

Professional Development Year-at-a-Glance: Office of Special Education

INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
School Support and Compliance						
Program Review And Support Process	General compliance supervision system that monitors IDEA and COMAR implementation within BCPS. BFP Goal 5, a BFP Goal 6, 6.1, 6.3 BFP Goal 7	<ul style="list-style-type: none"> • School-based one-to-one activity. • The initial program review and one follow-up visit. • Special education teachers, IEP chairs, related service providers. 	Full-day	School staff will have a better understanding of how to reach full compliance with regulations. Future staff development is able to be focused as a result of the review.	Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher	
First-Year IEP Chair Training	Provision of an overview of the legal requirements needed to gain an understanding of the role and responsibilities of IEP chairs. BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3	<ul style="list-style-type: none"> • Small group interaction/multi-sensory. • 13 meetings for new IEP chairs. • First-year IEP chairs. 	8/12/08 Full-day	New IEP chairs will have a deeper understanding of their role and responsibilities.	general counsel Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher	Operating
New IEP Team Chair Training	Provision of an overview of the legal requirements needed to gain an understanding of the role and responsibilities of IEP chairs.	<ul style="list-style-type: none"> • Small group interaction/multi-sensory. • 13 meetings for new IEP chairs. • First- and second-year IEP chairs. 	5/15/09 Full-day	New IEP chairs will have a deeper understanding of their role and responsibilities.	general counsel Sharon Floyd, Supervisor of Compliance	Operating

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	BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3				Pam Weitz, Compliance Support Teacher	
Monthly IEP Team Chair Support	Continuous professional development on various legal requirements and nuances. BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3	<ul style="list-style-type: none"> • Small group discussion/use of learning/teach others. • 10 (1-per-month) • First-and second-ear IEP chairs 	August 2008 – May 2009	First- and second-year IEP chairs skills will increase resulting in a gain of confidence and a decrease in compliance violations.	Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher	Operating
Countywide IEP Chair Training	Update of compliance and legal requirements and changes to the computer-based IEP system and implications for instruction. BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3	<ul style="list-style-type: none"> • Division by elementary, middle and high. • 6 meetings. • IEP chairs 	10/7/08 10/13/08	All IEP chairs will have the most up to date information regarding the regulations and requirements of IDEA and COMAR.	Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher Renard Adams, Coordinator of School Support and Compliance	Operating

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Exit Document Training	Case managers and school counselors must be able to assist students with disabilities to develop a companion document which contains information to allow the student to transition to the world of work or higher education. BFP Goal 5, 5.3	<ul style="list-style-type: none"> • Computer-based. • 2 opportunities. • High school special education case managers and school counselors. 	10/23/08 1/23/09	Students with disabilities will have a companion document upon exiting the school system which bridges the gap between high school and the next learning opportunity.	transition team leader Sharon Floyd, Supervisor of Compliance	Operating
Mod-MSA/Mod-HSA Professional Development	Provision of the state requirements needed to determine eligibility of student’s participation on statewide assessments. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	<ul style="list-style-type: none"> • Small-group interaction. • 3 opportunities. • IEP chairs, special education department chairs. 	10/29/08 10/30/08	Students will have accurate documentation on IEPs to support their participation in the appropriate assessment pathway.	Nancy Feeley, Supervisor of Instruction Sharon Floyd, Supervisor of Compliance Renard Adams, Coordinator of School Support and Compliance	Operating
New Special Education Teacher Training	To provide information, policies and procedures specific to special education programming	<ul style="list-style-type: none"> • Conference. • 1 session followed by attendance at countywide new teacher orientation and professional 	8/11/08 Full-day session	Participants receive an overview of special education case management,	Nancy Feeley, Supervisor of Instruction	Operating

