48 – Bullying-Harassment-Intimidation Complaint Process for Students • Regulations #400-54 – Title IX Athletic Program Review; (8) Regulations #400-22 – School Individualized Education Program.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • 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"> • present a safety risk; or • fundamentally alter the nature of the mainstream athletic program. • The assessment criteria will be determined on a case-by-case basis in conjunction with the school’s special education staff. The type and severity of the disability, necessary accommodations and any assistive device will be the primary considerations. • All appeals will be reviewed by a committee comprised of the Supervisor of Athletics, Supervisor of Special Education, Curriculum Specialist of Physical Education, a school-based administrator, and, when appropriate, legal counsel for FCPS. All appeals must be processed according to all FCPS policies and regulations.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • 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.

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

Assessment	Garrett County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Policy 347.7 and Procedure JJA
<p>Assessment Criteria and Appeals Process</p>	<p>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.</p> <p>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.</p>
<p>Description of Types of Alternative Sports Programs and Structure</p>	<p>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 Flag Football in the fall, Unified Indoor Bocce in the winter, and Unified Track and Field in the spring. It is important to note that GCPS also offers Unified Indoor Bocce in the winter and Unified Tennis in the Spring for middle school students and Unified Indoor Bocce in the Fall for elementary school students.</p> <p>Modifications/accommodations are provided to ensure a safe program for all athletes.</p> <p>The extra-curricular programs conduct practices during school on school property, except for high school bocce, which practices after school. Competitive events occur as scheduled by Athletic Directors and meet MPSSAA Guidelines.</p>

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

Assessment	Harford County Public Schools
Policies Related to Athletic Opportunities for Students with Disabilities	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy.
Assessment Criteria and Appeals Process	<ul style="list-style-type: none"> 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. 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.
Description of Types of Alternative Sports Programs and Structure	<ul style="list-style-type: none"> 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. 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

Assessment	Harford County Public Schools
	<p>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.</p>
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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. After each season, coaches are surveyed to solicit feedback to improve future events.

Assessment	Howard County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> 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. 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.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> The HCPSS models an Allied Sports Program after the long-established and successful program in the Baltimore County Public School System (BCPS). The program is interscholastic, inclusive of both nondisabled students and students with disabilities, and co-ed. There are no cuts. Students who have previously been members of and/or participated on a mainstream Freshman, JV, or Varsity interscholastic athletic team are ineligible for the Allied Sports Program. All MPSSAA & HCPSS athletic eligibility criteria must be met. The HCPSS offers 5 sports for students with disabilities: soccer in the fall, bowling in the winter, and softball, wheelchair track and golf in the spring. Officials and coaches are paid a stipend. Transportation is provided. Appropriate funding for equipment,

Assessment	Howard County Public Schools
	<p>supplies, and uniforms is provided.</p> <ul style="list-style-type: none"> • 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. • HCPSS provides a contracted allied sports administrator that organizes the program. The administrator assists with mentoring, recruitment, selection, certification, and assignment of allied sports coaches and officials. The administrator also ensures compliance with all the state and local policies, rules, and regulations regarding allied sports.
Needs Assessment	<ul style="list-style-type: none"> • Pre-season meetings with athletic administrators, coaches, teachers, students and parents. • School based interest surveys. • Collaboration with and expansion of “Best Buddies” Program. • Collaboration and articulation with middle schools. • Sign-up numbers at pre-season student meetings. • Post-season evaluation of student participation numbers. • Annual collaboration with special education instructional team leaders. • Annual review of the Allied Sports Program by the Allied Sports Advisory Committee.

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

Assessment	Kent County Public Schools
	<ul style="list-style-type: none"> The athletic director and school administration will consult if there is any concern regarding a student’s participation altering the mainstream interscholastic athletic program.
Description of Types of Alternative Sports Programs and Structure	<ul style="list-style-type: none"> 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.
Needs Assessment	<ul style="list-style-type: none"> 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.

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

Assessment	Montgomery County Public Schools
	<ul style="list-style-type: none"> • 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. • Based on these three criteria, the decision of the committee would include whether the student may participate in: <ul style="list-style-type: none"> • a mainstream interscholastic team sport, • a mainstream interscholastic individual sport, or • a sport in the Corollary Athletics Program.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<p>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.</p> <p>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.</p>
<p>Needs Assessment</p>	<p>A workgroup was developed consisting of approximately 25 teachers, athletic directors, principals, special education teachers, coaches, and community members who have children with disabilities. Input was gathered from schools regarding potential sports and program parameters. Based 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 several 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 activities included in Special Olympics or identified as emerging). 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 is now offered at all 25 high schools and team handball was discontinued beginning with the fall 2024 season.</p>

Assessment	Prince George's County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Administrative Procedure 5129 and Administrative Procedure 5122 for students with disabilities.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> All students may try out for interscholastic athletics. 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. We have established a Pathway to Play Committee to review cases that may arise. Parents may appeal to this Committee. A parent may appeal the decision of the Committee to the superintendent of schools or his/her designee.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> 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. 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.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

Assessment	Queen Anne’s County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> All students follow the regulations and policies contained in the Guide for Student Athletes and Parents.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> Student Eligibility Determination <ul style="list-style-type: none"> 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. 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. 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. 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. Pathway to Play Committee <ul style="list-style-type: none"> 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"> The Supervisor of Athletics for Queen Anne’s County Public School <ul style="list-style-type: none"> The school athletic director from the high school that student with disabilities does not attend. A physical education teacher from the student with disabilities’ high school. A representative from the Office of Special Education Services. The Assistant Superintendent of Instruction.

Assessment	Queen Anne's County Public Schools
	<ul style="list-style-type: none"> • Upon request of a student, teacher, parent, coach, or administrator, any student with an IEP or 504 Plan who wishes to participate in the mainstream interscholastic athletic program is referred to the Pathway to Play Committee who will consider the eligibility of each student on a case-by-case basis. • The committee shall conduct a review of the student and the sport, consult with the Maryland Public Secondary Schools Athletic Association (MPSSAA) as needed, and determine the accommodations or modifications necessary to enable the individual student's participation. • 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"> • Fundamentally alters the sport? • Provide a competitive advantage to the student? • Competitively disadvantage other participants? • Significantly increase the risk of injury for the student or other athletes? • The Pathway to Play Committee shall render one of the following determinations for each student referred: <ul style="list-style-type: none"> • The student is able to participate in the interscholastic athletic program with accommodations. • The student is able to participate against or alongside other athletes in individual interscholastic events with allowable accommodations, modifications or aids • 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.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • Queen Anne's County partners with Special Olympics Maryland and offered Unified Tennis in the fall, Unified Strength and Conditioning in the winter, and Unified Outdoor Bocce in the spring. Both high schools had Unified Sports teams which practiced and competed each week. The teams participated in two competitions at the Unified Sports State High School Invitational at the end of the season.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • 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.

Assessment	St. Mary's County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> IHBAA Physical Education and Athletic Programs for Students with Disabilities Policy - Adopted September 8, 2010.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> Determination of Student Eligibility <ul style="list-style-type: none"> 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. Students with disabilities should not be excluded from trying out unless their participation poses a safety risk or fundamentally alters the sport. 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. 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. Pathway to Play <ul style="list-style-type: none"> 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. 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.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> The Corollary Sports Program offers Cycling in the fall, Bowling in the winter, and Bocce in the spring. 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.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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

Assessment	St. Mary's County Public Schools
	PE. Feedback from coaches, athletes, and parents, if available, will be shared with the Director of Athletics and school-based Athletic Directors.

Assessment	Somerset County Public Schools
Policies Related to Athletic Opportunities for Students with Disabilities	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy.
Assessment Criteria and Appeals Process	<ul style="list-style-type: none"> 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. Parents, guardians, or legal representatives of students with disabilities may file a written complaint with the superintendent of schools regarding an alleged violation.
Description of Types of Alternative Sports Programs and Structure	<ul style="list-style-type: none"> 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 & Conditioning (WHS) and Bowling (CHS) in the winter, and Unified Outdoor Bocce in the spring. All students have the opportunity to tryout and participate, if selected, for regular athletic teams.
Needs Assessment	<ul style="list-style-type: none"> 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.

Assessment	Talbot County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Corollary Athletic Program for Students with Disability POLICY CODE 9.16.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Determination of Student Eligibility <ul style="list-style-type: none"> • 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. • 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. • The athletic director convenes the Pathway to Play Committee to determine the level of participation offering the best opportunity for success. • Pathway to Play <ul style="list-style-type: none"> • 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. • TCPS will follow the appeals process as set forth by COMAR13A.06.04.06. "Parents, guardians, and legal representatives of students with disabilities may file a written complaint with the local superintendent regarding alleged violation of this chapter. • The written complaint shall: <ul style="list-style-type: none"> • State the alleged violation; • Contain a brief statement of facts necessary to understand the complaint; • Contain a brief statement of relief sought; and • Be filed within 30 days of the discovery date of the alleged violation."

