B. Educational Provisions

   Educational Opportunities
   Career and Technology Education
   Special Education
EDUCATIONAL OPPORTUNITIES

The Office of Educational Opportunities supports schools in providing options for students. Through various Educational Opportunities programs, students may choose to access learning using cutting edge digital learning strategies and resources such as blending learning, online courses, purchased digital content, and virtual instruction to engage in responsive teaching and learning anchored in student performance and mastery. Full details on Educational Opportunities may be found on its Web site.

CONCEPT MODEL

When designing educational opportunities, a school system must identify the audience for the programs, the needs of that audience, and the programmatic issues that are to be addressed by the services the system will be providing.

Each Educational Opportunity is designed to meet the needs of a particular student population. The needs of such populations are often very diverse. System goals and outcomes are also considered in the design. Academic issues, social emotional needs, dropout rates, graduation rates, and suspension/expulsion issues are all part of the consideration in designing programs that will positively affect schools, students, families, and ultimately the school system.

There is not one single option that will provide the services that all students need. Baltimore County Public Schools (BCPS) has developed a continuum of Educational Opportunities and services so that many students will have the chance to meet with success. As a system, BCPS will provide a path to gaining a high school diploma. All Educational Opportunities are aligned with the BCPS academic trajectory and focus on preparing students for college and career readiness. More importantly, the Educational Opportunities focus on personalized learning based on the needs of each learner.

CONTINUUM OF OPPORTUNITIES

BCPS has a need to provide a continuum of Educational Opportunities programs for students who are at-risk for academic failure, academic acceleration, and/or dropping out of school. The programs support students:

- Who are not academically able to achieve with their peers.
- Who are not finding success in school and are dropping out, which reduces the graduation rate.
- Who wish to accelerate the recovery of credits in their academic program.

Currently, the Educational Opportunities include the Extended Day Learning Program (EDLP), Extended Year Learning Program (EYLP), School Programs for the Acceleration and Recovery of Credits (SPARC), eLearning, and the BCPS educational program at the Baltimore County Detention Center (BCDC). All of these programs provide access to learning for students who need instruction in a manner different than the traditional program offered at the home school. In addition, BCPS students have access to the BCPS alternative middle and high schools.
EXISTING PROGRAMS

BCPS EDUCATIONAL PROGRAM AT THE BALTIMORE COUNTY DETENTION CENTER (BCDC)

The educational program at BCDC provides comprehensive services to incarcerated youth ages 14–21. Classes are geared towards preparing students to return to a comprehensive school and use a blended learning approach. This approach uses a mix of digital content and face-to-face instruction, in which students can, in part, control the time, pace, and place of their learning.

EXTENDED DAY LEARNING PROGRAM (EDLP)

High school students access courses in the evenings and/or on Saturday morning at one or more centers across Baltimore County for the following purposes:

- Accelerate credit attainment for early graduation.
- Create flexibility in regular high school schedules in order to access more innovative classes.
- Recover credits in courses already taken. Each student personalizes learning experiences by controlling the pacing of their course work.
- Collaborating with a highly qualified teacher to create a blend of learning experiences that includes independent online work, peer-to-peer group work, and teacher-directed instruction as needed.
- Accessing content from any location with Internet access, including the EDLPsite, local libraries, comprehensive high schools, and at home.

The EDLP does not offer every credit necessary for graduation but can support students and schools in designing customized plans for BCPS graduation. It is critical that students and families collaborate with a counselor at their home school to design a flexible graduation plan.

EXTENDED YEAR LEARNING PROGRAM (EYLP)

Students access personalized middle school reading and mathematics support or high school courses during the summer at their zoned high school. High school courses are self-paced and blended to include independent online work, peer-to-peer group work, and teacher-directed instruction.