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	and instruction. BFP Goal 3, 3.2	development activities for 2008-09 school year. • New special education teachers.		differentiation, classroom management and working with paraeducators.	specialists resource teachers	
Writing Effective Assessments Using Woodcock-Johnson III Tests of Achievement	To identify the components of writing an effective educational assessment including purpose, legal requirements, written components, and useful outcomes of an effective educational assessment. BFP Goal 3, 3.2 BFP Goal 5, a	• Conference, self reflection, data analysis, data dialogue, and small group interactions • 5-part professional development series: background information, behavior, reading, written expression, and mathematics. • New special education teachers.	9/15/08 10/13/08 10/28/08 11/10/08 12/15/08 Half-day sessions	Participants will demonstrate their understanding of writing an effective educational assessment utilizing the components outlined in each of the five sessions.	specialists, resource teachers	Operating
Informal Assessments to Use When Completing an IEP	To identify the various types of assessments and be able to list uses and purposes of informal assessments. BFP Goal 3, 3.2 BFP Goal 5, a	• Conference, self reflection, data analysis, data dialogue, small group interactions. • 1 professional development session on using informal assessments to assess progress in: language arts, mathematics, and behavior. • New special education teachers.	1/27/09	Participants will be able to describe the relationship between assessment and the development of measurable IEP annual goals and short-term objectives.	specialists, resource teachers	Operating
Middle and High School Co-teaching Initiative	To improve the effectiveness and implementation integrity of the co-teaching model	• Conference, self-reflection, data analysis, data dialogue, small group interactions, school/classroom visitation, book	11/12/08 2/2/09 4/15/08	Participants will demonstrate an increased understanding of collaboration, six co-	Renard Adams, Coordinator of School Support and	Operating Grand funding

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	<p>in 7 targeted schools to ensure equal access to curriculum and differentiated instruction:</p> <ul style="list-style-type: none"> • Kenwood HS. • Parkville HS. • New Town HS. • Loch Raven Academy. • Southwest Academy. • Deep Creek MS. • Deer Park MS. <p>To improve the achievement of students with disabilities in LRE through supporting schools' efforts in implementing effective collaboration and co-teaching across content areas. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a</p>	<p>study, peer coaching, mentoring. 2 full-day professional development, quarterly trainings and biweekly site-based meetings.</p> <ul style="list-style-type: none"> • Teams of general and special education teachers, administrators, department chairs, team leaders, content resource teachers, central office resource teachers. 	<p>Full-day and half-day trainings</p>	<p>teaching models and differentiation through lesson plan development and implementation.</p> <p>Participants will be able to utilize data from MSA/HSA, short cycles and benchmark assessments to assist them in instructional programming.</p> <p>Participants will improve the integrity of co-teaching model.</p>	<p>Compliance</p> <p>Nancy Feeley, Supervisor of Instruction</p> <p>LRE RTs</p> <p>content area RTs</p>	
<p>Language Essentials for Teachers of Reading and</p>	<p>To improve the effectiveness and implementation of high quality reading instruction</p>	<ul style="list-style-type: none"> • Conference. • 2 professional development sessions to: <ul style="list-style-type: none"> - Address challenges of 	<p>9/22/08 9/26/08 10/20/08 10/29/08</p>	<p>Participants will have an increased understanding of research-based principles of reading development,</p>	<p>Nancy Feeley, Supervisor of Instruction</p>	

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Spelling (LETRS) Modules 1 and 2	in elementary, and middle schools with Adapted Learning Support Programs to ensure equal access to curriculum and differentiated instruction and improve student performance on MSA in reading. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	learning how to read, and the speech sounds of English and language essentials for teaching reading. - Explore latest brain research regarding teaching beginning reading and how to incorporate research practices and principals into daily instruction. - Adapted Learning Support elementary and middle school teachers who teach language arts, or <i>Foundations</i> .		reading differences, and reading instruction.	resource teachers	
Adapted Learning Support Program Seminar	To improve the effectiveness and implementation of high quality reading instruction in elementary, and middle schools with Adapted Learning Support Programs to ensure equal access to curriculum and differentiated instruction and improve student performance on MSA in reading.	<ul style="list-style-type: none"> • Conference, self-reflection, data analysis, data dialogue, small group interactions, school/classroom visitation, peer coaching, and mentoring. • Elementary quarterly professional development sessions to: <ul style="list-style-type: none"> - Improve the integrity of instruction in language arts programs including <i>Foundations</i> and Houghton Mifflin. - Utilize Houghton Mifflin supplementary resources. 	11/11/08 11/12/08 2/3/09 4/15/09 4/16/09 5/22/09 5/27/09 Half-days	Participants will incorporate effective reading strategies and resources in daily lesson planning to meet the diverse learning needs of students with disabilities. Participants will utilize data to guide instructional programming.	Nancy Feeley, Supervisor of Instruction resource teachers	