Assessment	Talbot County Public Schools
	<ul style="list-style-type: none"> The superintendent/designee will review the appeal, examine the data and conduct fact-finding information and make a decision relative to the student's eligibility within 10 calendar days.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> TCPS partnered with Special Olympics Maryland to implement a Unified Sports Program at Easton High School and St. Michaels Middle/High School. 2010, a Unified Bocce program was implemented. 2010-11SY, the program was expanded to include Unified Tennis in the fall. 2011-12SY, Unified Strength and Conditioning was added for the winter season. With the addition of Strength and Conditioning, we now offer Unified Sports programming for all three seasons. The Unified Sports season encompasses an 8-week period. Athletes practice two times per week and the length of practice is ninety minutes per session. Teams participate in at least two regular season competitions followed up by a regional or state event.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> 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.

Assessment	Washington County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Policy IHBA titled Physical Education and Athletic Programs for Students with Disabilities. The policy states that students with disabilities have equivalent opportunities for participation in mainstream physical education, and 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. Administrative Regulation IHBA-R Physical Education and Athletic Programs for Students with Disabilities.

Assessment	Washington County Public Schools
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • Determination of Student Eligibility <ul style="list-style-type: none"> • All students will have the opportunity to compete for a roster spot provided they meet the eligibility requirements. • The coaching staff and athletic director in consultation with school staff will determine whether the participation of a student with a disability will present a health or safety risk and does not fundamentally alter the sport. • The assessment criteria will be determined on a case-by-case basis and in conjunction with special education staff. If the disability or accommodations fall into 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. • Pathway to Play <ul style="list-style-type: none"> • This committee consists of a Principal, Supervisor of Athletics, an Athletic Director, an Adaptive Physical Education Specialist, and a Special Education staff member. • The four-point criteria will include: <ul style="list-style-type: none"> • whether there is an increased risk of injury for the student or other participants, • whether the sport is fundamentally altered, • whether the student gains a competitive advantage, or • whether other participants are competitively disadvantaged. • The committee will consider all possibilities for inclusion using these four criteria and determine whether the student may participate: <ul style="list-style-type: none"> • in a mainstream interscholastic sport, or • in a Corollary Sport program. • Students wishing to challenge the initial assessment of the coach and school may appeal to the Pathway to Play Committee. • A student, parent, or legal guardian may appeal the committee's decision according to WCPS regulation IHBA-R.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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

Assessment	Washington County Public Schools
	<p>Indoor Bocce in the winter, and Unified Track and Field in the spring. Appropriate funding is provided to maintain coaches' stipends, transportation, equipment, supplies and uniforms. All three programs will model mainstream practices and competitions using the same facilities as the mainstream interscholastic athletic programs. Seasons will be shorter, consisting of two practices per week, 4-6 competitions including a county championship and a state competition.</p>
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • Pre-season meetings and training sessions with athletic administrators, coaches, teachers, students, and parents. • Collaboration with special education team leaders. • Collaboration and articulation with middle schools and "Best Buddies" Programs. • Sign-up numbers at pre-season student meetings. • Post-season evaluation of student numbers and annual review of the WCPS Unified Sports program.

Assessment	Wicomico County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> • Wicomico County Athletic Handbook <ul style="list-style-type: none"> • Co-curricular and extracurricular activity eligibility - Practice Regulations and Coaches' Responsibilities in Reference to Injuries. • Students who participate in Unified Sports programs are not assessed an athletic participation fee due to the financial support that is currently offered from Special Olympics Maryland.
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> • 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. • The Departments of Athletics and Special Education will be responsible for the oversight of the application of these criteria. • Determinations of the appropriate accommodations that need to be provided to students with disabilities are made by the IEP teams. • A Pathway to Play Committee is used to review appeals submitted by students and parents.
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> • 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. • Unified Sports teams practice a minimum of two times a week and participate in three interscholastic competitions, including the State Unified Sports Invitational. Unified Sports will be administered by the Unified Sports Coordinator under the supervision of the Departments of Athletics and Special Education. Special Olympics Maryland provides resources and training for all Unified Sports coaches. Wicomico County works with Special Olympics Maryland to conduct its interscholastic competitions.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> • 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.

Assessment	Worcester County Public Schools
<p>Policies Related to Athletic Opportunities for Students with Disabilities</p>	<ul style="list-style-type: none"> Physical Education and Athletic Programs for Students with Disabilities Policy. Pol. IV-D-12
<p>Assessment Criteria and Appeals Process</p>	<ul style="list-style-type: none"> The criteria and how accommodations will be provided continues to be determined by the principal in consultation with the head coach, parents, and special needs staff as appropriate. Considerations include sports skills testing, competitive demeanor, and the student’s ability to function within a team environment. Students with disabilities are granted the opportunity to compete for a roster spot based on the requirements of whether or not he or she (a) presents a safety risk to himself/herself or others or (b) his/her participation fundamentally alters the nature of the mainstream interscholastic athletic program. Refer to Worcester County’s “Complaints and Appeal Process.”
<p>Description of Types of Alternative Sports Programs and Structure</p>	<ul style="list-style-type: none"> 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.
<p>Needs Assessment</p>	<ul style="list-style-type: none"> Unified Sports offered in Worcester County provide meaningful opportunities for students of all disabilities and students without disabilities. These sports include tennis, bowling, strength and conditioning, and outdoor bocce. Reviews of the Corollary Sports programs will be conducted at the end of each season.

APPENDIX D

Physical Education Requirement Memorandum



Carey M. Wright, Ed.D.
State Superintendent of Schools

TO: Coordinators and Supervisors of Standards-Based Physical Education

FROM: Jason Semanoff, Director of Comprehensive Health and Physical Education JHS

DATE: August 01, 2024

SUBJECT: Student Participation in Standards-Based Physical Education Programs

Standards-Based Physical Education Requirements

Local education agencies (LEAs) must provide a [standards-based physical education program](#) for all students in grades PreK-8 each year that meet the requirements of the [State Framework](#). Additionally, LEAs must offer a standards-based physical education program for all students in grades 9-12, enabling them to meet graduation requirements and select electives that align with the State Framework and Maryland's College and Career Ready Standards.

Several amendments to the Code of Maryland Regulations (COMAR) [13A.04.13.01](#) became effective on July 12, 2021. LEAs may not:

- Authorize a student to substitute other activities for a standards-based physical education program for graduation credits, such as but not limited to interscholastic sports, community-based sports, physical therapy, Junior Reserve Officer Training Corps (JROTC), or marching band;
- Waive the standards-based physical education 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 also removed from the regular classroom setting as part of an in-school suspension or similar disciplinary intervention.

Students with Disabilities

COMAR 13A.04.13 requires LEAs to ensure [students with disabilities](#) are provided with [reasonable accommodations](#) and have an equal opportunity to participate to the fullest extent possible in the standards-based physical education program.

Furthermore, Education Article, §7-4B, Annotated Code of Maryland requires LEAs to promote and protect the inclusion of students with disabilities into standards-based physical education programs by:

- Measuring a student's present level of performance through an individualized assessment.
- Ensuring adapted, allied, or unified physical education is available and adequately funded.
- Providing evidence that indicates the interests and abilities of students with disabilities have been fully and effectively accommodated by the county board's implemented programs.

200 West Baltimore Street Baltimore, MD 21201 | 410-767-0100 Deaf and hard of hearing use Relay.

marylandpublicschools.org

Individualized Action Plans (IAPs)

COMAR 13A.04.13 requires students who are temporarily unable to participate in the standards-based physical education program to have an Individualized Action Plan (IAP) and be provided with appropriate learning experiences aligned with the State Framework.

To develop the IAP, the physical education teacher should collaborate with the parent/guardian and, when appropriate, a healthcare provider to identify the skills the student can perform without modifications, the skills that should be modified, and the skills that should be avoided until fully recovered from the illness/injury. Modifications may include:

- simplifying the assignment;
- changing the equipment being used;
- altering the environment; and/or
- providing social/behavioral supports.

Students who need long-term modifications must have their present level of performance assessed by a qualified physical education/adapted physical education teacher to determine if additional supplementary aids and services are needed through the creation of a Section 504 Plan and/or IEP.

If I can be of further assistance, please contact me at jason.semanoff@maryland.gov.

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, 2024, through May 15, 2025

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, 2025. 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 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, 2025.

