

**BALTIMORE COUNTY PUBLIC SCHOOLS**

Date: May 27, 2003  
To: Board of Education  
From: Dr. Joe Hairston, Superintendent  
Subject: Special Education Staffing Plan  
Originator: Chris Johns, Deputy Superintendent  
Resource Staff: Ron Boone, Executive Director  
Jean Satterfield, Director  
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**Recommendation**

That the Board of Education approve the Special Education Staffing Plan for 2003-2004.

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The proposed 2003-04 Special Education Staffing Plan was initially presented to the Board during the April 22, 2003, Board Meeting. The second reading of the plan, involving public input, occurred during the May 13, 2003, Board Meeting. As a result of public input during the Board Meeting and input received in recent weeks, additional improvements were made to the proposed plan. The changes involve the following: clarifying the data and including additional explanation of services for deaf and hard of hearing students.

**DRAFT**

**BALTIMORE COUNTY PUBLIC SCHOOLS**  
**Department of Federal and State Programs**  
**Office of Special Education**

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**Special Education Staffing Plan**  
**2003-04**

**Assurance**

This Staffing Plan is submitted consistent with the procedures provided by the Maryland State Department of Education for the purpose of ensuring that personnel and other resources are available to provide a free, appropriate public education [FAPE] to each student with a disability in the least restrictive environment as determined by an Individualized Education Program [IEP] team. The Staffing Plan includes: evidence of maintenance of effort (see Appendix A), staffing patterns of service providers, type of providers needed (see Appendix B), and a description of how this staffing plan meets the requirements of the State Regulation.

**Background**

The Code of Maryland Regulations requiring local school systems to develop staffing plans went into effect in July of 1999. These regulations eliminated state-mandated ratios; rather, each local school system is to define the continuum of special education and related services and to establish staffing ratios. The plan is required to document the data input process and procedures used by the school system to determine the numbers and types of service providers needed to ensure the provision of a free, appropriate public education. The plan is intended to allow staff to meet the MSDE requirements of describing the process utilized to staff schools and to meet the needs of students for the upcoming year.

**Philosophy**

*The mission of the Office of Special Education is to support the schools in providing a quality education for all eligible students based on their individual education programs. This support will develop the content knowledge, skills, and attitudes that will enable students with disabilities to reach their maximum potential as responsible, productive citizens and life-long learners.*

All students in Baltimore County should have access to educational services provided by personnel who are sufficiently and adequately trained. Systemwide school improvement and the mission of quality education necessitate that staff be deployed on the basis of identified instructional needs. Appropriate and child-centered special education staffing should be based on the assurance that each student with a disability is provided a free, appropriate public education (FAPE). The provision of FAPE requires the development and implementation of services and supports that provide opportunities for higher levels of academic achievement and skill development. Staffing decisions by a local school system must be based upon the provision of instructional services and supports to students with disabilities in accordance with a student's IEP in the Least Restrictive Environment (LRE). During the county-wide principals' meeting held on November 13<sup>th</sup>, 2002, the Superintendent conveyed the expectation that principals and their staffs will educate children with disabilities in their home school and in the least restrictive environment (LRE). On November 15<sup>th</sup>, 2002, a Superintendent's Bulletin reinforced the responsibility of the IEP team to:

seek home school placements in the least restrictive environment,  
provide the necessary supports and modifications for home school and least restrictive placements, and  
recommend out-of-school and self-contained placements only when clearly required by student needs.

In the Baltimore County Public Schools, services provided to students with disabilities align directly with the *Bridge to Excellence* and the *Blueprint for Progress* by utilizing the Key Strategies to achieve the Indicators of Student Progress. As the BCPS Mission Statement denotes, we support staffing schools in a manner that results in improving academic rigor at all levels and improving student achievement.

### **Assessment of 02-03 Staffing Plan**

The 02-03 Staffing Plan has been evaluated by reviewing data regarding students who receive special education services and by reviewing input gathered during public information settings. Baltimore County Public Schools is concerned about data related to the inclusion of students with disabilities in general education environments. BUS is in the 4<sup>th</sup> quartile for students ages 6 to 21 years, when compared to other school systems in Maryland. Over the last three years in Baltimore County, there have been increases in the number of students in the disability categories of emotional disturbance, autism, and other health impairments. These students' IEPs often call for placement in small, structured, special education classes.

A review of the least restrictive environment data below indicates that between December 1, 2000 and December 1, 2002 the following trends have occurred:

- ⓐ The number of students receiving special education services in inclusive settings has increased from 49% to 52%.

- The number of students receiving special education services in resource rooms has declined from 21% to 15%.
- The number of students receiving special education services in self-contained classes in regular schools has increased from 23% to 25%.
- The number of students attending special schools has declined from 4% to 3%.

#### SPECIAL EDUCATION STUDENTS BY LRE Percent

* LEAST RESTRICTIVE ENVIRONMENT	12/2000	12/2001	12/2002
A Reg Class	49	49	52
B Resource	21	19	15
C Sep Class	23	25	25
F Spec School	4	4	3
G Spec School Non-public day	3	3	3
I Spec School Non-public residential	[0] **0	[0] **0	[0] **0

\* AS MSDE REPORTING IS REQUIRED FOR ALL STUDENTS WITH IEPS, THIS DATA INCLUDES SPEECH ONLY STUDENTS.

\*\*LESS THAN 1 PER CENT

From the input received during public input sessions, and through email, telephone and US mail, it appears that constituents are supportive of the ratios in the plan, with the exception of the student teacher ratio for children with autism and inclusion.

Several speakers voiced concern that the 9:1 ratio for autism is too high. The numbers of students with autism in Baltimore County has grown steadily for the last five years. Staff will study this issue and gather additional data in time for the development of the 2005 budget and corresponding staffing plan. As public input also reflected concern regarding a ratio for infants and toddlers, staffing for this program will be considered at the same time.

The staffing plan provides for consistent allocations of staff to schools.

- All ratios in the plan (with the exception of inclusion) are funded by the local operating budget.
- The local operating budget in 02-03 funds inclusion at 15: 1. Special revenue funding reduced the inclusion ratio to 14:1 for FY 02 and to 13.2 for FY 03.
- In the proposal for 03-04, special revenue funds reduce the inclusion ratio to 12.1:1.
- As stated in this plan (see page 17), the goal for inclusion is 11:1 for both teachers and instructional assistants. Instructional assistants are currently staffed at 24:1 for inclusion.
- Staffing for special education programs presented in this plan is contingent upon available funding.

This page revised 4/7/03; 5/20/03

The following information will be considered in the evaluation of the proposed 03-04 plan:

- achievement for all students with IEPs,  
LRE data,  
numbers of students with disabilities educated in their neighborhood schools,
- Ⓢ disproportionality data,
- class sizes at mid-year compared to ratios in the staffing plan,
- Ⓢ caseload data: speech language pathologists, occupational therapist, physical therapists,  
case management for teachers,
- numbers of students educated in non-public settings,
- Ⓢ 504 analysis: student support services versus special education case management,
- personal assistant data,  
professional development data,  
grant utilization data and grant evaluation, and
- school audits.

## **Discussion**

### **Description of Special Education Services in BOPS**

Intensities of service were eliminated from the State regulations because they no longer represented special education service delivery systems as defined by federal law (The Individuals with Disabilities Education Act). Many students with disabilities receive a combination of special education and related services, often across classroom settings. Students may be in regular classrooms for most of the day while still receiving extensive special education services.