SCHOOL PROGRAMS FOR THE ACCELERATION AND RECOVERY OF CREDITS (SPARC)

Students access high school courses flexibly scheduled at their home school. Courses are self-paced and blended to include independent online work, peer-to-peer group work, and teacher-directed instruction. Blended credit recovery and credit advancement classes provide high school students with access to small group, independent, and teacher-led instruction with online vendor content in a school setting. Students work at their own pace to complete course requirements and earn credit(s).

eLEARNING

eLearning supports schools by providing high-quality learning opportunities for students to access middle and high school courses outside of current school offerings, schedules, and locations. While
enrolled in an eLearning blended class:

- Students interact with the teacher, their classmates, and instructional materials using a computer and the Internet.
- Students are expected to be available to meet online with their teachers and classmates during their scheduled time, but they may not meet every day.
- eLearning classes follow BCPS pacing and are not self-paced. Therefore, students can enter and exit eLearning classes as needed.
- The eLearning teacher and student communicate through online course tools such as e-mail, messaging, telephone, discussions, and webinars.
- Student progress and grades are determined by students’ demonstrated understanding through independent assignments and successful participation in whole group, small group, and individual activities with the teacher.

CAREER AND TECHNICAL EDUCATION

Career and Technical Education (CTE) programs prepare students to be lifelong learners. BCPS recognizes the need for all students to graduate from high school with rigorous academic competencies, advanced technical skills, strong interpersonal skills, and work-based learning experiences. Students who successfully complete career and technical education programs are able to enter today’s ever-changing workplace and/or continue their education at a postsecondary institution for high skill, high wage, and high demand occupations.

CAPITAL IMPROVEMENT NEEDS

CTE programs in Maryland are based on Maryland State Department of Education (MSDE) standards, including state curriculum in business education, technology education, and COMAR-defined career programs of study that satisfy one of two required options for all students for graduation. The demands for more CTE programming, and the subsequent need for new/renovated facilities to serve these programs, increased dramatically after 1993 as a result of these new graduation requirements.

The Division of Career and College Readiness (DCCR) within MSDE is responsible for administering the facility-approval requirements found in the Facilities Guide for Career and Technical Education Program Support for New, Replacement, Renovated, or Expanded Facilities. This approval process requires all school systems to obtain approval for new or renovated facilities planned for CTE programs in business education, family and consumer sciences, school to career transition, technical programs, and technology education. The guidelines state, “Any facility to be built or renovated that will include CTE programs requires the assistant state superintendent for DCCR’s approval prior to public school construction planning approval.”

In addition, MSDE sets forth requirements for career completer program development in Policies and Procedures for the Development and Continuous Improvement of Career and Technology Education Programs that include a formal application process and a review by required business and industry Program Advisory Committees (PACs). These PACs enable local school systems to keep current with business and industry requirements for academic and technical knowledge and skills. Since the program content is based on evolving standards and technologies in business and industry, there can be

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1 See COMAR 13A.03.02B(9)
greater demands on the facilities in these programs than in other disciplines in the middle and high schools.

BUSINESS EDUCATION

The priority for 2022-2023 is to support the upgrade of currently existing business education, computer science, and Cisco computer labs in a number of schools, in order to maintain industry standard equipment for the programs. While electrical, cabling, and air conditioning needs for the computer laboratories serving business education, computer science, and Cisco programs must always be taken into consideration for the upgrade by the school administration, this initiative will not need a capital component.

JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC)

Upgraded facilities for JROTC at Randallstown High School is being incorporated as part of the school’s renovation projects.

SCHOOL TO CAREER TRANSITION

The school to career transition (STCT) program requires a dedicated classroom and office area within the high school. The classroom is needed for instruction of required completer courses and the office is needed to conduct the various coordination activities required to connect students with community-based business partners.