If you have any questions or concerns, please reach out to 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. During school year 2023-2024 what professional development opportunities have been provided in the area of physical education for students with disabilities?
3. What were the outcomes of SY 23-24 professional development opportunities?
4. During SY 23-24 what resources were 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
Allegany	<p>Collaboration between both departments is ongoing. ACPS continues to use 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. Physical Education teachers ensure all students are included in daily lessons and students with disabilities needs are met.</p>
Anne Arundel	<p>Unified PE implemented at 13 high schools and Unified Dance at 6 high schools; Middle School Unified PE elective course at 5 middle schools and 5 other schools doing creative scheduling to allow for a Unified approach in Middle School PE;</p> <p>Special Education provided funding to attend and provide professional development opportunities for physical education teachers who teach students with disabilities;</p> <p>Shared information and resources on adapted physical education at Special Education Citizens Advisory Council (SECAC) annual fair Monthly staff meetings with Coordinator of Physical Education, Health, Dance, and Adapted Physical Education, Coordinator of Special Services/Special Education and Adapted Physical Education Resource Team.</p> <p>Quarterly meetings with the Assistant Superintendent of Specially Designed instruction to provide updates on adapted physical education</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p>Baltimore City</p>	<p>The Office of Teaching & Learning and the Office of Special Education have worked collaboratively to ensure that students of all abilities have equitable access to meaningful participation in mainstream physical education. Our efforts include: Joint Professional Learning & Capacity Building: Via the Academics Office, we provide ongoing professional learning for both general and adapted physical education (APE) teachers, including our 5 itinerant APE teachers.</p> <p>These offerings are designed to strengthen inclusive instructional strategies, enhance understanding of Universal Design for Learning (UDL) approaches, and plan for individualized supports aligned with students' IEP goal, and accommodations, modifications & supports for students with a 504 plan. IEP Team Collaboration: The Office of Special Education actively engages with school-based IEP teams to ensure that students are placed in the least restrictive environment (LRE) for physical education, which is often general PE.</p> <p>Our adapted PE teachers serve as key liaisons between PE and special education staff, offering expertise in modifications, accommodations, and equipment needs.</p> <p>Coordinated Program Development: Our offices have worked together to refine processes for determining eligibility for adapted PE services, ensuring clear and consistent decision-making. We are also updating curriculum resources to embed best practices for inclusion, including peer support and differentiated instruction.</p> <p>Lastly, we are working to add Unified PE & Leadership as an official elective course for our high schools. Our shared goal is to build the capacity of all physical educators to effectively serve students with disabilities while fostering inclusive and supportive learning environments. To this end, the Ed. Associate of Adapted Physical Education and the 5 Itinerant Adapted PE teachers shifted from the Office of Special Education to the Office of Teaching and Learning on July 1, 2024. Specifically, they joined the Science, Health, & Physical Education Department to enhance services that support students and streamline inclusion efforts.</p>
<p>Baltimore County</p>	<p>Members of the Adapted Physical Education (APE) Resource Team are each assigned to a specific division within the Office of Special Education—Teaching and Learning, Compliance, and Related Services—to facilitate communication. APE resource teachers attend periodic IEP chair update meetings to access current MSDE and LEA information and policies regarding special education. They also have opportunities to present at select meetings, sharing information and resources specific to Adapted PE.</p> <p>The APE team collaborates with the Office of Special Education to develop instructional resources and best practices for including students in the Integrated Service Delivery Model (ISDM). They disseminate pertinent information to Physical Education Teachers, IEP Chairs/Facilitators, Special Education Department Chairs, and Student Support Team Chairs through various professional development opportunities, the online learning management system, and one-on-one consultations.</p> <p>Additionally, four regional Awesome Activity Days were organized for high school students with disabilities, allowing them to engage in enrichment and inclusion activities alongside their general education peers in a supportive and collaborative environment.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p>Calvert</p>	<p>The physical education and special education offices periodically hold meetings to discuss updates, progress, needs and support in the area of Adapted Physical Education (APE). The physical education office employs one APE Resource Teacher, and the special education office employs one APE Resource Teacher. Calvert County continues to have 22 of 23 schools which provide an all-inclusive Physical Education Setting.</p> <p>Calvert County does have one school (Calvert Country) that supports approximately 44 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 they may successfully participate in recreational and lifetime activities aligned with the Maryland Comprehensive Physical Education Framework.</p>
<p>Caroline</p>	<p>Supervisors of PE/Health and Special Education meet with the APE Teacher specialist quarterly to discuss program needs and outcomes. APE teacher specialists works under both departments attending and sharing PD from both. Data collection documents are utilized and shared with supervisors to monitor for feedback and input.</p>
<p>Carroll</p>	<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. CCPS is currently involved with the TIES grant and sharing relevant information to all PE/APE teachers.</p> <p>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. 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>
<p>Cecil</p>	<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.</p> <p>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>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p>Charles</p>	<p>The Special Education and Physical Education offices have worked together to address key issues that impact the quality of education and inclusion for students with disabilities in mainstream physical education. A major focus of this collaboration has been solving staffing challenges to ensure that students receive the support needed for a meaningful and equitable physical education experience.</p> <p>Additionally, both departments have worked together to develop a Memorandum of Understanding (MOU) with Special Olympics. This partnership will provide valuable resources and support for Unified Physical Education programs, helping to foster inclusive and collaborative opportunities for students of all abilities.</p> <p>Beyond program development, our offices collaborate on a weekly basis to provide ongoing teacher support at the school level. Through regular consultation, professional development, and individualized assistance, we ensure that educators are equipped with the necessary strategies, resources, and training to effectively implement inclusive physical education programs.</p>
<p>Dorchester</p>	<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>
<p>Frederick</p>	<p>Our departments meet monthly during the school year. The PE central office staff supports our Inclusive & Unified Events, but our hands are tied when we talk about inclusion during PE Class. Many times it comes down to admin not doing their jobs to include all students in their building in PE & Health.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p>Garrett</p>	<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. In addition, feedback is sought from physical education teachers about additional professional development or equipment needs.</p> <p>GCPS has also implemented unified track, bocce, football, 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>
<p>Harford</p>	<p>Training to all self-contained APE teachers and APE Itinerants from Office of Special Education compliance office for updated IEP writing requirements.</p>
<p>Howard</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. 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.</p> <p>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. Details regarding the referral and assessment process for students requiring Adapted Physical Education services.</p> <p>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>Kent</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>

Local Education Agency	Responses to Question #1: Collaboration between Offices
<p>Montgomery</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.</p> <p>The physical education teacher assesses the student to determine the most appropriate instructional accommodations, curricular modifications, and continuum of adapted physical education placements. The physical education teacher, school counselor or special education teacher, and appropriate related service provider (occupational therapist, physical therapist, and speech pathologist) collaborate to determine appropriate instructional accommodations and curricular modifications in physical education to meet the students' individualized needs. 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.</p> <p>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. 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>
<p>Prince George's</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 have the opportunity to be enrolled in general physical education courses. APE teachers still provide services to APE IEP students in these programs. The goal is to increase LRE based on student needs while adhering to the Appropriate Standards of Inclusion as stated in 'A Guide to Serving Students with Disabilities in Physical Education.</p> <p>The Adapted Physical Education Program, through the Department of Special Education, 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 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 (non-APE) in our Emotional (ED) programs and Autism programs because they are on the Diploma Track. These students are moving to general physical education classes with non-disabled peers. The Adapted Physical Education teacher (Special Education) is available to assist the general physical education teacher during the transition and with any consultative support requested.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
Queen Anne's	<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>Queen Anne's County Public Schools has continued to grow our resources which are housed in a shared adapted physical education folder. Physical Education teachers follow the program guide as a resource. Referral forms are updated and put into our resource folder along with an Adaptive Physical Education flyer. All Physical Education teachers have access to the information in the folder. Presentations, IEP information, assessments, and accommodations/adaptations are available in the folder to be used as a resource.</p> <p>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>
Saint Mary's	<p>The Coordinator of Adapted Physical Education (Anna Routzahn) participates in ongoing meetings between the offices of Physical Education and Special Education. Reports on the monitoring and implementation of local, state and federal policies and regulations regarding Adapted Physical Education (APE) and Corollary Sports in St. Mary's County Public Schools. Reports and shares information from MSDE regarding updates from the monthly Adapted PE briefing meetings as the Consultant for Adapted Physical Education for Maryland State Department of Education. Collaborated with local and state organizations in sharing and reviewing discussing various Adapted P.E. class models and best practices for students with disabilities.</p> <p>Adapted P.E. collaboration with the school systems Physical Therapist to attend Adapted P.E. direct service sessions, Adapted P.E. classes and general education P.E. classes to provide additional support to students with disabilities to increase their participation and engagement level.</p> <p>Collaboration with special education teachers to ensure all high school diploma bound students in specialized programs are registered to participate in the graduation requirement Physical Education course. Additional support and equipment has been provided to Physical Education Teachers to increase students' engagement and understanding of the course content.</p>
Somerset	<p>Supervisors from Special Education and Physical Education office consult monthly to identify opportunities and concerns and how to address these issues.</p>
Talbot	<p>I have routing dialogue with the representative in the SPED office who oversees APE via email.</p>
Washington	<p>The two departments work together to promote the inclusion of students with disabilities. The departments collaborate several times throughout the year to provide resources and teacher support to ensure inclusion is being authentically provided for students through mainstream physical education programs.</p>
Wicomico	<p>We meet regularly, share data, and review practices to ensure student's needs are met within the law.</p>