The majority of students with disabilities receive special education supports within regular classrooms. On December 1, 2002, approximately 68% of the students with IEPs received services in the regular classroom and/or in a resource room. This figure includes students receiving only speech language services. Excluding speech only students, 36% of students with IEPs are fully included, 60% are fully included or included for the majority of the school day with some resource support. The preference for serving students in regular classrooms is sound educational practice and is required by federal and state law. This preference presents many challenges from a staffing point of view. School administrators must balance grouping large numbers of students with IEPs in classrooms or spreading students with IEPs across many classrooms. When large numbers of students with disabilities are placed in concentrated classes, each class may, in fact, become a defacto special education class. When students are spread across many classes, the special education teacher will have a difficult time implementing the services on students' IEPs in all subjects. With increasing numbers of students with disabilities in regular classrooms, the instructional assistant, with direction from the special education teacher, is able to support both students with disabilities and regular education teachers. Adequate teacher and assistant staffing for students in inclusive environments is critical to student success.

Baltimore County is well known for training and providing mentoring supports to new teachers, especially those working in schools with large numbers of untenured teachers. In order to support inclusion, general educators have been included in training activities provided by the Office of Special Education. They are provided opportunities to attend state and national conferences. Ongoing collaboration between regular and special education has resulted in consistently increased joint training of teachers and support staff. BCPS is committed to finding alternative reading strategies and providing training for teachers of students who need alternative delivery of reading instruction, including Wilson Reading, EdMark, and ProED. To reflect new legislation enhancing the use of assistive technology in classrooms, professional development for assistive technology has been provided during 02-03 and will continue in 03-04. MSDE funding supports conference attendance, stipends for training, and consultant fees. Baltimore County provides support to general education teachers through the Instructional Support Team [IST] model, the Teacher Student Support Team [TSST] model, and the Student Support Team [SST].

In order to support compliance leading to effective planning for instruction, audits of special education services are conducted and feedback in the form of professional development is individualized and provided for schools. Mentoring and training are provided throughout the school year for first and second year IEP team chairmen. Mentoring includes onsite observation and feedback.

### **BCPS Continuum of Service**

Special Education options can be described as:

- Students receiving periodic services in inclusive environments provided by special education teachers and instructional assistants,
- Students receiving primary instruction in inclusive environments with some special education pullout instruction (resource),
- Students receiving intensive services in inclusive environments provided by special education teachers, instructional assistants and/or one-on-one personal assistants, and
- Students in self-contained classes or special schools for those students whose nature and severity of disability are such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily:
  - special schools for severely and profoundly disabled
  - special schools/classes for emotionally disturbed
  - special education classes: preschool, autistic, and life skills
  - special education classes: functional, adaptive

### **Guiding Principles**

The major considerations in recommending a staffing plan are student needs and teacher responsibilities. When making staffing decisions and determining caseloads, the focus is directed towards the services and supports necessary to fully implement the student's IEP in the

LRE. The following principles have guided the development of the Baltimore County Public Schools' staffing model:

- Caseload and staffing decisions are based on providing the services and supports students need in order to be successful, rather than on a specific category or severity of the disability.
- Services and supports required by the student's IEP are crucial factors in determining caseloads.
- Flexibility is important to address changes in the factors affecting caseload and staffing which may occur throughout the school year.
- Compliance is necessary with federal and state law, regulation, and policies governing special education.
- Participation of parent(s) is crucial.

Staff members from the Office of Special Education conduct school visits and compliance reviews. During the course of the school year, the specialist for IEP services, in collaboration with the cluster leader conducts compliance reviews in schools. For FY03, formal compliance reviews will occur in 31 schools. Each formal review includes a minimum of three visits. In conjunction with Monitoring for Continuous Improvement when schools are visited for compliance, observations of IEP implementation occurs, and students' records are reviewed utilizing MSDE developed criteria. School administrators participate in a follow-up meeting where they receive feedback in the form of commendations and recommendations for improvement. Consistent with recommendations for improvement, the Specialist for IEP Services provides staff development and follow-up to assure that recommendations are implemented.

## **Data Communication Timeline**

In developing the staffing plan for 2003-04, dialogue has occurred and will continue with representatives of the following groups: Citizens' Advisory Committee for Special Education; Partners for Success Centers; Special Education staff, and the Baltimore County Commission on Disabilities. The factors in determining caseloads include: demographics, personnel certification/license, experience and training, school size, travel time, transportation, and case management demands. Data is collected from schools based on IEPs, information from school improvement plans, and the information collected during the annual budgetary planning process. Data collection, maintenance, and retention procedures to assure schools are providing accurate information are as follows:

### **IEP Data Collection: Timeline for Communication with Schools:**

- September      Current Verification List sent to all schools with explanation and directions.  
                          (See Appendix C.)  
                          Current Listing of IEP Annual Review Dates in Chronological Order.  
                          Current Listing of IEP 3-Year Re-Evaluation Dates in Chronological Order.  
                          Total summary of all special education students by disability.

Current listing of IEPs in need of review prior to October 31 census sent to all schools with explanation and directions

- October Current Listing (2nd Request) of IEPs in need of review prior to October 31 census sent to all schools with explanation and directions  
Notification sent to special education cluster leaders listing schools with IEPs needing updating by October 3
- January Current Verification List sent to all schools with explanation and directions. Current listing of IEP annual review dates in chronological order.  
Current listing of IEP 3-Year Re-evaluation Dates in Chronological Order
- February Projected lists of students' transitioning to next level (elementary to middle, middle to high school) sent to all schools with explanation and directions
- April Reminder to send IEP data sheets prior to end of school year

In addition, the BCPS Department of Human Resources provides data (see Appendix D) and monitors the certification status and vacancies by school for special education positions. Extensive efforts such as recruiting trips, job fairs, and relationships with local colleges and universities are utilized in the attempt to fill all vacancies in a timely fashion with the most qualified candidates. Provisionally certified teachers receive professional development, tuition reimbursement and information on certification opportunities, and cohorts conducted by local colleges and universities. The Department of Human Resources also monitors provisional teachers' compliance with certification requirements.

## **Staffing Model**

During the 2002-03 school year, staffing was allocated based on a program model reflecting the needs of students in Baltimore County. This model was utilized to request and provide schools with staffing for 2003 and will be utilized in 2004.

For school year 2003-04, the staffing recommendation for inclusion is as follows:

- The ratio for positions funded through local operating budget is 15 students to 1 teacher.
- The ratio for positions funded through local operating budget plus special revenue is 12.1 students to 1 teacher.
- The ratio for special education teachers plus regular education teachers of included students is 8.0 students to 1 teacher (see Appendix 1).
- The total ratio for included students to instructional assistants is 24 students to 1 instructional assistant.

Special education teachers who instruct included students serve students in regular classrooms in collaboration with regular classroom teachers. They also work with students in instruction and support students to improve study skills. The pairing of a special education teacher and an instructional assistant is critical. The role of instructional assistants working with included

students is to support students with IEPs in regular classrooms. Working under the direction of and in collaboration with the regular education teacher, the instructional assistant provides instructional support to identified students with disabilities. The special education teacher is responsible for planning for students with disabilities while implementation is collaboratively provided by the special education teacher, the regular education teacher, and the instructional assistant.

For the 2002-03 school year, BOPS was awarded a competitive discretionary grant by the MSDE for the purpose of identifying an effective model for inclusion. This grant is consistent with reorganization of the Office of Special Education in that it emphasizes the importance of a strong instructional program for students with disabilities. Identified staff is aligned to focus on developing and implementing an effective model for inclusion. Student achievement data is an integral part of establishing a systemic inclusion model.

For students whose needs cannot be met satisfactorily in the regular classroom, even with the use of supplemental aids and services, we support for 2004 utilization of the self-contained ratios recommended in the BCPS staffing plan for 2002-03. The ratios for both teachers and instructional assistants in self-contained classes in Baltimore County are:

- 7.5:1 for special schools for severely and profoundly disabled, and White Oak School,
- 9:1 for classes for emotionally disturbed,
- 9:1 for special education classes--preschool, autistic,
- 10:1 for life skills classes, and
- 13:1 for special education classes--functional, adaptive.