TECHNICAL PROGRAMS

The CTE Office will continue to support Technical Programs with equipment and BCPS special project requests (SPR) updates to their labs. The Agriculture Program at Hereford High School is in continued discussion regarding outdoor learning space as well as new structures for the animals housed on the property. BCPS Automotive Service labs have received updates to ensure industry standard equipment is being used to demonstrate skills and simulate live auto shops. As our Construction programs continue to grow, the CTE office will support any structural changes required by the National Center for Construction Education and Research (NCCER) curriculum. Technical Programs will also support any facility changes and equipment necessary to implement Health and Biosciences programs at Randallstown High School, Overlea High School, Milford Mill Academy, and Loch Raven High School. As we transition to the American Culinary Federation (ACF) and ProStart programs, the CTE office continues to provide the necessary curriculum resources and equipment to ensure accreditation of the national organizations to provide certification to our students in the Consumer Services, Hospitality and Tourism industries. In an ongoing effort to provide industry standard facilities, our Cosmetology programs will also receive furniture and equipment upgrades via the CTE office. All high schools with technical program labs will continue to be evaluated to maintain Occupational Safety and Health Administration (OSHA) regulations and certified training facilities.

TECHNOLOGY AND ENGINEERING EDUCATION

The majority of middle and high school technology education facilities were constructed prior to 1993 when the industrial arts curriculum orientation was restructured into today's technology education curriculum. These industrial arts instructional and auxiliary service spaces were designed to support instruction in industrial design processes, tool, machine, and manufacturing activities. Today, the
Technology Education State Curriculum has a much different orientation. Instruction and student activities are most appropriately described as engineering experimentation, modeling and prototyping, design testing, and computer-based instruction. In most BCPS secondary schools the technology education spaces need to be upgraded with appropriate flooring and ceilings, lighting, information technology service, heating and cooling services, student seating, and other specialized furniture to ensure they can support programs in the areas of engineering technology, communication technology, information technology, and other emerging programs related to the new economy of the 21st century.

The priority for 2022-2023 school year is to continue to support the design of the Aviation Technology spaces at Kenwood and Hereford high schools to include space for instruction, classroom flight simulators, and netted or caged enclosures for flying drones. While electrical, cabling, and air conditioning needs for the computer laboratories serving Project Lead the Way (PLTW) and Technology/Engineering Education must always be taken into consideration for the upgrade by the school administration, this initiative will not need a capital component. Additionally, labs across the county will be updated to meet the facility standards for technology education in Maryland, contained in MSDEs Facility Guidelines for Technology Education. The nature of the BCPS technology education curricular experience requires that it be taught in a contemporary technology laboratory environment which provides space and a setting to encourage group interaction, the use of higher order thinking and problem-solving skills, and support for a wide variety of learning styles and instructional strategies that are centered on real world, human experiences, and needs. This includes but is not limited to the replacement and upgrade of furniture in disrepair and outdated industrial arts equipment. All design considerations will be predicated on space utilization, power and electrical requirements, noise control, storage options, and the use of mobile furniture and equipment for flexibility and functionality.

MIDDLE SCHOOLS

For schools that offer middle school family and consumer sciences, business education, and/or technology education, appropriate instructional spaces will be needed that may include a classroom or laboratory space. Technology education will require a setting with space to include an area for direct instruction and small-scale design, fabrication, and testing. There also needs to be a space to store robotics kits and a host of manipulatives that span the multiple units of study. The design space will house flexible workspace/storage options that can accommodate 3-D printers, foam cutters, and smaller tablet-top machinery. Standards are outlined in the Facility Guidelines for Technology Education. Family and consumer sciences programs should have a laboratory with gas, water, and appropriate electrical connections. The facility standards for family and consumer sciences programs in Maryland are contained in MSDEs document, Family and Consumer Sciences: A Facility Planning and Design Guide for School Systems (2001). If a middle school family and consumer sciences program focuses only on financial literacy, only a standard-size classroom will be needed. Business education should be taught in a computer lab.
## 2022-2023 BCPS Magnet and Non-Magnet Career and Technology Education (CTE) Programs available in each Maryland Career Cluster