Local Education Agency	Responses to Question #1: Collaboration between Offices
Worcester	<p>The APE teacher in our county works under the direction of both the Special Ed department and the PE/Health dept. office. When Sped office has PD, they attend and when PE/Health office has PD they attend. The special education office and PE/health office both attend monthly coordinator meetings where relevant topics are discussed. Both offices also meet, when necessary, with the coordinator of athletics, who manages and provides services to our unified teams with special olympics.</p> <p>The PE/health office provided APE information to teachers at the beginning of the 23-24 school year. PE/health teachers are present at IEP meetings, when it is allowable for their schedule to do that. PE/Health teachers often work at the school level with school-based and special education office-based therapists and specialists to provide accommodations and modifications when necessary in inclusive settings.</p>

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

Local Education Agency	Responses to Question #2: Professional Development
Allegany	<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, Special Education Facilitators, 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. Emphasis on student engagement in a comprehensive physical education experience through exposure of a variety of activities.</p> <p>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> <p>Teachers gain the skills and knowledge to differentiate instruction, address barriers, and provide accessible learning experiences for all students. Professional development encouraged collaboration between special education and general education teachers, leading to more effective support for students with disabilities.</p>
Anne Arundel	<p>Special Education provided funding for professional development opportunities for physical education teachers who teach students with disabilities, including the NAHPL convention in Baton Rouge for 2 teachers; 1 APE specialist attended the National APE conference in San Diego, CA: Collaborated with PGCPs to provide professional development day for physical education and aquatics teachers at the developmental centers.</p> <p>Collaborated with special education to provide school-based professional development on working with students with disabilities in cultural arts classes;</p> <p>Beginning of the year County wide Physical Education professional development sessions were offered on Peer buddies from MOVE United, YAP with Special Olympics, Inclusive Fitness, and Middle School Unified PE session, New Teacher Orientation - "Introduction to Adapted Physical Education/Dance" professional development session with our new PE/Dance teachers. Provided in person full day professional development to physical education teachers who have students with adapted PE on their IEPs. Topics included Understanding Inclusion, Peer buddies, Working with Paraprofessionals, Understanding the IEP, data collection, and Creating adaptations.</p> <p>Our physical education and cultural arts teachers continue to be exposed to best practices with teaching students with disabilities to help them feel more comfortable and competent when teaching students with varying disabilities in their classes.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Baltimore City</p>	<p>During the 2023–2024 school year, our district prioritized inclusive practices in physical education by offering multiple professional learning opportunities focused on supporting students with disabilities. These included the following workshops as inputs of year-long learning arcs: High-Quality Physical Education is Adapted Physical Education, The Physical Education Learning Environment, Student-Centered Physical Education, Special Olympics Maryland, Back Mapping an Inclusive Unit for All Learners, Moving Beyond Busy, Happy, Good to Meaningful Physical Education, Inclusive, Engaging, Safe, and FUN! All professional learning opportunities for physical education teachers were, and continue to be, developed with an equity lens and with a special focus on the needs of our most marginalized students. This intentionality ensures that each unique learning session 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>The professional learning initiatives implemented during the 2023-2024 school year have led to several measurable outcomes in enhancing inclusive practices in physical education. Key results include:</p> <ol style="list-style-type: none"> 1. Increased Teacher Confidence & Capacity Post-professional learning surveys indicated that over 97% of participating PE teachers reported that the session was a “good or excellent” use of their time. Teachers demonstrated improved competency in implementing Universal Design for Learning (UDL) principles, modifying activities, and leveraging accommodations effectively. 2. Strengthened Collaboration Between General PE Teachers & Itinerant Adapted PE Teacher Itinerant Adapted PE teachers led and/or co-facilitated many professional learning sessions leading to more confidence amongst general PE teachers to practice intentional inclusion strategies. 3. Sustainability & Future Growth Our professional learning model is fostering sustained improvements in teaching practices. Teachers expressed interest in professional learning arcs and differentiated workshops, possibly by years of experience. <p>Overall, the impact of the 2023-2024 professional development efforts has resulted in a more inclusive, student-centered approach to physical education, ensuring that all students, regardless of ability, have meaningful opportunities to participate and succeed.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Baltimore County</p>	<p>Members of the Adapted Physical Education (APE) Resource Team are each assigned to a specific division within the Office of Special Education—Teaching and Learning, Compliance, and Related Services—to facilitate communication. APE resource teachers attend periodic IEP chair update meetings to access current MSDE and LEA information and policies regarding special education. They also have opportunities to present at select meetings, sharing information and resources specific to Adapted PE.</p> <p>The APE team collaborates with the Office of Special Education to develop instructional resources and best practices for including students in the Integrated Service Delivery Model (ISDM). They disseminate pertinent information to Physical Education Teachers, IEP Chairs/Facilitators, Special Education Department Chairs, and Student Support Team Chairs through various professional development opportunities, the online learning management system, and one-on-one consultations.</p> <p>Additionally, four regional Awesome Activity Days were organized for high school students with disabilities, allowing them to engage in enrichment and inclusion activities alongside their general education peers in a supportive and collaborative environment.</p> <p>At county-wide professional development sessions, physical education teachers received information about alternate assessments for students with disabilities included in the new county-wide fitness assessment program. During additional county-wide sessions, the APE team presented on topics including: data collection, continuum of environments for physical education, implementing accommodations, the use of visuals, and reflective teaching practices. The APE Team presented an overview of the adapted PE process for Baltimore County Public Schools to county SST and IEP chairs. Elementary PE teachers had the opportunity to attend a session for the Integrated Service Delivery Model (ISDM) which many schools moved to this year. Attendees discussed solutions to obstacles facing teachers along with time to create “make and take” materials to use with their students.</p> <p>New teachers are provided with an overview of the APE process prior to the start of the school year. 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 with updated and expanded resources on the BCPS Schoology (BCPS Learning Management System) APE Group.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Calvert</p>	<p>Professional Development opportunities are provided throughout the year for paraprofessionals and general educators. During the 2023-2024 school year, the Adapted PE teachers had an opportunity to collaborate with paraprofessionals. Instructional Assistants (IAs) were involved in a discussion surrounding their support in the PE setting. They were asked how their role is utilized by the PE teacher, what they felt could improve the work and services they provide in that setting, and what they enjoyed in the support of their student in that setting.</p> <p>Through this discussion, the role in the gym setting was reinforced and additionally, the APE teachers were able to then provide feedback and coaching to the general PE educators on how to improve the relationship and instructional support they could ask for and get from the IAs, all to increase student engagement, collaboration, and success in the general PE setting.</p> <p>Additionally, APE teachers attend and support system professional development with PreK-12 PE teachers. As staff are introduced to new activities and professional learning, the APE teachers always add to the inclusive nature of the learning by coaching peers in how these new activities or learnings can encompass entry points for all students, including students with disabilities. It allows for general PE teachers to learn how to be more inclusive in many different aspects of their classroom lessons. Additionally, APE teachers have shared the webinars that are available through the state steering committee.</p> <p>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.</p>
<p>Caroline</p>	<p>APE Teacher Specialist provided APENS PD for elem teachers to grow their knowledge and understanding in the area. Continued PD for HS teachers teaching Unified PE and Leadership course.</p> <p>Growth of teacher understanding of the APENS standards in order to implement them within the content standards in PE.</p>
<p>Carroll</p>	<p>Adapted PE consulting teachers provide individual and group professional development to APE teachers in the area of Best Practices, Goal/PLAAFP/Progress report writing, data collection and documentation, unified PE classroom observation and national convention as well as APE assessment administration. Professional development was also provided in the areas of switch activated equipment use.</p> <p>Staff were able to develop more age and skill level appropriate goals, objectives, and PLAAFPs. Staff was able to gain knowledge with curriculum updates and ideas for modified equipment.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Cecil</p>	<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. Training will be provided to all physical education teachers in the fall of 2025. 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> <p>Physical Education teachers are more informed and have developed a more thorough understanding of the curricular supports and resources that are available for their instruction and support of students with disabilities.</p>
<p>Charles</p>	<p>In-County Training Sessions:</p> <ul style="list-style-type: none"> • Teachers have received specialized training on developing appropriate goals and objectives for students with disabilities in physical education. • Sessions have been conducted on using visuals in physical education to enhance student understanding, engagement, and independence. • Training on the prompting hierarchy has been provided, helping teachers understand how to gradually fade support and increase student autonomy. <p>After-Hours Professional Development & Consultation:</p> <ul style="list-style-type: none"> • Teachers have been given the opportunity to meet with Adapted Physical Education (APE) resource teachers outside of school hours to discuss specific student needs, curriculum adaptations, and best practices for inclusion. • These informal consultations have provided a space for teachers to ask questions, problem-solve challenges, and receive personalized support in implementing inclusive strategies. <p>Increased Teacher Autonomy in Goal Writing:</p> <ul style="list-style-type: none"> • There was a 50% increase in high school physical education teachers writing their own goals and objectives for students with disabilities. • This demonstrates a growing confidence and understanding of how to align instruction with individualized student needs. <p>Expanded Use of Visual Supports:</p> <ul style="list-style-type: none"> • More teachers have incorporated visual schedules and supports into their instruction, providing students with clearer expectations and structured routines to enhance engagement and independence in physical education settings.