Prior to July of 1999, staffing ratios were explicitly stated in the Code of Maryland Regulations. The ratios were based upon level and then hours of service. In the regulation, the ratio for students who received one to three hours of special education instruction per week was 30:1:1. The ratio for students in self-contained classes was 13:1:1 at the elementary level and 15:1:1 at the secondary level. Finally, the ratio for special education schools was 9:1:1.

In 1998, MSDE dropped its recommendations for staffing ratios and required every local school system to present a staffing plan containing ratios and other staffing information. There is no set formula in the BCPS for determining these ratios. In preparing the BCPS Staffing Plan, the Office of Special Education staff complete the following annually:

- Drawing upon their collective experiences, special education staff met over a number of sessions to dialogue and analyze past and present staffing patterns. Dialogue was conducted with MSDE.
- The Staffing Plans of other jurisdictions were reviewed and compared to BCPS preliminary ratios.
- In formulating the staffing recommendations, staff considered individual students' needs, direct and indirect services, number of students to be served, frequency of services provided, supports for school personnel, location of services, collaboration with general education, and the organizational structure of elementary, middle and high schools.

Describing ratios by disability types might appear contradictory to the requirement that the staffing plan reflect students' needs rather than be based on specific category or severity of disability. This is not so. In a school system with over 13,000 students receiving special education and related services, there must be a baseline from which to establish programs and staffing. Individual decisions will always drive class sizes based upon the needs of students as indicated in their Individualized Educational Programs. Factors considered when distributing positions to schools include: teacher planning time, assessment time, parent contacts, IEP preparation, team meeting attendance, direct vs. indirect instruction, location and frequency of services, and collaboration time.

## **Distribution of Staff**

For FY04, the special education office recommended staffing as detailed below:

### **Special Education Teachers**

Special education positions are provided for the following areas:

- Itinerant teachers for the vision, deaf and hard of hearing programs
- Transition facilitators
- Autism support
- Infants and Toddlers
- Adapted physical education
- College outreach
- Child Find Assessment

### **Crisis Intervention Staff:**

Crisis intervention staffing is allocated for each of the schools providing self-contained programs for students with emotional disturbance and related disorders. The baseline staffing is 1.0 teacher for crisis. When the number of students with IEPs who need crisis intervention in a school exceeds 75 students, an additional crisis intervention teacher is allocated for the school. When the number of students with emotional disturbance and related disorders with IEPs in a school exceeds 100, special education staff schedule a site visit to review the crisis intervention logs and to consult with the school staff. Additional staff may be allocated based upon the above data collection.

Schools who refer a high percentage of students to programs for students with emotional disturbance and related disorders are also given consideration for a crisis teacher. After a review of data collected on out of school placements for students with emotional disturbance, special education staff conduct a site visit. During this visit data is reviewed and a recommendation is made collaboratively with the school principal and the area Executive Director of Schools as to whether a crisis teacher should be requested for the school.

Special School /Special Area Staffing and Nurses are determined for: Battle Monument, Maiden Choice, Ridge Ruxton, and White Oak. Special education positions are utilized to fund

art, music, physical education, library, reading, and school counseling in these schools.

Recommendations for special school nurses are based upon a special school nurse staffing formula. As with all Baltimore County Public Schools, each special school receives a base allocation of one nurse. Additional nurses are provided based upon:

- Percentage of students requiring nursing interventions during community instruction
- Supplemental nursing indicators (number of procedures/medications that can only be performed by a nurse; number of students with health problems which require intense additional nursing interventions; number of procedures/medications that must either be performed by a nurse or which require that a health assistant be supervised by a nurse; or procedures or supportive interventions which may be performed by a health assistant without direct supervision by a nurse).

In addition, special education schools may receive staffing for health assistants. The factors considered in determining the need for a health assistant include: percent of students receiving free/reduced lunch, oral medications administered, agency placed students, non-verbal students, and mobility.

Distribution of special education positions to schools:

Working with the Offices of Research and Data Analysis, December 1, 2002 census data was reviewed and the staffing ratios were applied to determine the recommended staffing for each school. Special education staff reviewed computer-generated staffing recommendations for schools and considered individual student IEPs, projected program movement, school placements, and development of new programs.

Distribution of instructional assistant positions:

Instructional assistants are critical not only in self-contained classes and schools, but in assisting students served in an inclusion model. They have a valuable role in the Infants and Toddlers Program as co-providers of special instruction in natural environments, especially for children on the Pervasive Development Disorder [PDD] spectrum, and as providers of Infants and Toddlers specialized service coordination which every participating child/family receives per Federal and State regulations. Instructional assistants for special schools are assigned giving consideration to the unique needs of students in these programs. At a minimum, an instructional assistant is assigned for each special education classroom teacher in the special schools and to each self-contained classroom in a neighborhood school. Special education staff ensures that instructional assistant positions are assigned to schools based on enrollments.

Distribution of Personal Assistants

There are currently approximately 400 students in Baltimore County with personal assistants and the numbers continue to grow. The students with personal assistants are typically those whose disabilities, whether physical, behavioral, or cognitive, require that the student have one-on-one attention for most or all of the school day. The salary of personal assistants was increased for school year 2000-01 from \$5.40 per hour to \$7.50 per hour. This increase followed the recommendations of a work group that met during the spring of 2000. For FY02, personal assistants received a 3% increase to \$7.75 per hour. Beginning with September 2000, schools

have been required to thoroughly document efforts to utilize existing supports prior to recommending personal assistants. School staff will identify strategies to increase the independence of students utilizing personal assistants.

Parent and staff concerns regarding staffing are addressed as follows:

Parent concerns regarding staffing are directed to the principal of the school. Principals may choose to consult the Office of Special Education for assistance with the utilization of staff in order to implement a student's IEP. All requests for staffing are routed through the Executive Directors of Schools to the Office of Position Management for ultimate approval by the Deputy Superintendent of Curriculum and Instruction. Any of these noted staff members may also consult the Office of Special Education for technical support regarding the school's staffing request.

## **Maintenance of Effort**

The approved Board of Education budget for FY04 identifies funds allocated to the special education program, which exceed the amount of funds allocated to the program in FY03. The federal passthrough application for FY04 will identify additional special education positions and services to be funded with federal funds. These additional funds have not been used to reduce the level of local expenditures from the prior year. The application will also detail staff funded through local funds. The Board of Education approved budget for FY 04 provides for an increase in local staffing for special education.

## **Special Education Services**

### **Adapted Physical Education**

Adapted Physical Education (APE) is a comprehensive program of (a) assessment; (b) developmental activities, physical fitness, games, sports, and rhythmical movements individualized for the interests, abilities, and limitations of students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. Advocacy for students with disabilities, including disability awareness, is also a part of the program. APE provides positive movement experiences and opportunities for individuals with disabilities to acquire and enhance motor/fitness, cognitive, and affective behaviors. The APE consultation program assists physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs that are based on the BOPS *Essential Curriculum*.

The APE consultation team serves all schools on an as needed basis and spends additional time providing in-service training to teachers and educational workshops to parents. Currently, the APE consultation team has 3.6 teachers to service the needs of physical education teachers in the school system.

### **Assistive Technology**

Assistive Technology Services are provided for students ranging in age from birth through 21

years of age. Support is available for individual students identified through either the Individualized Family Service Plan [IFSP] or IEP process as requiring additional support for accessing their educational program. Staffing currently includes a full-time facilitator and special educator, as well as a part-time occupational therapist and two part-time speech language pathologists. The role of each staff member includes evaluation of specific technology needs, training of student, staff, and parent and follow-up to ensure success. Additionally, staff members support the philosophy of increasing technology use in all special education programs through the provision of professional development training. As awareness of assistive technology programs grows and more students are identified, additional staff support is required to facilitate successful inclusion of the student in the least restrictive environment and successful integration of a wide range of technology supports with the classroom setting.

