The Baltimore County SECAC advocates for consistency, collaboration, and compliance, always remaining child & family focused.

**STAFFING:**

**Elementary School IEP Facilitators**
Continue to increase the number of allocated staff positions for Elementary School IEP Facilitators, and fill previously allocated positions as quickly as possible.

**Special Education Teachers**
Due to teacher shortages, some Department of Special Education staff have been temporarily moved to other positions in the Baltimore County Public Schools. As hiring continues, make their return to their original positions a priority.

**Transition Facilitators**
Continue to increase the number and expertise of Transition Facilitators to ensure students have access to quality post-high school opportunities, and avoid delegating transition responsibilities to case managers and teachers.

**Individual Student Aides/Adult Assistants**
Continue to adjust compensation for these positions and decrease barriers in the hiring process.

**Bus Drivers and Attendants**
Prioritize the needs of students with transportation services stipulated in their Individualized Education Programs (IEPs), so they are provided adequate and consistent service to remain in compliance.

**TRAINING:**

**Administrator Professional Development**
Continue to develop and deliver professional development for school administrators encouraging a culture of inclusion, compliance, and the expertise needed to evaluate the work of their staff.

**General and Special Educator Staff Training**
- Create a parent panel to establish a standard set of expectations for training and support throughout BCPS.
- Support Special Education staff in disseminating information on Special Education laws (IDEA and COMAR) and transportation requirements to local school staff.
- Provide professional development for Gifted and Talented/Advanced Placement teachers to share strategies for supporting twice-exceptional students.
- Continue to provide training on recent Maryland laws regarding restraints and seclusion.
- Continue to provide compliance training.

**Training for Additional Assistants**
Provide training that gives a consistent overview of special education services, IEP goals and objectives, Special Education, BCPS policies and procedures, de-escalation strategies, sensory breaks, and medical protocols for newly hired staff. Ensure that training on the needs of their assigned student occurs before the first day of school.

**ACCOUNTABILITY:**

**Access to School Buildings**
Ensure that parents and their advocates have consistent and equitable access to classrooms and in person meetings. Continue to offer virtual meeting access as an option, if preferred by the parents.

**School Progress Plan**
Require goals related to Special Education to be included in School Progress Plan and principal evaluations, including measuring marks of inclusivity in the school and discipline statistics within Special Education.

**Case Managers and Discipline**
When discipline issues arise, require student to be checked for IEP status, BIP, etc. Include Case Manager or staff familiar with IEP in discipline matters.

**Master Schedules**
IEP students need priority in scheduling.

**INCLUSIVITY AND EQUITY:**

**Leadership & Tone**
Insist that principals and school leadership demonstrate the importance of inclusion.

**Collaboration**
Foster a culture throughout BCPS that supports collaboration between parents (and their advocates) and BCPS staff in supporting all students.

**Assess and Monitor Equitable Access**
Expand and evaluate access for special education students (including students enrolled at private and public separate day schools) to all programs, electives, extracurricular activities, and alternative educational programs such as the Virtual Learning Program, and others.