Local Education Agency	Responses to Question #2: Professional Development
<p>Dorchester</p>	<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> <p>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.</p>
<p>Frederick</p>	<p>Our Department had one half day to do a variety of presentations to the PK-12 PE Staff. We focused on routines that help specialized programs and how to engage ALL students in PE activities. We focused more on students with APE needs in the general education setting.</p> <p>Staff responded that they liked the information shared in January, but with no additional PD time we are limited with what we share and are only able to follow up by stopping by schools or emailing. This is not sufficient for what is needed at this time in FCPS.</p>
<p>Garrett</p>	<p>In the fall of 2024, GCPS provided professional development to all of our PE teachers on inclusive practices. Special Olympics partnered with GCPS to provide this training to our staff. PE teachers were provided with strategies and hands-on learning opportunities to adapt and differentiate PE instruction for students with disabilities.</p> <p>Due to the small number of students who require adapted physical education, professional development is also provided to teachers on an as-needed basis. Our county representative attends the state adapted physical education meetings and disseminates the information to the other physical education teachers in the county.</p> <p>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> <p>This professional development allowed time for PE teachers to collaborate on best practices, while also learning new strategies to implement in their classroom to support students with disabilities. This PD informed PE teachers of Intellectual and Developmental Disability etiquette, unified physical education, and PE accommodations and modifications. PE teachers were able to take this information back to their classrooms to further support students with disabilities.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Harford</p>	<p>PD for APE Itinerants and APE self-contained teachers on:</p> <ul style="list-style-type: none"> • Strategies for skill instructions (micro skills) • Visuals to use for skill practice • Collaboration examples for instructional strategy support • Modified equipment ideas • Skill assessments -micro skills and chart examples • Invited APE teachers to SHAPE conferences. <p>APE teachers take ideas to PE teachers: Strategies for skill breakdown Visuals to use during PE lessons Modified equipment ideas Assessments modified for skill testing Skill charts shared General Elementary, Middle and High PE teachers shared APE modifications for warm-ups, skill and game play in school presentations.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Howard</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"> • Targeted outcomes on providing modifications, accommodations, and differentiation. • Quarterly adapted physical education meetings are designed for the adapted physical education teachers. • Part of the design is for these teachers to share information with the teachers at the schools where they provide services. • 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. <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>Teachers were better able to understand how to use self-reflection as a tool to improve inclusion experiences in PE. Be able to apply at least one new instructional strategy to their teaching that will enhance student learning. Understand strategies for behavior management and how they apply to APE instruction Explain the referral and informal observation process for APE and summarize information for assessment reports. Define and outline a learning progression. 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>Kent</p>	<p>The young athletes program- our OT and PT collaborate to offer enrichment opportunities to students to refine gross motor skills.</p> <p>Teachers learned more activities continue to be added aligned to the PE curriculum and standards.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Montgomery</p>	<p>Maryland Online Individualized Education Program (MOIEP) for Physical Education Teachers (asynchronous).</p> <p>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)</p> <p>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.</p> <p>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>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 with the lead teacher, and discuss use of visuals in gymnasiums.</p> <p>*Individualized school visits to support discrete programs. This may be direct-teacher, student, or administrative contact.</p> <p>Listed are the outcomes:</p> <ol style="list-style-type: none"> 1. Navigating the MOIEP system and documenting APE services, goals, objectives and SAS. 2. Develop instructional strategies using UDL principals for specific student populations. 3. Develop classroom management strategies and visual behavioral supports for students to increase learning time in inclusive and separate physical education settings. 4. Develop data collection tools to support and collaborate with school staff and related services.

Local Education Agency	Responses to Question #2: Professional Development
<p>Prince George's</p>	<p>This school year we again collaborated with AACPS APE and 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.</p> <p>Presenters were Maryland Teachers of the Year and the President of the MD APE Consortium. 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. 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 professional development at Salisbury University in Adapted Aquatics.</p> <p>In the area of promoting inclusion in Physical Education, we planned and presented two professional development sessions for general Physical Education teachers on the inclusion of students enrolled in the Elementary Autism Program (Diploma Track). The first session included Best Practices and a Q&A session. The second session was developed in a more collaborative approach. It included the Supervisor of the Elementary Autism Program, the head of Occupational Therapy, the head of Adapted Physical Education, and an APE and GPE teacher.</p> <p>We detailed the theory behind the Elementary Autism Program, Sensory Integration, and Best Practices for including these students in an elementary PE class.</p>
<p>Queen Anne's</p>	<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>Building more inclusive opportunities at all levels for our students.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Saint Mary's</p>	<p>All of our professional development opportunities are conducted by the Coordinator of Adapted Physical Education and Supervisor of Special Education. This specialized training provides general and adapted physical educators with the necessary tools to increase PE Teachers confidence when working with students receiving Adapted Physical Education services.</p> <p>Professional development opportunities are designed to positively and effectively incorporate students with and without disabilities into mainstream or adapted sport participation in the Corollary Sports program. In order to offer students a diverse learning environment with exposure to a variety of physical activities, physical educators participate in professional development training that is conducted biannually to ensure consistent practices are followed and students IEPs are in compliance for Adapted P.E.</p> <p>After school professional development opportunities through optional meetings with the Coordinator for Adapted Physical Education Services and The Supervisor of Special Education Services. Emphasis on student engagement in a comprehensive physical education experience through exposure of a variety of physical activity opportunities. The activities and lessons shared with Physical Educators are designed to increase students' physical activity level, increase self- confidence and foster friendships with their peers. It also provides students without disabilities to recognize they are more alike than different and to be more empathetic towards students with disabilities. Introducing and exposing students to a variety of physical activities that can create excitement and desire for students with a disability to allow them to appreciate their full potential and become more physically active during their lifetime.</p> <p>Collaborated with the Special Olympics teams to provide P.E. Teachers with information on the various school based programs can be implemented to provide a more inclusive P.E. experience for all students. - Implementation of a unified P.E. class at the elementary level. Provide P.E. Teachers with specialized training in standardized assessment to ensure students are performing on grade level with their same aged peers.</p> <p>The outcomes of the professional development opportunities resulted in in the majority of the physical education teachers becoming more comfortable with the instructional expectations, IEP implementation and goal tracking, and inclusion within the physical education setting.</p>
<p>Somerset</p>	<p>The supervisor of physical education received PD from MSDE and was able to share the information with SCPS physical education teachers.</p> <p>Increase awareness of the concerns that students with disabilities face. An effort has been made by the guidance department and school administration to provide support when assigning students with disabilities to physical education classes.</p>
<p>Talbot</p>	<p>None- No PD offered</p>
<p>Washington</p>	<p>We are limited on the number of days we meet with teachers. During the school year we had two professional development days for elementary and two for secondary education. During each sessions we had time in the agenda for our Adapted Physical Education staff to meet with our mainstream staff to review processes and go over resources that are accessible to them throughout the year.</p> <p>The outcomes from the professional development were teachers were accessing resources and providing modifications for students in mainstream physical education classes instead of trying to refer more students for Adapted Services.</p>

Local Education Agency	Responses to Question #2: Professional Development
<p>Wicomico</p>	<p>In August Of 2024, teachers were provided the state guidance documents for how to provide inclusion for students with special needs. In addition specific guidance was provided to specific teachers who had questions about how they can best modify instructional to meet the needs of all learners.</p> <p>All goals were met for providing all physical education teachers training and guidance on how to serve all students.</p>
<p>Worcester</p>	<p>During the 23-24 school year, all new PE teachers received a 9-day professional learning session, with 3 of those days being dedicated to Special needs and PE content. There was one half day at the beginning of the school year for ALL PE teachers, where the newest version of the MD APE Guide was distributed and discussed. Other than that, we did not have any additional PD days for teachers, provided from the central office (Sped or PE).</p> <p>For the new teacher PD and the first day of the year PD, the teachers learned and understood key updates to the Maryland Adapted PE Guide and identified at least one way to implement inclusive practices in their instruction. There were no other outcomes, as there were no more PE PD opportunities in this school year. (I was not the Coordinator of Instruction for PE during the 23-24 school year)</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
Allegany	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.
Anne Arundel	We worked with 8 groups of students from our STEM/BMAH programs to create resources and equipment to support students with disabilities in physical education; we developed best practice skill modification, equipment adaptations and visual supports documents to support our elementary, middle and high school curriculums; we created behavior management supports for our cultural arts teachers to use in their classes.
Baltimore City	<p>During the 2023–2024 school year, City Schools supported students with disabilities and adapted physical education (APE) in several meaningful ways. All physical education teachers and adapted physical education teachers received MSDE’s Guide for Serving Students with Disabilities in Physical Education.</p> <p>Additionally, we offered professional learning opportunities focused on developing visual supports to enhance student engagement and access. These sessions, led by itinerant APE teachers, were offered as choice sessions during two district-wide professional learning days. Itinerant APE teachers also collaborated with general physical education teachers to begin planning for a new Unified Physical Education course at the high school level.</p> <p>While a professional learning network (PLN) was initiated to support the course's development, progress was delayed due to scheduling conflicts. However, the project continued in SY 24-25, leading to the formal proposal of “Unified PE & Leadership” as an elective course. To further support inclusive practices at the elementary level, all PE teachers were provided with access to the Young Athletes program from Special Olympics as a supplemental curriculum resource. In February 2024, Special Olympics Maryland facilitated a workshop to increase teacher familiarity and implementation of the program.</p>
Baltimore County	<p>A variety of visual resources, accommodation tracking tools, and instructional materials have been created and uploaded onto Schoology to support PE teachers in aiding students with disabilities.</p> <p>These include Adapted PE informational documents, guidelines for accurately documenting APE on the IEP, templates for writing APE reports, annual reports, and data collection, as well as a revised structure for goal and objective writing. Asynchronous training on our updated online IEP system has also been provided to all PE teachers.</p>