### Audiology

QUALIFIED audiologists in Baltimore County Public Schools' provide services in the clinical and educational setting. BCPS audiologists complete hearing screenings and assessments. Audiologists also recommend, distribute, and monitor Assistive technology, such as FM systems, sound field systems, etc. for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to faculty and staff, as well as parents regarding hearing loss, the child's hearing status, and equipment. Most Infants and Toddler audiology services are provided by the Department of Health at no cost to the school system.

### Interpreters

BCPS employs QUALIFIED sign language interpreters for students who are deaf and hard of hearing with the understanding that cued speech transliterators or oral interpreters would be employed if recommended by an IEP team. Presently, QUALIFIED sign language interpreters are assigned on a student-by-student basis, according to IEP team approval. These services are delivered at students' home schools, magnet schools, and cluster schools. QUALIFIED interpreters also provide services to students for after-school activities (e.g., school-sponsored sport teams, school clubs, school concerts, etc.) and to parents and teachers who are deaf and hard of hearing at education-related activities and events. (SEE PAGE 15 FOR FURTHER DETAILS REGARDING COMMUNICATION OPTIONS, SUCH AS COCHLEAR IMPLANTS, FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING.)

In addition to BCPS staff interpreters, freelance interpreters and agency interpreters are hired in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and ADA (Americans with Disabilities Act).

### Occupational Therapy

Occupational Therapists' (OT) caseloads are determined on an individual basis, according to students' IEPs. This is a labor-intensive process that generally averages approximately seven direct students and three periodic students per day of assignment. This average includes time needed for assessments, teams, and consultations with staff. Factors in this determination include the number of schools an OT serves (often seven or eight for 1.0 FTE), the number of 504 cases on a caseload, travel time, and any time that is needed to supervise OT Assistants. For

Infants and Toddlers, OT services are also provided in natural environments.

### Physical Therapy

Physical Therapists' (PT) caseloads are determined on an individual basis, according to students' IEPs. Caseload assignments take into account direct services, travel time, assessment and consultation. Physical therapist caseloads average 24 to 27 students per full time physical therapist. A typical physical therapist provides service to students attending eight to ten schools.

### Speech Language Pathology

The American Speech and Hearing Association (ASHA) recommend a maximum student to therapist ratio of 40 to 1. The ASHA recommendation for special populations, such as preschool infants and toddlers, hearing impaired, special schools, and autism, is 25:1. Current therapist ratios in Baltimore County average 45 to 52 for a full time, school-based therapist. The related service resource staff, in collaboration with the Coordinator of Special Student Programs and based upon students' IEPs, determine related services allocations. Staff assignments are made in collaboration with principals according to unique program needs. When making speech language therapist assignments, consideration is given to time needed for implementation of services on students' IEPs, participation in team meetings, testing and assessment, student observation, collaboration with teachers IEP preparation, consultation, and parent contacts. Additionally, speech-language pathologists assigned to Infants and Toddlers are required by federal and state regulations to provide service in natural environment settings, such as the home or daycare (see Appendix G).

### Student Support Services

Student Support Services staff members include: psychologists, nurses, pupil personnel workers, social workers, and school counselors. These individuals are integral to the process of identifying and providing service to children with disabilities. Positions are funded by the local operating fund and by grants. Formulas are applied when staffing schools; for example, one counselor per elementary, one nurse per school. Schools receive adjustments in allocations when necessary to assure implementation of IEPs. Data regarding the needs of students with disabilities is taken into account when psychologists and social workers are assigned to schools.

## **Special Education Programs**

### Adapted

This program serves students who have a wide variety of disabilities. Students in this program learn the curriculum needed to receive a high school diploma in a modified format in a self-contained setting. Students are educated in comprehensive schools and are included whenever possible.

### Key Strategies

- ① Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge

of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.

- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, community, and school system support staff in order to foster greater understanding, increased involvement, greater accountability, and quality organization.
- Provide the necessary student support services to enable all students to maximize their educational opportunities.

Staffing Guidelines: 13:1

## Autism

Baltimore County Public Schools currently provides a broad continuum of services for students with autism. Some students are fully included within their home school; others are placed in self-contained adapted or functional programs; while others are in special schools. Many students with autism are in specifically designed, self-contained programs in comprehensive schools. In 2003-04 there will be self-contained special education classrooms specifically for students who fall along the autism spectrum in 17 Baltimore County schools.

In each classroom there are a teacher and an instructional assistant. Related services, particularly speech language therapy and occupational therapy, are integrated into the classroom program. The program is highly structured, visually based, and utilizes a variety of teaching techniques that are known to benefit students with autism. Some of the techniques utilized include the TEACCH method, discrete trials, incidental teaching techniques, and "floor-time." Every classroom has access to high- and low-tech communication systems, such as PECS, voice output devices, communication picture boards, computers and other assistive technology, and sensory integration equipment. Communication between school and home is vital to student success; therefore, every student has a communication book that goes back and forth between home and school on a daily basis. In addition, each site offers parent workshop opportunities to gain strategies and materials to use with their children in the home.

A specialist and two autism resource teachers support the program. They work with programs by assisting in training staff, developing and updating IEPs, placing students, and supporting families. Often, resource teachers assist in program development and implementation to ensure successful outcomes for these students.

## Key Strategies

Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.

- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, community, and school system support staff in order to foster greater understanding, increased involvement, greater accountability, and quality organization.
- Provide the necessary student support services to enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1

### College-based Life Skills

College-based Life Skills Programs are designed for students with moderate mental retardation, ages 19-21, who will receive a Certificate and who are eligible for the Governor's Transitioning Youth Initiative. The goals of the program are for students to interact with non-disabled peers, experience authentic community and daily living instruction, transition from school to work, maintain competitive or supported employment, utilize appropriate social and communication skills, self-advocate, access support services, utilize mobility training, participate in community and college recreational/leisure activities, and participate in credited or audited college courses. Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program - IMAP.

### Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 10:1

## Deaf and Hard-of-Hearing

BOPS provides a continuum of services for students who are deaf and hard of hearing, ranging from full inclusion in the students' neighborhood schools to self-contained classrooms. In the inclusive setting, students may receive a combination of support from BCPS professionals, including, but not limited to, audiologists, interpreters, speech and language pathologists, itinerant teachers, and assistive technology. In the cluster programs, students receive direct instruction by a certified teacher with inclusion in the general education setting when appropriate. Countywide cluster classes offer a comprehensive curriculum. Instruction is presented in a variety of settings through one of the following communication modalities: oral communication, total communication (sign and speech), and American Sign Language. Students with cochlear implants are provided with support to maximize the impact of this new technology.

The itinerant teacher's role includes: direct instruction for the student, support to faculty and staff, assistance with classroom modifications and accommodations, and information to the family. The type and amount of services provided by the itinerant teacher are determined at the IEP team based on the needs of the individual student.

### Key Strategies

- Focus on the consistent and systematic implementation of the general education curriculum.
- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

### Staffing Guidelines: 9:1

An appropriate ratio for a pre-kindergarten class or a primary or intermediate class is nine, with a teacher and an IA in the room. By secondary school age, most hearing-impaired students are included in regular classes. If students still require a secondary self-contained class the recommended ratio is 9:1.

### Emotional Disturbance

The majority of students with emotional disturbances access the general education curriculum with additional supports, such as behavior management programs, crisis intervention, and counseling and/or therapeutic supports. The focus of these programs is to support instruction through a highly structured classroom environment.

The Individualized Education Plans for these students are provided within a full range of programs and services, ranging from full inclusion to more restrictive environments. Some students may be able to achieve academic success within an inclusive setting, given the necessary classroom modifications and behavior supports. Other students may require a more restrictive setting, such as a cluster class in a comprehensive school.

Elementary-aged students (and a small number of middle school students) who require an even more restrictive setting may attend White Oak School, which provides an array of supports and services to facilitate the educational, behavioral, and social-emotional development of elementary-aged students. Chatsworth School, a magnet elementary, serves a similar but smaller population.

#### Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1

#### Functional Program

The program is designed to meet the needs of students with mild to high moderate mental retardation. The instructional program is aligned with the *Essential Curriculum*, as well as the Maryland Learning Outcomes and Core Learning Goals. Instructional content emphasizes a practical application of knowledge to daily living.

#### Key Strategies

- Improve achievement for all students with mild menta' retardation
- Enhance student learning through the consistent identification and implementation of instructional practices that incorporate knowledge of lesson and unit planning, student learning styles, and ongoing diverse assessment
- incorporate in the instructional program a strong system of values that encourages responsible behavior and decision-making.

Staffing Guidelines: 13:1



## Inclusion

Inclusion programs are designed to provide support and related services to students with disabilities who are educated in the general education classroom for part or all of the school day. In most cases, these students attend their home schools. Generally, included students are instructed by regular and special education teachers and/or instructional assistants working collaboratively within the regular education classroom. Students may be served in the regular education classroom and in small group instruction for remediation and skill development, as needed.

## Key Strategies

- Provide students with disabilities the opportunity to access the general education curriculum (IDEA '97)
- Serve students with disabilities in their home schools
- Support BCPS' system goal, "To improve achievement for all students."

Staffing Guidelines: 12:1

## Infants and Toddlers

Infants and Toddlers is an interagency program that provides special education and related services to eligible children from birth through 2 years of age. The Baltimore County Public Schools' staff provides the majority of services. These children (1,346 from 12/1/01 to 12/1/02) are enrolled in the Infants and Toddlers program, but not in the Baltimore County Public Schools. The Infants and Toddlers program's need for additional staff is due to increased number of children served, increased complexity of disability, the home-based nature of the services provided by the program which is required by Federal and State regulations and the provision of year-round continuous, uninterrupted service. Additional staff were hired for FY 03 as a result of an infusion of State money from MSDE and the federal government to address the provision of the required 12-month service for every child, provision of services in natural environments, and timeline compliance.

The Infants and Toddlers Program is a collaborative model of service provision involving staff from the Baltimore County Public Schools, Department of Health, Department of Social Services, and several private agencies including PACT (Parents and Children Together), Helping Children with Special Needs, Maryland Therapy Network, Head Start (YMCA of Central Maryland), Healthy Families Program (Abilities Network), Maryland School for the Deaf, Maryland School for the Blind, the Kennedy Krieger Institute and the Aliza Brandwine Program. The program is for children and their families, birth through 2 years of age, with developmental delays or for those who have medical risk factors that may cause future developmental delays. Each child/family is assigned a service coordinator, an assessment is completed in all areas of development, and the health status of the child is reviewed.

An Individualized Family Service Plan is completed for each eligible child/family within 45 calendar days of the referral date. If not eligible, the child is referred, with parent permission, to appropriate community programs. Services provided include special instruction (special education), nursing, assistive technology, speech-language pathology, specialized service coordination, physical therapy, occupational therapy, social work and/or psychology. Services are provided 12 months per year for each child. Parents are partners in the assessment process, the IFSP development process, and in the provision of ongoing service. Children are re-evaluated on an ongoing basis, and the IFSP is reviewed at least every six months. Children are evaluated for Part B eligibility and a transition meeting is held with the family before the child is 33 months of age.

### Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences
- Promote a multicultural perspective in curriculum and instructional strategies
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members
- Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization
- Recruit and maintain a quality work force and provide for the needs of employees
- Provide differentiated professional development for all personnel that is aligned with system goals, focused on research-based practices, and designed to increase the quality of programs and services
- Provide safe and well-maintained facilities that will enhance the implementation of instructional programs
- Maintain community and legislative support for the school system and obtain the funding levels necessary to provide quality educational opportunities in all schools.

### Life Skills

Life Skills Programs are designed for students with moderate to severe mental retardation and multiple disabilities who will receive the Maryland High School Certificate. The goals are for students to work toward their maximum independence in the areas of personal management, community, career/vocational, and recreation and leisure. Infused into each of these content domains are functional academics, communication, interpersonal skills, and decision-making. The State standard, seventy percent of participating special education students will meet or

exceed state standards for the Independence Mastery Assessment Program [IMAP] is a goal for the school system.

#### Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 10:1

#### Preschool

Baltimore County Public Schools currently provides a broad continuum of services for children ages 3-5 that have been diagnosed with disabilities and/or developmental delays. Some children receive related services only (speech/language therapy, occupational therapy and physical therapy) at their local elementary school. Some children are fully included in the pre-kindergarten program at their local elementary school. However, many preschool-aged children with disabilities and/or developmental delays are in self-contained programs that provide specifically designed instruction and related services.

In each classroom, there is a teacher and an instructional assistant. Related services, including speech language therapy, occupational therapy and physical therapy, are integrated into the classroom program. The preschool program focuses on readiness skills for academic success: language remediation and enrichment (oral language skills, receptive and expressive language, basic concepts, vocabulary, auditory awareness, literacy); expanding general knowledge; increasing social competence; developing adaptive skills (feeding, dressing, toileting); fine and gross motor skills; and physical well-being. Every classroom has access to high and low-tech communication systems, such as voice out-put devices and communication picture boards, computers, and other assistive technology as needed.

Communication between school and home is an important component of the preschool program. Through home visits, parent workshops, and communication notebooks, families are encouraged to extend the use of specific strategies and techniques that the special education teacher and/or therapists are using with their child to the home setting.

There are five parent coordinators that assist families in the transition of their children from the Infants and Toddlers Program to Baltimore County preschool, special education programs.

### Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1

### Visual Impairment

Students who are blind or who have vision impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools.

Certified vision teachers provide specialized itinerant services to students attending comprehensive schools. Their primary roles are: to teach specific skills (e.g., Braille) so that the students can participate in the general education curriculum and to assist with the modifications and accommodations, including technologies that are identified in students' IEPs.

### Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

State and County Funding for Special Education  
FY '98 through FY '04

APPENDIX A  
DRAFT

Fiscal Year	General Fund	Special	Total	% Change	General Fund	Total Special	Total	% Change
	Budget for	Education			Operating Budget	Revenue <sup>2</sup>		
	Special	Special			for BCPS <sup>1</sup>			
	Education <sup>1</sup>	Revenue <sup>2</sup>				Revenue <sup>2</sup>		
1998	\$ 72,896,611	\$ 10,401,089	\$ 83,297,700		\$ 633,400,343	\$ 44,361,264	\$ 677,761,607	
1999	\$ 73,750,153	\$ 13,409,698	\$ 87,159,851	4.64%	\$ 652,497,806	\$ 57,025,942	\$ 709,523,748	4.69%
2000	\$ 79,660,783	\$ 14,917,733	\$ 94,578,516	8.51%	\$ 682,588,408	\$ 55,759,912	\$ 738,348,320	4.06%
2001	\$ 87,823,837	\$ 19,897,299	\$ 107,721,136	13.90%	\$ 756,471,528	\$ 73,336,327	\$ 829,807,855	12.39%
2002	\$ 95,926,970	\$ 19,611,697	\$ 115,538,667	7.26%	\$ 791,410,448	\$ 77,559,014	\$ 868,969,462	4.72%
2003	\$ 97,057,516	\$ 26,958,755	\$ 124,016,271	7.34%	\$ 808,290,758	\$ 97,490,642	\$ 905,781,400	4.24%
2004	\$ 110,241,139	\$ 27,747,041	\$ 137,988,180	11.27%	\$ 891,262,848	\$ 73,032,343	\$ 964,295,191	6.46%
Total	\$ 617,357,009	\$ 132,943,312	\$ 750,300,321		\$ 5,215,922,139	\$ 405,533,101	\$ 4,730,192,392	

**Sources of data**

<sup>1</sup> General Fund Operating Expenditures report out of BRASS-Special Education

<sup>2</sup> Special Revenue includes Infants & Toddlers, Special Ed, & 3rd Party Billing from Budget books

PROPOSED BCPS FY 04 SPECIAL  
EDUCATION STAFFING (FTE)