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Adapted Learning Support Program Seminar (continued)	BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	<ul style="list-style-type: none"> - Incorporate multi-sensory techniques for sound/symbol association. - Analyze data to differentiate instruction. - Build fluency and add connected text. • Middle School quarterly professional development sessions to: <ul style="list-style-type: none"> - Improve the integrity of instruction in language arts. - Analyze data to differentiate instruction in language arts. - Incorporate IEP goals into daily instruction. - Increasing rigor in Steps 5 and 6. - Adapted Learning Support elementary and middle school teachers who teach language arts, or <i>Foundations</i>. 				
Adapted Learning Support Initiative	To implement 4 th edition of <i>Language!</i> to meet the diverse learning needs in targeted Adapted Learning Support classes in the following elementary	<ul style="list-style-type: none"> • Conference, small group interactions, self reflection. • 3 full-days professional development sessions to receive the initial <i>Language!</i> training. • Quarterly follow-up training will 	9/4/08 9/5/08 9/11/08	Participants will be trained in the implementation of the <i>Language!</i> program.	Renard Adams, Coordinator of School Support and Compliance	Operating

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	schools: • Baltimore Highlands ES. • Edmondson Heights ES. • Hebbville ES. • Mars Estates ES. • Middlesex ES. • Riverview ES. • Warren ES. • Winfield ES. • Woodmoor ES. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	be provided as listed under Adapted Learning Support Seminar. • Adapted Learning Support teachers.			Jean Wilson, Coordinator of Elementary Language Arts Marcella Franczkowski, Coordinator of Placement and Birth to Five	
Nonviolent Crisis Intervention Training Program	To provide initial training and annual refresher courses in nonviolent crisis intervention. BFP Goal 3, 3.2 BFP Goal 4, 4.2 BFP Goal 5, a	• Conference. • Full-day and half-day professional development sessions to provide training on a nonviolent program that emphasizes early intervention and methods for preventing and managing disruptive behavior. • 18 half-day sessions for refresher annual training, and 2 full-days initial training. • Administrators, behavior	9/25/08 9/26/08 10/1/08 10/2/08 10/3/08 10/23/08 10/24/08 10/28/08 10/30/08	Participants complete initial training or the refresher annual training in nonviolent crisis intervention.	Nancy Feeley, Supervisor of Instruction Robin Bosley, Supervisor of Related Services resource teachers	Operating

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		interventionists, special educators.				
Special Education Building Representatives, Department Chairs, and Team Leader Meetings	To receive important information regarding special education compliance and instructional issues. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	<ul style="list-style-type: none"> • Conference, small group interactions. • 3 half-day professional development sessions to: <ul style="list-style-type: none"> - Update instructional and compliance issues. - Network with schools within each geographical area. - Establish articulation process for students moving from elementary to middle school and from middle school to high school. 		Participants will have received important information regarding instruction and compliance to meet the needs of students with disabilities.	specialists resource teachers	Operating
Placement and Birth-To-Five						
Improving child outcomes for children birth to three years-of- age.	Based on feedback from families and providers and results from research-based interventions, professional development strategies targeting communication and social development in young children is needed for	<ul style="list-style-type: none"> • Delivery Methods: Workshop presentations with peer coaching and onsite follow-up. • Number of Opportunities: 3 sessions. (sensory motor -1, PRT – 2) 	Oct. 2008 - April, 2009 Nov. 10, 2008, with onsite	Improved child outcomes as measured by progress at exit assessment. Improved family outcomes as measured by results by 2007 MSDE Family Survey – Early Intervention.	Paula Boykin, Birth-to-Five Supervisor Sally Chapman, I&T Specialist	Infants and Toddlers Grant Funds