Local Education Agency	Responses to Question #3: Resource Development
Calvert	<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).</p> <p>These checklists have been used at both the elementary and secondary level. 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>
Caroline	<p>APE Teacher Specialist created observational assessments aligned to the standards to collect data on all students. These assessments are being entered in PM to track long term data and growth on student skills.</p>
Carroll	<p>PE/APE teachers were able to network and collaborate for the betterment of their individual students. Several teachers were able to attend the SHAPE national convention to gain knowledge and resources not only for their school but for our county.</p>
Cecil	<p>New resources include:</p> <ul style="list-style-type: none"> - New APE referral form - Parent/student interview questions for assessment process - New assessment template - Resource documents for the administration of the individual assessments – Resource document for the continuum of APE supports - Resource/Guidance document on progress monitoring of IEP goals - Resource document on using evaluation and on-going assessment data to write the present levels of performance - Adapted Physical Education and Unified Sports Dashboard created for easy access to necessary information and documents
Charles	<p>County policies have been continually updated to ensure that students with disabilities receive equitable access to physical education opportunities. These revisions aim to align best practices with inclusion, accommodations, and individualized student needs.</p> <ul style="list-style-type: none"> - Improved Goal Writing Practices: - Professional development efforts have led to improvements in goal-writing precision, ensuring that goals are: - Clearly defined and measurable for student achievement. - Easier for parents to understand, creating better communication and alignment between school teams and families.

Local Education Agency	Responses to Question #3: Resource Development
Dorchester	<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>
Frederick	<p>Our team focused a lot more on movement spaces in hallways, classrooms, stairwells, etc. We have been encouraging schools to use spaces appropriately and also for them to use meaningful movements while giving students breaks. We made some additional communication visuals for gyms and additional sensory stations or items by working with the OTs in the county.</p>
Garrett	<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 as needed.</p>
Harford	<p>Resources include:</p> <ul style="list-style-type: none"> - Visuals to use for PE skill practice - Modified Equipment - Modified assessments - Updated community resources shared at PD at YMCA
Howard	<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>
Kent	<p>Structured collaboration time and new activities were developed and old ones were revised to better suit the needs of our students.</p>

Local Education Agency	Responses to Question #3: Resource Development
<p>Montgomery</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"> - Adapted Physical Education Articles and Research - Adapted Physical Education Forms - Adapted Physical Education Goals and Objectives Resource - Assessments for Evaluating Students for Adapted Physical Education Services - Community Organizations for Students with Disabilities - IEP Process Instructional Resources for Adapted Physical Education MSDE Documents - Professional Development Resources for Adapted Physical Education - Sample Adapted Physical Education Evaluation Reports - Sample Supplementary Aids and Services - Use of MOIEP for students with APE services - reporting, goal development, communication, IEP performance data, and report uploads. <p>All elementary and secondary physical education teachers have access to adapted physical education instructional and assessment materials.</p> <p>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.</p> <p>Yearly updates to the MCPS curriculum which include modifications and accommodations for specific grade-level outcomes. Inclusive materials for physical education teachers: development of motor learning visuals, UDL charts, and equipment modifications for PE teachers implementing grade level outcomes.</p> <p>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. These materials were delivered during various training sessions and internally updated.</p> <p>Adapted PE: Teacher Coursework is a resource for teachers through the Canvas Learning Management System (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.</p> <p>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>

Local Education Agency	Responses to Question #3: Resource Development
Prince George's	<p>We are in the pre-construction phase of new therapy tank at Cool Spring Elem. The tank, and surrounding infrastructure, was developed to allow for complete access to students disabilities. Working with our Assistive Technology Program, we have purchased specialized AT equipment and provided PD sessions, to allow our APE staff to increase participation and productivity for our severe and profound students in APE classes.</p>
Queen Anne's	<p>Continuing work with implementing the Young Athletes program at several elementary schools and teachers receive weekly updates from Special Olympics Maryland. We have added two more schools to this program. QACPS is also in the process of building inclusive electives for students in physical education and dance at the high school level.</p>
Saint Mary's	<p>Revision of our Adapted P.E. school-based website along with our Adapted PE and Corollary Sports Handbooks. The Adapted P.E. website has been updated for physical educators to provide special education resources for Adapted P.E. accessible in one location.</p> <p>Revised and developed an Adapted P.E. equipment inventory shared through a google site to provide P.E. Teachers with a variety of adapted equipment items that can be used to support students with disabilities during general education P.E. and/or Adapted P.E. direct service sessions.</p> <p>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 during P.E. and Adapted P.E. service time.</p> <p>Developed and provided P.E. teachers that teach students with visual impairments, a variety of vision equipment items that can be used to support students ability to participate in P.E. with their peers. 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.</p> <p>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. Provided standardized assessment training opportunities to P.E. teachers on how to administer the TGMD3 and Brockport Physical Fitness Test to determine eligibility for receiving Adapted P.E. services.</p> <p>Developed and implemented a pre screening form for P.E. teachers to identify students with disabilities that are struggling to participate with their same aged peers during their general</p>
Somerset	<p>Teacher used shapeamerica.org roadmap to adapted physical education to help prepare lessons and activities for students.</p>
Talbot	<p>Information on how to begin the process of identifying a student with potential APE needs.</p>
Washington	<p>We developed a communication and contact process that allowed better response from out Adapted staff to be in touch with the mainstream physical education staff, thus allowing for modifications in the mainstream classroom which allowed students with disabilities to access physical education in mainstream classes.</p>

Local Education Agency	Responses to Question #3: Resource Development
Wicomico	Maryland State Department of Educations Guidance document was delivered to all building administration and physical education teachers throughout the entire district.
Worcester	<p>Throughout the year, the Special Ed Supervisor continues to open professional development workshops to all teachers, including PE and APE teachers.</p> <p>Cedar Chapel Special School provides their APE teacher with professional learning on services and products for students with disabilities for APE. In addition, the special education office has provided a great deal of necessary equipment to schools when it is needed for PE instruction for students with disabilities. The PE/health office continues to share state guidance.</p>

What 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 #4: Challenges
<p>Allegany</p>	<p>Challenges have not changed since previous year.</p> <ul style="list-style-type: none"> - Training for paraprofessionals to support the needs of students in physical education classes to ensure the child has a sense of belonging is critical to fulfilling the needs expressed on the IEP. - Teaching staff have become creative in adapting PE programs to meet the needs of children with accommodations, but funding to purchase adaptive equipment through the PE department is very limited. - More funds to provide more support for the PE teachers, such as planning time and more PE teachers. - Planning time for secondary PE teachers for direct services, data collection, writing IEPs and for attending IEP meetings. - There is no funding available to support an APE specialist even on a limited basis. Class size continues to be an issue in physical education.
<p>Anne Arundel</p>	<p>Challenges have not changed since previous year.</p> <p>Our key challenge is lack of staffing to meet the needs of the students with disabilities and medical conditions in physical education, both with IEPs and 504 plans.</p> <p>We also struggle to provide the necessary support to the physical education teachers who are teaching those students. As more students are identified needing APE support or an Individualized Physical Education Action Plan on their 504 plan, we struggle to provide the level of support our teachers need.</p>