APPENDIX B

DRAFT

Disability	Projected Student Count	FY04 Teaching Positions		FY04 I.A. Positions		FY04 Ratios	
		General Fund	Special Fund	General Fund	Special Fund	Teacher	I.A.
Autism	453.0	50.3	-	50.3	-	9:01	9:01
Outreach	26.0	4.0	-	8.0	-	6.5:1	3.25:1
Emotionally Disturbed	1058.0	117.6	-	104.2	13.4	9:01	9:01
Special Schools	331.0	44.1	3.4	-	67.8	7:01	4.9:1
Functional/ Adapted	3,245.0	249.6	-	245.8	3.8	13:01	13.0:1
Lifeskills	559.0	55.9	-	55.9	-	10:01	10:01
Preschool	536.0	31.3	1.4	42.5	-	16.4:1*	12.6:1
White Oak	132.0	17.6	1.5	-	33.0	6.9:1	4.1:1
Inclusion	3,958.0	263.9	63.7	56.1	108.8	12.1:1	24.0 :1
<b>Subtotal</b>	<b>10,298.0</b>	<b>834.3</b>	<b>70.0</b>	<b>562.8</b>	<b>226.8</b>		
Alternative Schools		6.0	-	6.0	-		
Adapted PE		3.6	-	-	-		
Infants & Toddlers	825.0	20.0	3.7	5.0	2.7		
Crisis Intervention		29.0	6.5	1.0	-		
Special Area/ Special Schools		33.6	8.4	-	-		
Transition		10.0	1.0	-	-		
Autism Support		1.0	2.0	-	-		
Growth Factor		10.8	13.1				
<b>Total</b>		<b>948.3</b>	<b>104.7</b>	<b>574.8</b>	<b>229.5</b>		

\* Preschool programs are both half-day and full day. The students per teacher ratio for a full day of preschool is 9:1. The ratio shown for preschool in the chart above reflects that amount of staffing provided for each full day preschool program combined with one-half of that amount of staffing provided for each half day preschool program.

(SOURCE: Office of Special Education, BCPS)

Revised, 3/15/03

## Explanation of Special Fund Positions

In most instances, the local operating budget provides special education staffing at the ratios recommended in the BCPS Special Education Staffing Plan. The one exception is staffing for inclusion. For inclusion, the local operating budget has annually supported a 15:1 ratio. However, the recommended ratio in the special education staffing plan for inclusion is 11:1. Each year BCPS has worked to lower the inclusion ratio without requesting additional operating funds. Through special revenue funds, the inclusion ratio was lowered from 14:1 in 2001 - 2002 to 13.2:1 for 2002 - 2003. Special revenue funds are also used in the proposed budget to lower the inclusion ratio for next year to 12.1:1. In the other special education programs, special revenue funds may be used to provide staffing that lowers the ratio beyond the recommendation. For example:

An order from a ruling by MSDE, mediation, or a due process hearing may attach staffing to a student or program above the ratio.  
Students at special schools or in cluster programs may require special education and specialized therapeutic services above and beyond those provided within the school's staffing ratio.

Currently special revenue funding supplements local operating budget staffing in three categories: special schools, White Oak School, and preschool. The special revenue staffing provided to these schools is explained below.

Special schools - 3.4 special revenue positions supplement the ratio consistent with the unique needs of children and the individualized education programs of children. These positions enable special schools to serve students who would otherwise require non-public placement. Additional staff is provided to:

serve deaf or blind students  
serve autistic students with mental retardation and significant behaviors  
support implementation of the Independence Mastery Assessment Program [IMAP]

White Oak School - 1.5 special revenue positions supplement the ratio consistent with the unique needs of children. These positions enable White Oak School to offer two unique programs. Two classes for students with significant behavioral/therapeutic needs reduce class size to three students per teacher and assistant. These classes serve as an alternative to non-public placement. Additionally, the positions support an in-school behavior intervention program, an alternative to crisis intervention for students experiencing emotional episodes.

Preschool - 1.4 special revenue teachers support two classes for hearing impaired preschool students where the "incidence" results in class sizes below the 9 to 1 ratio. Students are grouped based upon the need for either an "oral" or "total communication" program. The special revenue teachers also support inclusion service for preschool aged children.

## SAMPLE VERIFICATION LIST

APPENDIX C  
DRAFT

### Sample Elementary

SCHOOL VERIFICATION LISTING FOR SPECIAL EDUCATION STUDENTS, All Students and Services as of February 19, 2003

<PAST indicates a past due date. The Special Ed and Related Services Report, referred to as Part IV, needs to be sent in as soon as possible.

<JUNE shows students that need to be teamed by June 20, 2003.

<OCTOBER identifies students that are due by October 31,

- 1 To make changes, send Part IV to Marilyn Richards at Student Data, Timonium Support Services.
- 2 If you recently sent in the Part IV, it may not yet be reflected on this list.
- 3 If the student is not listed, please make sure to send the Part IV.
- 4 To end all services, write 'DISMISSED' and the Date Dismissed on the Part IV and send to Student Data.
- 5 To add a new non-public student, attach the A01 form to the Part IV.

<i>Sample Elementary</i>								<u>Fed</u>			<u>Hours</u>	<u>Home</u>	
<u>Last Name</u>	<u>First</u>	<u>ID#</u>	<u>GR</u>	<u>Last IEP</u>	<u>Due by?</u>	<u>3-Year</u>	<u>Due by?</u>	<u>Code</u>	<u>Services</u>	<u>D/I</u>	<u>Week</u>	<u>Env</u>	<u>School</u>
Student	Mary	000000000	02	5/16/2002	<June	3/21/2005	<OK>	01	Asst Tech Dev	I	90	C	0000
									Classroom	B	20	C	0000
									OT	I	90	C	0000
									Physical Education	D	2	A	0000
									Speech/Language	B	2	C	0000
									Transportation	I	90	B	0000
Student	John	000000000	01	2/7/2002	<PAST	3/1/2004	<OK>	04	Speech/Language	D	1	B	0000
Student	Mary	000000000	01	3/14/2002	<June	3/14/2005	<OK>	04	Speech/Language	D	1	B	0000
Student	John	000000000	03	10/10/2002	<October	10/10/2005	<OK>	04	Speech/Language	D	1	B	0000
Student	Mary	000000000	02	3/7/2002	<June	3/7/2005	<OK>	04	Speech/Language	D	1	B	0000
Student	John	000000000	03	10/10/2002	<October	10/10/2005	<OK>	04	Speech/Language	I	90	B	0000

**SAMPLE VERIFICATION LIST**

APPENDIX C  
DRAFT

<i>Sample Elementary</i>								<u>Fed</u>		<u>Hours</u>	<u>Home</u>		
<u>Last Name</u>	<u>First</u>	<u>ID#</u>	<u>GR</u>	<u>Last IEP</u>	<u>Due by?</u>	<u>3-Year</u>	<u>Due by?</u>	<u>Code</u>	<u>Services</u>	<u>D/I</u>	<u>Week</u>	<u>Env</u>	<u>School</u>
Student	John	000000000	02	6/6/2002	<June	5/16/2005	<OK>	09	Classroom	B	13	C	0000
									OT	D	1	C	0000
									Physical Education	D	1	C	0000
									PT	I	90	C	0000
									Speech/Language	D	2	C	0000
Student	Mary	000000000	03	11/14/2002	<OK>	12/15/2003	<OK>	04	Speech/Language	D	1	B	0000
Student	John	000000000	KG	9/12/2002	<October	9/12/2005	<OK>	04	Speech/Language	D	1	B	0000
Student	Mary	000000000	KG	2/13/2003	<OK>	2/13/2006	<OK>	04	Speech/Language	D	1	B	0000
Student	John	000000000	04	4/24/2002	<June	6/1/2003	<June	09	Classroom	B	18	C	0803
									Speech/Language	D	1	B	0803
Student	Mary	000000000	01	12/13/2001	<PAST	12/13/2004	<OK>	04	Speech/Language	D	1	B	0000
Student	John	000000000	05	12/19/2002	<OK>	11/15/2004	<OK>	14	Classroom	B	11	C	0000
									OT	D	1	C	0000
									Speech/Language	D	1	B	0000
Student	John	000000000	PS	10/3/2002	<October	10/3/2005	<OK>	04	Classroom	D	1	C	0000
									Speech/Language	D	1	B	0000
Student	John	000000000	03	2/7/2002	<PAST	1/10/2005	<OK>	09	Classroom	D	6	C	0000
Student	Mary	000000000	01	2/6/2003	<OK>	2/6/2006	<OK>	04	Speech/Language	D	1	B	0000
Student	John	000000000	03	10/3/2002	<October	2/15/2004	<OK>	08	Audiological	I	90	A	0000
									Classroom	B	7	A	0000
									OT	D	1	C	0000
									Speech/Language	D	1	B	0000
Student	Mary	000000000	PS	12/13/2001	<PAST	12/13/2004	<OK>	04	Speech/Language	D	1	B	0000