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	early intervention providers and families. BFP Goal 1	<ul style="list-style-type: none"> • Audience: All BCITP providers, early intervention assistants and families. 	follow-up by area.		Health Dept. supervisor and team leaders	
Improving family outcomes, birth to three years-of-age.	Based on results from the 2007 MSDE Family Surveys, professional development on integrating the information and utilization of BCITP’s <i>Family Welcome Guide</i> and the Family Survey is needed for early intervention providers and families. BFP Goal 6	<ul style="list-style-type: none"> • Delivery Methods: Workshop presentations; onsite trainings and follow-up. • Number of Opportunities: 5 onsite sessions; 1 workshop. • Audience: All BCITP providers; service coordinators and families. 	Sept. 2008-January 2009 Nov. 10, 2008, with onsite follow-up by area.	Improved family outcomes as measured by results by 2007 MSDE Family Survey. Increased rate of family surveys completed and returned from 21% to 30%.	Paula Boykin, Birth-to-Five Supervisor Sally Chapman, I&T Specialist Health Dept. supervisor and team leaders Parent Coordinators	Infants and Toddlers Grant Funds
Early Childhood (preschool)	Based on LRE data and input from early childhood teachers and central office personnel, professional development on academic rigor is needed for classroom teachers, paraeducators, and related service	<ul style="list-style-type: none"> • Delivery methods: workshop presentations with school based, onsite follow-up visitation. • # of PD Opportunities: 6 group sessions during school year (Oct., Jan., and March. • Audiences: Teachers, 	Oct. 2008 through Mar. 2009 9/19/08 10/30/08 11/6/08 Jan., Mar., and Apr.	Improve consistency of quality instruction and ensure equal access to BCPS approved curriculum for all students.	Paula Boykin, Birth-to-Five Supervisor Nicol Elliott, Child Find Specialist	Title II Funds Preschool Carryover Grant

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	providers who support children with IEPs. BFP Goal 1	paraeducators, related service providers.	2009, TBA			
Early Childhood (preschool)	Based on Maryland Model for School Readiness (MMSR) data results, Early Childhood Accountability System (ECAS) data, and feedback from preschool and prekindergarten teachers and related service providers, professional development regarding the integration of assessment and instruction is needed for early childhood teachers and related services providers. BFP Goal 1	<ul style="list-style-type: none"> • Delivery methods: workshop presentation for new teachers and new related service providers. • # of PD Opportunities: one session • Onsite follow-up and mentoring for teachers who attended initial group session provided last year or this year. • Audiences: teachers, related service providers. 		<p>Improve child outcome data for children with IEPs as measured by the ECAS and the MMSR kindergarten data.</p> <p>Current data: 2007-08 46% of BC children who have IEPs enter kindergarten “fully ready.”</p> <p>73% of all BC kindergarten children enter “fully-ready.”</p>		MMSR/ECAS Grant Preschool Carryover Grant
Early Childhood (LRE)	Based on LRE data and IEP team outcome information, professional development on decision making in the LRE is	<ul style="list-style-type: none"> • Data analysis with data dialogues; presentation and discussion of early childhood service delivery models. 	Sept. 08 – May 09 9/15/08 10/14/08 11/19/08	<p>Improve LRE decision-making for our youngest students.</p> <p>Improve child outcome data</p>	Paula Boykin, Birth-to-Five Supervisor Nicol Elliott,	N/A