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Legend Code</th>
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</thead>
<tbody>
<tr>
<td>Catonsville High School</td>
<td>B</td>
</tr>
<tr>
<td>Chesapeake High School</td>
<td>C D E F G H I J K L M N O P Q R S T U V W X Y Z AA AB AC AD AE AF AG AH AI AJ AK AL</td>
</tr>
<tr>
<td>Dundalk High School</td>
<td>C D I O T W A B A F A G</td>
</tr>
<tr>
<td>Eastern Technical High School*</td>
<td>B</td>
</tr>
<tr>
<td>Franklin High School</td>
<td>B C J S V</td>
</tr>
<tr>
<td>George Washington Carver Center for Arts and Technology</td>
<td>B</td>
</tr>
<tr>
<td>Hereford High School</td>
<td>C D F I M</td>
</tr>
<tr>
<td>Kenwood High School</td>
<td>A</td>
</tr>
<tr>
<td>Lansdowne High School</td>
<td>C F G H O</td>
</tr>
<tr>
<td>Loch Raven High School</td>
<td>E</td>
</tr>
<tr>
<td>Milford Mill Academy</td>
<td>C E J K L</td>
</tr>
<tr>
<td>New Town High School</td>
<td>B</td>
</tr>
<tr>
<td>Overlea High School</td>
<td>O</td>
</tr>
<tr>
<td>Owings Mills High School</td>
<td>C D F O T</td>
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<tr>
<td>Parkville High School</td>
<td>B</td>
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<tr>
<td>Patapsco High School and Center for the Arts</td>
<td>C</td>
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<tr>
<td>Perry Hall High School</td>
<td>D F O S U V W</td>
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<tr>
<td>Pikesville High School</td>
<td>B D U W</td>
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<tr>
<td>Randallstown High School</td>
<td>D</td>
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<tr>
<td>Sollers Point Technical High School *</td>
<td>K L M N B S W X</td>
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<tr>
<td>Sparrows Point High School</td>
<td>E J O</td>
</tr>
<tr>
<td>Towson High School</td>
<td>E</td>
</tr>
<tr>
<td>Western School of Technology*</td>
<td>A</td>
</tr>
<tr>
<td>Woodlawn High School</td>
<td>B D O S V W</td>
</tr>
</tbody>
</table>

* Denotes a CTE magnet program at a school; applications may be required.

Source: BCPS Office of Career and Technical Education

Prepared by the BCPS Office of Strategic Planning
SPECIAL EDUCATION

The Department of Special Education (DSE) provides vision, leadership, and expertise to schools and offices regarding the implementation of instructional initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. It is the goal of this department to improve the performance of students with disabilities and assist in narrowing the achievement gap by ensuring equal access to the curriculum and differentiated instruction in the least restrictive environment.

BCPS provides a continuum of services for students with disabilities. In accordance with The Code of Maryland Regulations (COMAR) 13A.05.01.10, decisions regarding how students are to receive the services are made by an Individualized Evaluation Plan (IEP) team and are based on the services needed to implement the students’ IEP in the least restrictive environment (LRE). Placing students with disabilities in the LRE and providing access to the general education curriculum remains a focus for BCPS.

The Individuals with Disabilities Education Act (IDEA), reauthorized in 2007, requires that students with disabilities must be educated with non-disabled peers to the maximum extent possible. BCPS also strives to provide services to students with disabilities in their home school or as close to their home school as possible, in accordance with COMAR 13A.05.01.10C. Each year DSE analyzes student needs and program enrollment data to determine the programmatic needs that will support educating students in the LRE. The following priorities are considered when determining programmatic needs:

- Providing a continuum of service options in home schools
- Continuing the emphasis on a service model as opposed to a program model
- Expanding the range of inclusive service options available to include preschool
- Providing additional services for the growing number of students with autism and complex social-emotional learning needs
- Expanding the provision of services by the Infants and Toddlers and Child Find programs
- Ensuring adequate physical office space for itinerant teachers and related service providers supporting young children in their communities who receive services through the extended Infants and Families Service Plan (IFSP)