## SAMPLE VERIFICATION LIST

APPENDIX C  
DRAFT

<i>Sample Elementary</i>														
<u>Last Name</u>	<u>First</u>	<u>ID#</u>	<u>GR</u>	<u>Last IEP</u>	<u>Due by?</u>	<u>3-Year</u>	<u>Due by?</u>	<u>Fed</u>	<u>Code</u>	<u>Services</u>	<u>D/I</u>	<u>Hours</u>	<u>Home</u>	
												<u>Week</u>	<u>Env</u>	<u>School</u>

Total: 18

Office of Student Data, Department of Technology  
For an updated report, please call 7697 or email pcolohan@bcps.org or tbarrow@bcps.org  
Questions? Call Pat Colohan or Tom Barrow at 7697  
Fax 410-453-6769

Monday, March 03, 2003

2/28/2003

**Baltimore County Public Schools  
Special Educator Staffing Information**

Page: 1

<u>Total SP ED Teachers</u>	% Cert	No. Cert	% Prov	No. Prov	% Tenured	No. Tenured	% Non Tenured	No. Non Tenured	Avg Exp(Years)
[1,324]1324 *	86	1,144	14	180	77	1,024	23	300	13
<b>Other BCPS Teachers</b>									
7,075	91	6,445	9	630	80	5,638	20	1,437	13

\* THE NUMBER OF "TEACHERS" VARIES FROM APPENDIX B AS THIS NUMBER INCLUDES NOT ONLY TEACHERS, BUT THERAPISTS ALSO.

(Source: R. Harden, Personnel Officer, Department of Personnel, Baltimore County Public Schools)  
Revised 3/3/03; 5/20/03

**Office of Special Education  
2002-03 Plan for Professional Development**

<b>Required Optional</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Intended Audience</b>	<b>Budget Source</b>	<b>Specific Dates for Activities</b>	<b>Location</b>
Required	Wilson, Foundations reading research study	Judy Glass	Teachers and IAs from target group schools; teachers from the control group schools	Special Revenue	Oct. 16; Oct. 21	Days Hotel, Timonium
Required	Crisis Prevention Institute training and refresher re-certification training	Nancy Feeley and Tim Price	ED teachers	Special Revenue	Oct. 16; Nov. 4; Oct. 28	Cockeysville MS and Perry Hall MS
Optional	Working with Autistic Students	Sara Egorin-Hooper	IAs	Special Revenue	Oct. 21	Pine Grove MS
Required	Life Space Crisis Intervention Institute	Jean Satterfield and Tim Price	Crisis staff	Special Revenue	Oct., 21, 22; Nov. 21, 22, 23	White Oak School
Required	Investigating Emerging Technology	Diane Perkins	Teachers of students D/HH	Special Revenue	November 13	Parkville High
Optional	Best Practices for Working with Students with Autism	Sara Egorin-Hooper	Personal Assistants of students with autism, including Asperger's Syndrome	Special Revenue	Nov. 1; Dec. 6; Jan. 24; Mar. 28	Cockeysville Middle
Optional	Speech and Language Services	Robin Bosley	New SLPs	Special Revenue	Aug. 13 Sept. 6 Oct. 1 Dec. 6 Jan. 24 Mar. 28	Perry Hall HS Franklin HS Lutherville Lab Lutherville Lab Lutherville Lab Lutherville Lab

(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools)  
REVISED 3/21/03

APPENDIX E-1  
DRAFT

Required Optional	Activities	Person(s) Responsible	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Speech and Language Services (continued)	Robin Bosley	All SLPs	Special Revenue	Aug. 21 Oct. 21 Nov. 27 Feb. 14  Apr. 4	Days Inn Cockeysville Cockeysville Owings Mills HS TBA
Optional	Life Skills and Functional Meetings	Sara Egorin- Hooper	Teachers	Special Revenue	Sept. 26 Oct. 24 Nov. 14 Dec. 12 Jan. 16 Feb. 14 Mar. 13 Apr. 3 June 5	Cockeysville Greenwood Cockeysville Cockeysville Cockeysville Essex Elem. Cockeysville Cockeysville Cockeysville
Optional	Writing Effective Educational Assessments Using the <i>W-J-III</i> <i>Achievement Battery</i>	Marcella Franczkowski and Joyce Reier	Teachers who adm. educa. assessment and write IEPs	Special Revenue	10/28, 29; 11/11,12; 12/9,10; 1/7,8; 2/5, 6; 2/25, 26; 3/17, 18; 4/7, 8.	Holiday Inn, Timonium
Required	Handwriting: OT as a Support to the Classroom	Meg Gilbert	Occupational Therapists	Special Revenue	Feb. 14	Greenwood
Required	Pediatric Taping to Improve Function	Karen Greeley and Ann-Marie Spakowski	Physical Therapists	Special Revenue	Feb. 14	Ridge Ruxton School
Required	Discipline with Dignity	Diane McGowan	Teachers and IAs with ED programs	Special Revenue	Feb. 14	Days Inn, Timonium
Required	Brain Based Research Which Affects Teaching and Learning	Marsye Kaplan	Invited special educators at elementary level	Special Revenue	Feb. 14	Oregon Ridge
Required	Sign Language Interpreters Skills Development	Diane Perkins	Sign lang. Interp.	Special Revenue	Feb. 14	Parkville HS

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Required Optional	Activities	Person(s) Responsible	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	LS/Autism/IMAP	Sara Egorin- Hooper	Teachers	Special Revenue	Sept. 26; Oct. 24; Nov. 14; Jan. 16; Feb. 14; Mar. 13; April 3; June 5	Greenwood
Required	IMAP Training	Sara Egorin- Hooper and Paul Mazza	Test Coordinators	Special Revenue	Oct. 21 and Oct. 22	Greenwood Cockeysville
Required	IEP Chair meetings	Bev Andress	New IEP chairs	Special Revenue	7/10, 11 8/14, 15 9/17, 18 10/4 1/17; 4/25	Hampton Greenwood Ridge Ruxton Greenwood Days Inn, Timonium
Required	IEP Chair meetings	Bev Andress	All IEP chairs	Special Revenue	9/19; 9/24; 11/11; 4/1; 4/3; 4/10	Cockeysville Greenwood
Required	Dept. Chair Meetings	Bev Andress	Sp. Ed. DC	Special Revenue	10/23; 1/29; 3/11; 4/24	Cockeysville