Local Education Agency	Responses to Question #4: Challenges
<p>Baltimore City</p>	<p>City Schools is committed to ensuring equitable access to high-quality physical education for all students, including those with disabilities. However, we list below several key challenges that we face in delivering these programs:</p> <p>Staffing Capacity and Expertise: While we employ a small team of itinerant Adapted Physical Education (APE) teachers, the growing number of students with APE on their IEP and the complexity of their needs may soon outpace our capacity.</p> <p>General physical education teachers, many of whom are conditionally certified, have little to no specialized training to effectively adapt instruction for students that need it most.</p> <p>Professional Learning and Training: We recognize the importance of providing consistent, ongoing professional learning for our physical education teachers in inclusive practices and adapted physical education. Our team is committed to supporting educators through training in areas such as Universal Design for Learning (UDL), behavior strategies, and individualized modifications to better serve students with diverse abilities.</p> <p>A continued partnership with MSDE in this work—particularly through targeted professional learning and technical assistance—would be a valuable support in helping us build capacity across the district. Resource Allocation: We continue to work toward expanding access to adaptive equipment and improving the accessibility of PE facilities to better support students with physical, sensory, and developmental disabilities.</p> <p>While challenges exist, we are committed to identifying opportunities and resources that help meet these needs. IEP Collaboration and Implementation: Ensuring that physical educators are active participants in IEP development and that IEP goals are translated into meaningful physical education experiences is an ongoing challenge.</p> <p>Time constraints and scheduling barriers can hinder collaboration among IEP team members, including APE specialists and PE teachers.</p> <p>Data Collection and Progress Monitoring: Collecting and analyzing data to monitor progress on meaningful physical education-related IEP goals can be time-intensive and is not always systematically embedded into school-wide practices.</p> <p>This makes it difficult to demonstrate growth or identify areas where further support is needed. Addressing these challenges requires a multi-tiered approach that includes increased staffing, enhanced professional learning, improved collaboration structures, and a stronger emphasis on inclusive practices at both the state, local, and individual school levels.</p> <p>The challenges we face each year are being met with positive outcomes. Itinerant Adapted PE teachers are constantly adjusting 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 communicating and working with the Itinerant Adapted PE teachers to effectively include all students in their general PE classes and identify more students who may be eligible for APE services. Resolving challenges is an ongoing work in progress, but we continue to move forward and strive to meet the needs of all of our students.</p>

Local Education Agency	Responses to Question #4: Challenges
<p>Baltimore County</p>	<p>Baltimore County Public Schools (BCPS) provides physical education opportunities to all students. BCPS employs a consultative model and funds 2.5 Adapted Physical Education (APE) resource teachers to support approximately 375 Pre-K-12 physical education teachers across 176 school buildings. This limited number of APE resource teachers faces the challenging task of adequately supporting a large population of teachers, especially in schools with self-contained special education programs that require additional support.</p> <p>Supporting PE teachers in identifying and implementing APE, as well as consulting on the instruction of students with disabilities (including those who do not require APE or specially designed instruction), can be difficult. The increasing number of new physical education teachers, many of whom are conditionally certified or Praxis certified with no experience or training in teaching students with disabilities, further complicates this task.</p> <p>Limited staff in buildings has reduced teacher planning time, making it harder to prepare for the instruction of students with disabilities and complete the necessary documentation to maintain compliance, especially for teachers with large caseloads. Additionally, staffing shortages and scheduling issues have made it challenging to provide physical education across the continuum of environments. The consistent turnover and lack of experienced IEP Chairs have resulted in limited knowledge of adapted physical education at the school level. Staffing reductions have led to increased class sizes and a push for inclusion, even when it may not be appropriate.</p> <p>The challenge intensified due to staffing reductions and the loss of many Physical Education department chairs at the secondary level, making it difficult to distribute information effectively to schools and departments.</p>
<p>Calvert</p>	<p>Class scheduling and space are challenges in delivering quality instructional programs to students in general. For instance, there are often double classes in the gym simultaneously. It is therefore imperative that an IA can support the instruction and has the skill set to do so. This is why we focus on that relationship in our professional development. Another key challenge is that some 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). Emphasis for professional learning of these traditional classroom techniques by PE staff could aid in communication and instruction of students with disabilities in the general PE setting.</p> <p>These challenges continue to be present; however, an increase in effective classroom strategies being utilize successfully in the PE stetting by both teachers and IAs has been observed and noted.</p>
<p>Caroline</p>	<p>Time- lack of time and now due to schedule changes at the MS level, more time is begin cut from PE.</p> <p>This year is the first year with the new MS schedule so this is a new challenge.</p>

Local Education Agency	Responses to Question #4: Challenges
<p>Carroll</p>	<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"> - The inclusion of common planning time would help with communication and planning. - 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. - In addition, more financial resources are needed to lessen the burden on staff and provide expensive special education equipment. - More itinerants would allow more personal instruction to students with disabilities. - Most of these challenges remain the same from previous years. Another challenge is lack of funds. The increase in funding would support more professional development and teacher resources to aid in the inclusion process.
<p>Cecil</p>	<p>Challenges include:</p> <ul style="list-style-type: none"> - Continuing to develop physical education teachers' knowledge of the special education process (referral, evaluation, eligibility, IEP development). - Provide professional development and resources to build knowledge - Additionally it is challenging to coordinate schedules for IEP team meetings so that the physical education teacher can attend and participate without disrupting the instructional day for multiple grade levels. <p>These challenges still exist and have not changed since last year.</p>

Local Education Agency	Responses to Question #4: Challenges
<p>Charles</p>	<p>Retaining Quality Staff:</p> <p>One of the biggest challenges is staff retention, particularly in adaptive physical education (APE) and special education roles.</p> <p>Ensuring that students receive consistent instruction and support is difficult when there is high turnover or shortages of qualified staff.</p> <p>Scheduling Constraints:</p> <p>Balancing student needs with available resources is a challenge, as scheduling APE services must align with both general education PE classes and individualized student support services.</p> <p>Some schools struggle to find time within the school day to provide dedicated adapted PE instruction without interfering with other academic or therapy services.</p> <p>Training and Supporting New Staff:</p> <p>New teachers and paraprofessionals often require extensive training to effectively implement adapted physical education strategies.</p> <p>Staffing Situation Has Improved:</p> <ul style="list-style-type: none"> - There has been some progress in retaining and hiring qualified staff, leading to greater instructional consistency in adapted and inclusive physical education programs. - While staffing shortages still exist, efforts to recruit and support teachers have contributed to a more stable workforce. - Increased Training Opportunities: - More professional development opportunities have been provided, allowing staff to receive better training in adapted physical education strategies. - New teachers and paraprofessionals have had more opportunities to learn and apply inclusive teaching methods, improving overall instructional quality for students with disabilities.
<p>Dorchester</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>Frederick</p>	<p>We have teachers who refuse to provide service, they won't teach an inclusive class, etc. The issue starts with leadership and the fact that principals assume PE is "fine" if they aren't getting calls or concerns from parents about what happens in the gym. We have no additional funding to support our teachers with PLO, no money for conventions, and our APE team did not get funding for SHAPE this year. It is disappointing that the funds all tend to go toward math & reading/writing when physical health and wellness is just as important. Our teachers have a lack of understanding of what APE really is and how it benefits students when they are identified. Teachers continue to say they don't want to do the work because they are too busy teaching and APE is more work.</p> <p>The challenges are the same each year.</p>

Local Education Agency	Responses to Question #4: Challenges
Garrett	<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>
Harford	<p>Budget cuts and reduced content PD days for PE are a challenge.</p> <p>HCPS reduced the PD time allotment this year for PE teachers, Supervisor allocated specific APE PD time this year.</p>
Howard	<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>
Kent	<p>In lead budget times, having PE teachers properly trained or certified in adapted PE continues to be a challenge. These challenges have not changed.</p>

Local Education Agency	Responses to Question #4: Challenges
<p>Montgomery</p>	<p>The challenges facing MCPS and individual schools in delivering physical education to students with disabilities has increased since last year. The amount of staffing allocated by MCPS to support 136 ES, 40 MS, 25 HS, 5 special schools, 2 childhood learning centers, and 1 alternative education program, and 1 special services program is less than appropriate.</p> <p>There are currently 2,100+ students in discrete programming in MCPS and we have gaps in staffing to properly support and teach our students in inclusive or separate physical education environments. This would leave more than 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. 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.</p> <p>Teachers in all academic content areas are suffering from burn-out and lack personal resources to attend training. The teachers 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.</p> <p>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 affecting the number of students in the 2100+ that may need APE on their IEP. 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. Each year we increase the number of students within the system with needs, increase the number identified and continue to advocate for identifying students who may need APE as a direct service. This would drive the need for - 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 have variance in student to teacher ratios and scheduling physical education 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 decreased and has impacted service delivery. Hiring within special education for paraprofessional and educators positions has a critical shortage as well.</p>