The annual process of planning for special education services requires the calculated coordination, forecasted design, and collaboration among the Departments of Facilities Management and Academic Services; and the Offices of Strategic Planning, Transportation, and Department of Special Education with the support of executive leadership. Space must be planned for and appropriately designed to accommodate the needs of students with disabilities. While the majority of students with disabilities are educated in the general education classroom, DSE continues to focus on the continuum of services available in schools. BCPS engaged in an independent audit process to carefully review current practices in DSE. Recommendations were provided for enabling DSE to promote initiatives that support the achievement of students with disabilities, specifically providing appropriate supports to schools in order to offer services to students in their LRE. All elementary schools will provide a continuum of services for students who receive special education services but do not require the specialized services and programmatic supports of a regional program.

The following chart provides a description of each service available within the school system, how the services may be delivered, and the implications on facilities.
## SPECIAL EDUCATION SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Staffing Guidelines Proposed for FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and Toddlers (I &amp; T) (Birth - 36 months)</strong></td>
<td>The Baltimore County Infants and Toddlers Program (BCITP), an interagency program among BCPS, Baltimore County Department of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from BCITP meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Many children receive multiple services including special instruction, related therapies, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</td>
<td>Infants and Toddlers services are provided in “natural environments,” which may include the home, licensed childcare setting, or other community setting such as a library.</td>
<td>Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs. Current ratio for Infants and Toddlers: 20.0 students 1 teacher</td>
</tr>
<tr>
<td><strong>Child Find (Age 3-21)</strong></td>
<td>Child Find services maintain a system for locating, assessing, and identifying children from age 3 through 21 who may have a suspected disability and may need special education and related services. Referrals for Child Find services for school-age students (Grades K-12) are sent to the BCPS home school for the Child Find process. Referrals for Child Find services for three and four-year-old students are sent to one of the four Child Find Assessment Centers.</td>
<td>Each center includes the following: 1 FTE team leader, 1 FTE SLP, a minimum of a .6 FTE psychologist, a minimum of .4 FTE nurse, minimum of 0.3 FTE OT, and a minimum of .3 FTE PT. An audiologist is utilized by the Child Find Center as needed. Space for the Child Find assessment centers requires a team room, private assessment areas, office space for full and part-time FTEs, and a waiting area for each center. It should be noted that the NW Child Find requires additional space for staff</td>
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<tr>
<td>Service</td>
<td>Description</td>
<td>Service Delivery Model</td>
<td>Staffing Guidelines Proposed for FY22</td>
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<tr>
<td>Inside General Education (IGE) (Preschool – Grade 12)</td>
<td>A continuum of special education services are provided in each comprehensive school. Students in need of these services have varied disabilities and multiple needs that can be met with support and related services. Services offered may include instruction in the general education curriculum with accommodations, small group support, co-teaching, and consultation with general education teachers.</td>
<td>Community-based supports are provided in “natural environments,” such as the home, licensed childcare setting, or parentally placed community preschool for students ages 3 and 4. Inclusion in general education classes for part of or all of the school day with an emphasis on specialized instruction.</td>
<td>Members and additional team and assessment space due to the number of teams associated with students attending private parochial schools. Additionally, 2-5 community-based instruction team members are also co-located with our Child Find teams.</td>
</tr>
<tr>
<td>Outside of General Education Classroom (OGE) (Age 3–4)</td>
<td>Students in need of services delivered outside of the general education setting are those students who demonstrate significant delays in the areas of cognition, communication, social/emotional, motor, and adaptive skills. Services offered include a highly structured learning environment, use of developmentally appropriate practices, specialized instruction as identified by a student’s IEP team, use of multi-sensory lessons, and positive behavioral supports.</td>
<td>Instruction outside of the general education classroom setting for the majority of the school day and inclusion in general education classes, as appropriate for the individual student.</td>
<td>9 students 1 teacher 1 paraeducator</td>
</tr>
<tr>
<td>Service</td>
<td>Description</td>
<td>Service Delivery Model</td>
<td>Staffing Guidelines Proposed for FY22</td>
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</tbody>
</table>
| Social Emotional Learning Support (SEL)      | Students in need of SEL support services are those whose significant social, emotional, behavioral, and learning difficulties adversely impact their ability to be successful in the general education setting in school. Students requiring these services may not be achieving academically due to emotional and behavioral difficulties. Services offered include a structured learning environment, behavior management system, implementation of behavior intervention plans, social skills instruction, counseling, conflict resolution, and availability of crisis prevention and intervention. | Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student. | Self-contained: 9 students 1 teacher 1 paraeducator  
Public Separate Day School: 7.5 students 1 teacher 1 paraeducator  
Additional Support: 1 SEL Support Teacher is allocated to support students accessing special education services in the regional program. |
| Communicaion and Learning Support (CLS)      | Students in need of CLS services are those who exhibit complex communication and learning needs. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered include a highly structured learning environment, use of visually-based strategies, emphasis on the development of language and social skills, use of sensory processing techniques, and the development of individualized behavioral strategies. | Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student. | 9 students 1 teacher 1 paraeducator  
Additional Support: 1 SEL teacher is allocated to support students accessing special education services in the regional program. |
| Social Communication Learning Support (SCLS)  | Students in need of SCLS services and whose complex communication, socialization, and learning needs are a result of having high functioning Autism Spectrum Disorder. Students requiring these services typically have needs in the areas of social communication, social/emotional functioning, executive functioning, sensory integration, social anxiety, and adaptive behavior. Services offered include highly structured learning environments, use of visually based strategies, emphasis on the development of language and social competency skills, use of sensory processing techniques, and the development of individualized behavioral strategies. | Blended model of self-contained classes and inclusion in general education classes as appropriate for the individual student. | 9 students 1 teacher 1 paraeducator  
Additional Support: 1 SCLS teacher is allocated to support students accessing special education services in the regional program. |
| Functional Academic Learning Support (FALS)   | Students in need of FALS are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered include instruction in functional life skills, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials. | Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student. | Self-contained: 10 students 1 teacher 1 paraeducator  
Public Separate Day School: 7.5 students 1 teacher 1 paraeducator |
Learning Support for Students who are Deaf and Hard of Hearing (D/HH) (Age 3 – 21)

Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include communication development; speech and language therapy; aural rehabilitation; instructional support; use of auditory listening devices; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.

Verbal Behavior Learning Support (VB) (Preschool-Grade 2)

Students in need of VB are those who require a highly structured learning framework with an emphasis on verbal behavior and may need a learning environment that breaks all skills down into component parts. VB programs provide specialized academic instruction with embedded pragmatic and social skills instruction in a low student to teacher ratio.

Occupational Therapy (OT)

The goal of OT service is to enable children/students from birth–21 to be functional participants in their natural learning environments. OT services are provided to or on behalf of a student to address identified needs that require the unique expertise of an occupational therapist. These services to students, school teams, and families may include: 1) devising strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; and 2) developing activities/strategies to improve fine motor control, self-care skills or promote sensory-motor development (body awareness, postural control, eye-hand coordination).
<table>
<thead>
<tr>
<th>Related Services</th>
<th>Description</th>
<th>Number of Service Providers Proposed for FY 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapy (PT)</td>
<td>The goal of PT service is to enable students with disabilities to achieve functional independence in the school environment. PT services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) activities to improve large muscle control and balance, to promote sensory motor development (body awareness, postural control), and/or to promote independence in functional mobility skills.</td>
<td>26.8</td>
</tr>
<tr>
<td>Speech Language Services (SL)</td>
<td>The goal of SL services is to identify and provide support to students who have communication deficits that affect their ability to access the curriculum. SL services promote success in the areas of literacy, social interaction, and learning in the school environment. A continuum of service delivery model includes collaboration with families and school staff, consultation, and individual, small group, and classroom interventions, as determined by students’ communication needs.</td>
<td>176.2</td>
</tr>
</tbody>
</table>