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	needed for special educators, psychologists, related service providers, and service coordinators who participate in IEP team meetings for students transitioning from Infants and Toddlers. BFP Goal 1	<ul style="list-style-type: none"> • 7 sessions during the school year. • Audience: Child Find Assessment Center staff and Infants and Toddlers staff. 	1/15/09 2/20/09 3/16/09 4/24/09	for children with IEPs.	Child Find Specialist Sally Chapman, I&T Specialist	
Leadership training series for individuals in the C&I offices who supervise, but do not work in schoolhouses. (Pilot series with Office of Special Education.)	Based on feedback from central office, Infants and Toddlers, and Child Find personnel, professional development on observation and evaluation and supporting adult learners is needed for Office of Special Education coordinators, supervisors, specialists and team leaders. BFP Goal 8	<ul style="list-style-type: none"> • Delivery Methods: Workshop presentations with peer coaching and follow-up from supervisors. • Number of Opportunities: 5 sessions <ul style="list-style-type: none"> - appraisal process - adult learners, coaching/mentoring - high quality professional development. • Audience: All OSE coordinators, supervisors, specialists and team leaders. • Resource teachers to be included in the last three sessions. 	8/27/08 11/13/08 12/3/08 1/9/09 2/4/09 3/4/2009 (inclusion weather make-up session)	Individuals acquire the necessary information and support to be effective BCPS supervisors and leaders in order to support students who receive special services.	Barbara Bisset, Coordinator, Leadership Dev. Paula Boykin, Birth-to-Five Supervisor	Infants and Toddlers Grant Funds Office of Special Education Grant Funds

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Improve instructional strategies to prepare students to retake the High School Assessments (HSA).	<p>Students placed in nonpublic schools are achieving below expected standards on the HSAs.</p> <p>14.6% of potential graduates of the 08-09 school year have reached the 1602 composite score.</p> <p>BFP Goal 1 BFP Goal 5</p>	<ul style="list-style-type: none"> BCPS will provide large group activities to the nonpublic content area teachers and administrative staff. A one half day session will be provided for each content area assessed: English, Algebra, Biology, and Government. 	<p>Activities to be provided by 11/26/08</p>	<p>Nonpublic teachers are expected to increase knowledge of strategies for HSA acceleration classes. The goal is to increase the number of students in Grade 12 who have met the HSA composite score requirement of 1602 by 80%.</p>	<p>Professional staff from OSE nonpublic office, content area resource teachers and staff from Maryland Association of Nonpublic Special Education Facilities. (MANSEF)</p>	<p>MANSEF</p>
Related Services, Alt-MSA, and Autism						
<p><i>Kurzweil 3000</i> Elementary, Middle and High School</p> <p>Kurzweil Project - Government, biology, Concepts of Physical</p>	<p>Student achievement. Staff technical skills. Technology integration.</p> <p>BFP Goal 1, 1.1, 1.12</p>		<p>computer lab training: 9/10/08 11/5/08 12/17/08 1/7/09 2/12/09 3/25/09 4/15/09 5/6/09</p>	<p>Staff will integrate technology within daily instruction of the curriculum.</p> <p>Students will achieve academic success as measured by school-based and high stakes testing.</p>	<p>Marsye Kaplan, Related Services, Assistive Technology Team Leader</p>	<p>Title II</p>

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Science, general ed curriculum K-12						
<p><i>Kurzweil 3000</i>: Regional Focus Group Meetings</p> <p>Kurzweil Project - Government, biology, Concepts of Physical Science</p>	<p>Student achievement. Staff technical skills. Technology integration.</p> <p>BFP Goal 1, 1.1, 1.12</p>	<ul style="list-style-type: none"> • Hands-on make and take session focusing on building functional, interactive communication skills. • 1-session scheduled. • New speech/language pathologists. 	<p>Sept. 2008 - June 2009</p>	<p>Staff will integrate technology within daily instruction of the curriculum.</p> <p>Students will achieve academic success as measured by school-based and high stakes testing.</p>	<p>Marsye Kaplan, Related Services, Assistive Technology Team Leader</p>	<p>Title II</p>
<p>Kurzweil 3000: High School Social Studies and Science</p> <p>Kurzweil Project - Government, biology, Concepts of</p>	<p>School-based understanding of how to use and integrate the <i>Kurzweil 3000</i> software program.</p> <p>BFP Goal 1, 1.1, 1.12</p>	<ul style="list-style-type: none"> • Hands-on make and take session focusing adapting the early childhood curriculum. • 1-session scheduled. • Early childhood teachers. 	<p>Sept. 2008 through June 2009</p>	<p>Increase in use of the software and hardware provided.</p> <p>Increase in student achievement as seen on both school-based assessment and HSA.</p>	<p>Marsye Kaplan, Related Services, Assistive Technology Team Leader</p> <p>Jodi Lavin, Special Education,</p>	<p>Title II</p>

