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OCR Guidelines
Inclusive Athletics at School
April 16, 2013

Presenters
Terri Lakowski, Esq. - Active Policy Solutions
Tommie Storms, Bev Vaughn – AAASP
Eli Wolff – Institute for Human Centered Design
I. Current State of Opportunities

- The NCAA does not officially sanction any intercollegiate program, event or competition for individuals with disabilities
- Fewer than 15 colleges and universities offer adapted programs for students with disabilities
- The Paralympic Games had 1/3 of the level of participation of athletes with disabilities as did the Olympic Games of athletes without disabilities

Benefits of Inclusion in Sports

“The sport, recreation and play domain, far from being trivial, is essential for fully realizing the human rights promise.”

-Hubbard, 2004
II. Road to the Guidance

Tatyana McFadden

Title IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

– United States Congress, 1972

Rehab Act

“No other qualified individual with a disability in the United States shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

– United States Congress, 1973
Title IX Regulations

1. Participation Opportunities
   Effective accommodation of student interests and abilities

2. Athletic financial assistance
   Includes end of year high school scholarship awards as well as college athletic scholarships

3. Equal treatment/benefits
   All other program components — the “Laundry List”

Title IX’s Impact

- Female high school athletic participation has increased by 904%
  - (From 1 in 27 girls to 1 in 2.5 girls)

- Female college athletic participation has increased by 456%

II. Road to the Guidance

- Fitness and Athletics Equity for Students with Disabilities Act
  - April, 2008 Maryland

- Inclusive Fitness Coalition
  - GAO Study
  - Department of Education
    - OSERS Resources
    - OCR Guidance
II. Road to the Guidance
GAO Study

• First Government Study Focused on Physical Activity and Athletic Opportunities for Students With Disabilities
• Scope of Study
  – What is known about PE opps, and how do schools provide them
  – What is known about extra-curricular opps, and how do schools provide them
  – How does the DOE assist states in these areas
• Analysis: federal survey data, review of regs, interviews with state district and school officials, parents, and disability assoc.
• Major Finding
  – Students with disabilities benefit from the positive social and health benefits of participation in PA and Sports

II. Road to the Guidance
GAO Study: Sports Findings

• No reliable data exists that allows for an accurate comparison of participation rates
• Accommodation levels vary and most accommodations that do occur are through mainstream athletic programs not creation of adapted programs
• District, local, and state officials generally lack info on how to provide athletic opps
• Officials lack information and clarify on legal requirements
• Additional barriers include lack of transportation, inaccessible facilities, lack of adapted equipment, budget constraints, and lack of trained coaches/personnel

II. Road to Guidance
GAO Study: ED Findings

• The OCR has not provided schools with guidance clarifying their obligations to provide students with disabilities with PE and athletic opportunities under Rehab Act.
• The DOE has distributed very little funds or grants to support PE or athletic opportunities for students with disabilities.
• Officials desired additional resources and guidance from DOE.
II. Road to the Guidance
GAO Study: Recommendations

• Recommendations:
  – DOE should clarify schools’ obligations under the Rehab Act to provide athletic opportunities for students with disabilities
  – DOE should provide resources and facilitate information sharing to assist state and schools in serving students with disabilities in PE and athletics

II. Road to Guidance
GAO Study: Response

• DOE Commitment to Congress (August 12, 2010)
  – Agrees to begin information gathering from Office of Special Ed and Rehab Services (OSERS) through Office of Special Education Programs (OSEP)
  – OCR will begin analysis of programmatic and legal issues to provide additional guidance on Section 504’s equal access to extracurricular activities

III. Legal Framework: Rehab Act

“No other qualified individual with a disability in the United States shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

– United States Congress, 1973
III. Legal Framework:
Rehab Regs.

- Mainstreaming required
  - Schools must ensure participation of SWD to "maximum extent appropriate"

- Provision of equal opportunity
  - Schools shall provide "to qualified handicapped students an equal opportunity for participation"

- Creation of adapted programs encouraged

III. Legal Framework:
OCR Letter

- Clarifies when and how schools must include students with disabilities in mainstream athletic programs
- Defines what true equal treatment of student athletes with disabilities means
- Encourages and provides a road map for schools to create adapted programs for students with disabilities

III. Legal Framework:
Reasonable Accommodation

1) Fundamental alterations exist where a requested accommodation alters an essential aspect of the game or creates a competitive advantage;
2) Individualized assessments must be made to determine whether the specific modification for a particular athlete’s disability creates a fundamental alteration; and
3) Some administrative burdens are acceptable to incur in making this determination.
Next Steps: Challenges