Local Education Agency	Responses to Question #4: Challenges
<p>Prince George's</p>	<p>Staffing vacancies in classrooms (teachers and support staff) are a huge challenge to providing services. Classrooms are often staffed with paraprofessionals leading the class or a teacher with little to no support staff in the classroom. This impacts APE/PE classes because classroom staff are required by contract to have lunch/planning/breaks throughout the day, even if the room is short staffed. This becomes a problem because APE/PE classes are expected to adjust to increased numbers of students with less support from additional adults. This makes the APE/PE classes less structured and less productive for students.</p>
<p>Queen Anne's</p>	<p>Providing support to Physical Education teachers in order to write the IEP progress reports and maintain relevant data on progress. Building additional Unified Physical Education opportunities in our schools, challenges have not changed since last year.</p>
<p>Saint Mary's</p>	<p>Key challenges include but are not limited to validity of information P.E:</p> <ul style="list-style-type: none"> - Teachers are required to input quarterly when updating students progress in the ---Maryland Online IEP system. - Limited planning time of P.E. Teachers that impact their ability to attend special education training opportunities to increase their knowledge of the special education process for Adapted P.E. - Limited gym space and equipment for P.E. Teachers when delivering Adapted P.E.
<p>Somerset</p>	<p>Teachers face time challenges to create and incorporate adapted physical education lesson plans. This is not a new challenge.</p>
<p>Talbot</p>	<p>Challenges have not changed since previous year.</p> <p>With a total enrollment of 4,600 students, our school system is relatively small, resulting in a limited number of students assessed or identified at each building. Adapted Physical Education (APE) and Physical Education (PE) are considered additional responsibilities assigned to otherwise full-time positions. Given the current student population and needs, there is no justification for a full-time APE position.</p>
<p>Washington</p>	<p>Our biggest challenge still remains growing population at the lower numbers and still working with the same Adapted Physical Education staff size and resources. While we have worked to provide better training to mainstream teachers thus allowing them to better service students with disabilities, we still have a growing younger population the stretches our staff very thin.</p> <p>The challenge is still the same, we have become more efficient in getting resources training for modifications to our mainstream teachers which has helped us to be better at schedules for servicing students.</p>
<p>Wicomico</p>	<p>Additional staff that support Adapted Physical Education would be very helpful. Without this available it is a challenge to ensure all PE teachers in WCPS receive the specific guidance they need to ensure all student's needs are met.</p> <p>Additional trainings are being planned to instruct our instructional staff in how they can specifically provide support in the PE setting.</p>

Local Education Agency	Responses to Question #4: Challenges
<p>Worcester</p>	<p>Our challenges continue to be funding. Without more funding specifically in PE, we are not able to hire more APE teachers, APE Itinerant teachers, or high-quality presenters for APE PD. Another challenge continues to be PD time. Because of funding issues, our teachers' association negotiates PD time away, in exchange for getting a better pay increase (just as one example). In addition, as a small, rural school district, the PE/Health Coordinator is not a dept. It is a person. It is a person who also oversees four other content areas. Therefore, the time that is devoted strictly to PE is cut significantly compared with other counties. We are going to be working on ways to improve PD opportunities for teachers, despite these challenges.</p> <p>These challenges have not changed since last year. However, the new PE/Health Coordinator did attend the National SHAPE conference this year to learn a great deal more about PE and APE, so as to hopefully work to make some improvements in future years.</p>

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

Local Education Agency	Responses to Question #5: MSDE Supports
Allegany	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.
Anne Arundel	Please provide a case load ratio and more evidence for the need for adapted PE itinerant teachers so that we have the data we need to present to our Board of Education and staffing decision makers.
Baltimore City	<p>The Maryland State Department of Education (MSDE) could provide further assistance in the following areas to support our district's key initiatives and challenges:</p> <p>Clear Statewide Guidance and Expectations Districts would benefit from detailed guidance that defines APE service expectations, including eligibility criteria, appropriate service delivery models, recommended caseload ranges, and how APE fits within the broader IEP process.</p> <p>Clarity in these areas would ensure consistency and compliance across the state. APE Professional Learning and Credentialing MSDE could offer targeted professional learning opportunities to both certified physical education teachers and special education teams on the roles and responsibilities of APE providers.</p> <p>Additionally, guidance on recommended qualifications and potential pathways for physical educators to pursue APE certification or endorsement would support long-term workforce development. Support for Staffing and Capacity Building With only five itinerant APE teachers serving a district of over 70,000 students—we face significant staffing challenges. MSDE can assist by helping districts develop strategic staffing models, explore innovative service delivery approaches, and advocate for sustainable funding to support APE personnel.</p> <p>Evaluation Tools and Documentation Models Providing or endorsing standardized tools for assessing APE eligibility, as well as templates for IEP goals and service documentation, would support more equitable identification and service delivery. This also reduces the burden on individual districts to develop these tools independently.</p> <p>Collaboration and Best Practice Sharing Across Districts MSDE could facilitate cross-district collaboration by hosting APE-specific communities of practice, spotlighting innovative programs, and creating a platform to share resources, lesson plans, and success stories. This would promote a more cohesive statewide approach to APE implementation.</p> <p>Family and Community Engagement Resources Developing materials to help families understand what APE is, why it matters, and how they can advocate for their child would increase transparency and engagement. MSDE's leadership in this area would help normalize and elevate APE as an essential component of a Free Appropriate Public Education (FAPE). Question #10: 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.</p>

Local Education Agency	Responses to Question #5: MSDE Supports
Baltimore County	<p>Further assistance would be helpful in the following areas:</p> <ol style="list-style-type: none"> 1. Increasing Budgets: Allocating additional funds to ensure adequate resources and support for Adapted Physical Education programs. 2. Ongoing Professional Development: Continuing to offer professional development opportunities and online courses focused on best practices for teaching students with disabilities, ensuring educators are well-equipped and up-to-date. 3. Enhanced Information Sharing: Providing comprehensive information and professional development to LEA Special Education Offices from MSDE (Physical Education and Special Education), detailing Adapted Physical Education, relevant legislation, and effective implementation strategies in schools.
Calvert	<p>Steering committee meetings have been helpful. They are not something we always have the time or opportunity to attend because of schedules. Regularly scheduled meetings that we can attend help us with seeing the broader scope of what is happening across the state. They also give us an opportunity to ask specific questions and get guidance and advice on instructional or programming questions we have.</p>
Caroline	<p>Continued creation of professional development resources and opportunities to support all PE teachers.</p>
Carroll	<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. Provide an incentive for teachers to teach APE. money to be able to send teachers to PD.</p>
Cecil	<p>Continue to provide MSDE APE Briefings. Provide professional development & training in APE for general education physical educators.</p>
Charles	<p>One key area for improvement would be reconnecting MAPEC (Maryland Adapted Physical Education Consortium) with the state's steering committee. Strengthening this connection would allow for better collaboration, alignment of priorities, and coordinated efforts to advance Adapted Physical Education (APE) across the state.</p> <p>Additionally, while the professional development opportunities provided by MAPEC have been valuable, greater coordination between MAPEC and the steering committee could further enhance these training efforts. This improved collaboration could lead to:</p> <ul style="list-style-type: none"> • More targeted and strategic professional development that directly addresses district-wide needs. • Better alignment of resources and best practices across different LEAs. • Stronger advocacy for APE initiatives at the state level.
Dorchester	<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 #5: MSDE Supports
Frederick	Help central office staff prioritize APE, PE, and Health. Advocate for funding for PLO and Conventions. How is it that some counties can send 40 people to SHAPE and our county had \$0 to send anyone.
Garrett	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.
Harford	Advocacy support documentation for LEAs to continue their advocacy efforts for maintaining and/or increasing funds to support APE needs/services
Howard	Guide on what the appropriate number of students with IEPs or with adapted physical education services should be in each class. Advocate for smaller physical education classes and more adapted physical education staffing.
Kent	Providing adapted PE professional development statewide
Montgomery	<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 processes further 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.</p> <p>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 and deepen their understanding of how best to meet the individual needs of students in their classes. This may include assistive technology, collaborative sessions with related service providers, IEP document templates, and effective strategies for working with co-teachers. It is more difficult for our office to support teachers who are teaching “out of content” when they continue to form a foundational level of understanding on how to teach motor learning and then adapt and modify these items in a safe manner.</p> <p>Attempt to provide LSS with information on best practices for the number of APE teachers’ 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>

Local Education Agency	Responses to Question #5: MSDE Supports
Prince George's	<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. This would help reduce the constant turnover and address the challenges related to staff retention and qualifications.</p> <p>By partnering with local universities and colleges, MSDE can ensure that teacher preparation programs emphasize the importance of commitment to local schools and communities. State universities need to increase teacher education programs, not cut them.</p>
Queen Anne's	None at this time
Saint Mary's	As a new member of this organization, I have found all of the key initiatives provided by the Maryland State Department of Education in this department to be extremely helpful and centered around improving the overall experience of our students and stakeholders. I believe that I may have more suggestions once I have been in this position for longer than a few months.
Somerset	None at this time
Talbot	Assist with PD in August
Washington	Ability for Adapted Physical Education staff to have training together over the summer or via webinars. Also more professional development for mainstream physical education staff.
Wicomico	Continue to provide opportunities for training of PE teachers, Special Education support staff, teachers, and all administrators
Worcester	More traveling PD for teachers, specialists and supervisors. Use our resources and specialists at the state level to come and provide hands-on learning and modeling for teachers/schools. More learning lab experiences.