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Physical Science					Science RT Julie Somers, Secondary Social Studies RT	
<i>IntelliTools Classroom Suite</i> Support of students with reading and writing challenges.	Support student achievement for those struggling with reading and writing challenges: Diploma-bound Certificate-bound. Staff technical skills. Technology integration. BFP Goal 1, 1.4	<ul style="list-style-type: none"> • Presentation/discussion. • 10-monthly scheduled sessions. • Functional Academic Learning Support Programs (FALS) teachers. • Communication and Learning Support Programs (CLS) teachers. 	10/30/08 11/19/08 2/25/09 3/24/09 4/29/09 5/7/09	Staff will customize and integrate technology within the daily instruction of the curriculum. Students will meet IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Heather Rasmussen	
<i>Boardmaker</i> Support of students with communication and significant learning challenges.	Support student achievement for those struggling with communication, reading and, writing challenges Diploma-bound Certificate-bound Staff technical skills.	<ul style="list-style-type: none"> • Computer lab hands-on training. • 4-sessions. • Teachers of the elementary CLS programs. • Teachers of the elementary D/HH cluster program 	11/25/08 12/8/08 2/18/09 3/18/09 4/23/09 5/12/09	Staff will create functional, interactive communication systems, and adapt the curriculum to meet student IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Jeanne	

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INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
	Technology integration. BFP Goal 1, 1.4				Noorisa	
<i>Clicker 5</i> Support of students with reading and writing challenges.	Support student achievement for those struggling with reading and writing challenges: Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.4	<ul style="list-style-type: none"> • Computer lab hands-on training- <i>Clicker 5</i> software. • 6-scheduled sessions. • Special educators, technology support staff, paraeducators, and central office staff. 	10/16/08 3/189/09 4/30/09	Staff will customize and integrate technology within the daily instruction of the curriculum. Students will meet IEP goals and objectives.	Related services, assistive technology resource staff, Debby Gerson and Cathy Overtoom	
Accessibility Features of Microsoft Word Use Microsoft Word to adapt the curriculum.	Support students identified with learning disabilities impacting the ability to read, write, and access the curriculum. Staff technical skills impacting use and integration of the programs. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> • Hands-on computer lab training to focus on the use of Microsoft Word to adapt the curriculum. • 1-scheduled session. • General and special educators, technology support personnel, paraeducators, and central office staff. 	11/20/08	Staff will be able to customize and adapt the curriculum using Microsoft Word. Students will meet IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader	

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Digital Story Telling Use Microsoft PowerPoint to create talking books and adapt the curriculum.	Support student achievement for those struggling with reading and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> • Hands-on computer lab training to focus on the use of Microsoft PowerPoint to create talking books and adapt the curriculum. • 1-scheduled session. • General and special educators, technology support personnel, paraeducators, and central office staff. 	1/14/09	Staff will be able to create talking books to reinforce literacy goals and objectives using Microsoft PowerPoint. Students will meet IEP goals and objectives.	Related services, assistive technology resource staff, Jeanne Noorisa	
Word Prediction Use word prediction software to support students' written communication skills.	Support student academic success that is impacted by a written communication disability. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> • Hands-on computer lab training will focus on the use of word prediction software. • 2-sessions scheduled. • Special educators, occupational therapists, central office staff. 	1/28/08 3/28/09	Staff will make appropriate decisions regarding the recommendation of word prediction software for students exhibiting physical and/or language based written communication disabilities. Students will improve their ability to generate written information.	Related services, assistive technology resource staff, Jan Kurtz	
SASSI Adapting the elementary curriculum with a wide	Support students identified with learning disabilities impacting the ability to read, write, and access the curriculum.	<ul style="list-style-type: none"> • Hands-on computer lab training will focus on using a variety of instructional and assistive technology software programs to adapt the Grade 2 and Grade 4 curriculum. 	1/22/09 2/19/09	Staff will be able to adapt the curriculum using a wide variety of software programs to meet individual needs as identified by IEP goals and	Marsye Kaplan, Related Services, Assistive Technology	NA