• Defining policies for individualized assessment

• Creation of model adapted programs

• Education and Awareness building

Current State of Post Secondary Opportunities, Planning

• NCAA Subcommittee on Student Athletes with Disabilities

• NCAA Inclusion Forum (April 30 – May 2, 2013)

• Eight (8) men’s and four (4) women’s Intercollegiate wheelchair basketball programs; also several track programs

• Various adaptive athletic programs - Intramural vs. Intercollegiate

RESOURCES:

Intercollegiate Wheelchair Basketball
National Wheelchair Basketball Association
http://www.nwba.org

Listing of Colleges/Universities that offer Adapted Sports
Intramural vs Intercollegiate, Sport programs
http://www.acsaa.org/resources.php
August 20th Webinar:
Guidance for Inclusion in Colleges/Universities

IV. Secondary Education
Comprehensive Compliance
1. Mainstreaming – Local Assessment
   • Must be safe for all participants
   • Must not change the nature of the sport
   • Should not present an administrative burden
2. Cognitive Impairment – Unified Sport (Special Olympics)
3. Physically Disabled - Adapted Sports

AAASP OVERVIEW
PROVIDES MEMBER SCHOOL DISTRICTS AND STATE ASSOCIATIONS WITH:
An organizational structure and leadership to enable and facilitate statewide competition in adapted sports.
Governing rules, sanctioning, policies, and guidance to enable high quality adapted sports programming.
Assistance with implementation, plus ongoing support and technical expertise in all program areas.
Representation at the state and national level with regard to promoting interscholastic adapted sports.
Physically Disabled AAASP Sanctioned Adapted Sports

Wheelchair Team Handball (Fall)
Wheelchair Basketball (Winter)
Wheelchair Football (Spring)

Interscholastic Junior Varsity & Varsity school district teams compete in regular & post season competition in each sports season

AAASP/GHSA ALLIANCE

AAASP works in partnership with the Georgia High School Association to improve the well being of students with physical disabilities by providing interscholastic adapted athletics & championship events throughout the school year

The top benefits parents identified were:

• Opportunity to play sports that the kids would otherwise never have
• The ability to work hard, participate in a group, set goals, & excel in sports
• Increased motivation to get good grades, improvement in academics
• Respect and consideration for others
• Active engagement and friendship with other students, mentors, & coaches

AAASP Policies & Procedures

• District Teams
• Multi-District Teams
• Elementary/Middle/High School Age
• One Sanctioned Sport Per Season
• Inclusive events
Student athletes compete in the wheelchair events at the State High School Track & Field Meet.

AAASP Resources

- Membership
- Training – coaches, officials, coordinators, administrators
- Media and Publications – Rules, Manuals, Videos, Posters, Brochures, Handbooks, Teaching Guides
- Equipment Kits - Flaghouse
- Consulting – Service Guide

Best Practices

- Needs Assessment
- State/Area Coordinator
- Special Ed. & Athletics Coordination/Cooperation
- Home Gym (per yr./season)
- Schools-Community Partnerships
- Transportation as needed (parent involvement)
- Inclusive Environment (AB Attendance, Cheerleading, Scores Published/Announced)
DEMOGRAPHICS

Gender
- Male: 31%
- Female: 69%

Race
- African American: 43%
- Caucasian: 49%

AAASP statistics:
In the past three years 949 student athletes with physical disabilities participated in one or more adapted sport.

During the 2010-2011 school year, 92 schools representing 22 School Districts offered extracurricular interscholastic adapted sports.

Promote Inclusion and Health

You always miss 100% of the shots you don't take.

Is your school system in the game of empowering students with disabilities to succeed through sport?

Are they realizing these benefits?

- Improved grades
- Improved health
- Higher grad rates
- Reduced absences
- Increased socialization
- Inclusive schools
- Ease of compliance
- District wide cost sharing

If you have a qualifying physical or sensory disability and attend grades 1-12 in Georgia, you're in the game.

Contact AAASP, GHSA, your Athletic Department or a Coach to express interest. Learn more about the sports that may be available to you at www.adaptedsports.org.

Next Steps: Challenges

- Defining policies for individualized assessment
- Creation of model adapted programs
- Education and Awareness building
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QUESTIONS?
Thank you for participating in today’s ADA-Audio Conference Session

The next scheduled session is:

The topic has not yet been announced. Please watch the website for this announcement and/or email notifications

May 21, 2013

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