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variety of software programs emphasizing differentiated instruction.	Staff technical skills impacting use and integration of the programs. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> • 2-scheduled sessions. • General and special educators, paraeducators, central office staff, technology support personnel. 		objectives. Students will engage in a wide variety of software activities adapted to meet their unique strengths and needs.	Team Leader	
Weaving the Threads of Communication Support of students with communication and significant learning challenges.	Support student achievement for those struggling with communication, reading, and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.4	<ul style="list-style-type: none"> • Computer lab hands-on training • <i>Weaving the Threads of Communication</i> • 2-sessions scheduled. • This training is being made available to schools housing the FALS and CLS classes. • FALS/CLS staff, speech/language pathologists, related services staff. 	9/11/08 9/24/08	Staff will have an increased understanding the process of communication and how to create functional, interactive communication systems to meet student IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Jeanne Noorisa, C. Overtoom, H. Rasmussen, Jan Kurtz	
Make and Take Support of students with communication and significant learning challenges.	Support student achievement for those struggling with communication, reading, and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.4	<ul style="list-style-type: none"> • Hands-on make and take session focusing on building functional, interactive communication skills. • 1-session scheduled. • New speech/language pathologists. 	1/9/09	Speech/language pathologists will have an increased understanding the process of communication and how to create functional, interactive communication systems to meet student IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Jeanne Noorisa	

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<p>Make and Take Early Childhood Teachers</p> <p>Hands-on make and take session focusing adapting the early childhood curriculum.</p>	<p>Support student achievement for those struggling with communication, reading, and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration.</p> <p>BFP Goal 1, 1.1, 1.4</p>	<ul style="list-style-type: none"> • Computer lab hands-on training. • 4-sessions. • Teachers of the elementary CLS programs. • Teachers of the elementary D/HH cluster program 	<p>1/26/09</p>	<p>Staff will have an increased understanding of how to adapt the curriculum using visual strategies to support comprehension, concept development, increase literacy experiences and build communication. Students will achieve increased success in accessing the curriculum and building a basis for further learning.</p>	<p>Marsye Kaplan, Related Services, Assistive Technology Team Leader, Jeanne Noorisa, C. Overtoom, H. Rasmussen, D. Gerson</p>	
<p>FALS/CLS Staff Work Sessions</p> <p>Integrating the VSC and the Alt-MSA into daily instruction for students.</p>	<p>Student Achievement. Staff Knowledge.</p> <p>BFP Goal 1, 1.4, 1.5</p>	<ul style="list-style-type: none"> • Presentation/discussion. • 10-monthly scheduled sessions. • Functional Academic Learning Support Programs (FALS) teachers. • Communication and Learning Support Programs (CLS) teachers. 	<p>8/20/08 9/11/08 10/16/08 11/13/08 12/4/08 1/15/09 2/19/09 3/12/09 4/20/09 5/28/09</p>	<p>Integrating the VSC and the Alt-MSA into daily instruction for students.</p>	<p>Sara Egorin-Hooper, Alt-MSA/ Autism, Supervisor</p>	

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<p>Introduction to Promethean Interactive Technology</p> <p>Differentiated instructional strategies for students who need interactive and visual access to curricular information.</p>	<p>Student Achievement. Staff Knowledge. Technology Integration.</p> <p>BFP Goal 1</p>	<ul style="list-style-type: none"> • Computer lab hands-on training. • 4-sessions. • Teachers of the elementary CLS programs. • Teachers of the elementary D/HH cluster program. 	<p>10/7/08 10/15/08 10/29/08 11/5/08</p>	<p>Increased student access to the curriculum and interaction within the classroom setting. Integration of technology into the presentation of instruction.</p>	<p>Sara Egorin-Hooper, Alt-MSA/ Autism, Supervisor</p> <p>D. Curtis, Library Information Services, Coordinator</p>	<p>Title II</p>

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