**Office of Special Education  
DRAFT  
Proposed Plan for 2003-04 Professional Development**

<b>Required Optional</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Intended Audience</b>	<b>Budget Source</b>	<b>Specific Dates for Activities</b>	<b>Location</b>
Optional	Use of Assistive Technology	Marsye Kaplan	Two teachers from all middle and high schools	Special Revenue	Summer 2003	TBA
Optional	New Special Educator Induction Topics: Differentiation; Accessing supports; IEP development IDEA compliance	Ann-Marie Spakowski	New special educators	Local Operating Budget	Aug. 11	Perry Hall HS
Optional	Overview of Adapted Physical Education Utilizing Adapted Physical Education resources	Linda Webbert	New PE teachers	Local Operating Budget	Week of August 11	Perry Hall HS
Optional	Orientation for New P.E. teachers	Linda Webbert and Staff	New PE teachers	Local Operating Budget	9/19,12/5,2/25, 5/7	TBA
Optional	Orientation for New Speech Language Therapists	Robin Bosley	New SLPs	Local Operating Budget	Week of August 11	Perry Hall HS
Optional	Orientation for New Occupational Therapists	Meg Gilbert	New OTs	Local Operating Budget	Week of August 11	Perry Hall HS
Optional	Orientation for New Physical Therapist	Karen Greeley	New PTs	Local Operating Budget	Week of August 11	Perry Hall HS
Optional	Orientation for new teachers who work with students with autism	Sara Egorin-Hooper	New classroom teachers	Local Operating Budget	Week of August 11	Perry Hall HS

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Optional	Orientation of new teachers of the Deaf and Hard of Hearing	Diane Perkins	New teachers who work with DHH	Local Operating Budget	Week of August 11	Perry Hall HS
Optional	Orientation of new teachers for students with Emotional and Behavioral disorders	Diane McGowan Tim Price	New teachers who work with students with emotional and behavior disorders	Local Operating Budget	Week of August 11	Perry Hall HS
Required	Consultation and Collaboration	Jean Dannenfeler	Transition Facilitators	Local Operating Budget	Week of August 18	TBA
Required	Consultation and Collaboration	Lind Starner	Teachers/staff of Vision Program	Local Operating Budget	Week of August 18	TBA
Optional	Orientation to early childhood, elementary, and secondary curriculum topics	Judy Glass Marisa Conner Elementary and Secondary Programs	New special educators who will work with students receiving general education curriculum	Local Operating Budget	Week of August 11	Perry Hall HS
Required	New assessment tools and how to share results with families	Robin Bosley	Speech and Language Therapists	Special Revenue	Week of August 18	TBA
Required	Service Providers Role in Promoting Effective Inclusion of Students who are Deaf and Hard of Hearing Coclear Implants: The Process of Activation, Rehabilitation, Communication	Diane Perkins	Teachers of the Deaf and Hard of Hearing, Audiologists Sign Language Interpreters	Special Revenue	Week of August 18	TBA

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Required	Consultation and Collaboration in the School System	Meg Gilbert Karen Greeley	Occupational and Physical Therapists	Special Revenue	Week of August 18	TBA
Required	Adapted Physical Education Update	Linda Webbert and staff	All PE teachers	Special Revenue	Week of August 18	TBA
Optional	Adapted Physical Education Q &A	Linda Webbert and staff	Elementary PE teachers	Local Operating Budget -PE	11/7 1/30	After school meeting TBA
Required	Adapted Physical Education Q &A	Linda Webbert and staff	Middle school content Leader	Local Operating Budget -PE	10/14 3/17	TBA
Required	Adapted Physical Education Q &A	Linda Webbert and staff	High School Department Chairs	Local Operating Budget -PE	9/23 11/13 1/14 3/17 5/14	TBA
Required	Using IMAP standards to drive instruction	Sara Egorin – Hooper and staff	Teachers of life skills and autism	Special Revenue	Week of August 18	TBA
Required	Wilson Language, and "Foundations" reading program	Judy Glass Terri Janiak	Teachers who implement the Wilson Reading program	Special Revenue	Fall 2003 Spring 2004	TBA
Required	Crisis Prevention Institute training and refresher re-certification training	Diane McGowan Tim Price	ED teachers crisis staff	Special Revenue	Fall 2003 and as needed	TBA
Optional	Providing Natural Support	Sara Egorin-Hooper	Identified teachers and IAs	Special Revenue	Fall 2003	TBA
Optional	Life Skills and Functional Meetings Topics: communication prompts; IMAP; reading supports; transition	Sara Egorin-Hooper and staff	Teachers of students in life skills and autism classes	Special Revenue	Monthly	TBA

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Required	Assistive Tech/Software Implementation	Linda Starner	Teachers and staff of vision programs	Special Revenue	Fall	TBA
Required	Using Technology to support programming	Jean Dannenfelser	Transition facilitators	Special Revenue	Fall	TBA
Required	Working effectively with diverse populations	Jean Dannenfelser	Transition facilitators	Special Revenue	Spring	TBA
Optional	Best Practices for Working with Students with Autism	Sara Egorin-Hooper	Instructional Assistants of students with autism, including Asperger 's Syndrome	Special Revenue	Quarterly	TBA
Optional	SLP and related topics: ONE System, Classroom Accommodations	Robin Bosley And staff	New SLPs	Special Revenue	Monthly	TBA
Optional	Speech and Language Services: IEP update, Compliance issues, Problem solving Case Studies	Robin Bosley	All SLPs	Special Revenue	4 meetings per year	TBA
Optional	Writing Effective Educational Assessments Using the <i>W-J-III Achievement Battery</i>	Marcella Franczkowski Joyce Reier	Teachers who provide educational assessments and write IEPs	Special Revenue	4 sessions /year	Holiday Inn, Timonium
Required	Language Intervention techniques focusing on strategies that work with families	Robin Bosley	All SLPs	Special Revenue	Feb. 13	TBA

(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools)  
Revised 3/21/03

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Required	Brain-Based Learning	Meg Gilbert	Occupational Therapists	Special Revenue	Feb. 13	TBA
Required	Brain Based Learning	Karen Greeley	Physical Therapists	Special Revenue	Feb. 13	TBA
Required	Using data collection techniques to change behavior	Diane McGowan Susie Swindell Tim Price	Teachers and IAs with ED programs	Special Revenue	Feb. 13	TBA
Required	Legislation Update: Assistive Technology	Marsye Kaplan	Invited special educators	Special Revenue	Feb. 13	TBA
Required	Skills update for signing in the classroom setting	Diane Perkins	Sign language Interpreters.	Special Revenue	Feb. 13 and two Additional workshops	TBA
Optional	Inclusion Practices in the Classroom	Judy Glass and Nancy Feeley	General and special educators	Special Revenue	Workshop series: 4-1/2 days per school	TBA
Required	LS/Autism/IMAP	Sara Egorin-Hooper	Teachers	Special Revenue	8 monthly meetings	TBA
Required	IMAP Training	Sara Egorin-Hooper and Paul Mazza	Test Coordinators	Special Revenue	Fall 2003	TBA
Required	IEP Chair meetings Topics: updates in federal and state mandates	Bev Andress	New IEP chairs	Special Revenue	Quarterly meetings	TBA
Required	IEP Chair meetings Topics: compliance	Bev Andress	All IEP chairs	Special Revenue	August 14 and quarterly meetings	TBA
Required	Dept. Chair Meetings	Bev Andress	Sp. Ed. DC	Special Revenue	monthly	Cockeysville Middle

Note: All special educators who provide accommodations of the general education curriculum and work with diploma bound students are trained in curriculum implementation with the general education peers.

Special Education Annual Growth Patterns From Within BCPS Enrollment

<u>Year*</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
General Education Actual Count from 9/30	106,723	107,133	107,322	108,604
	<b>99-00 to 00-01</b>	<b>00-01 to 01-02</b>	<b>01-02 to 02-03</b>	
<b>Percentage of Growth from Projection to Actual</b>	0.4%	0.2%	1.2%	
Special Education Actual Count from 12/31	9,379	9,993	10,132	10,298
	<b>99-00 to 00-01</b>	<b>00-01 to 01-02</b>	<b>01-02 to 02-03</b>	
<b>Percentage of Growth from Projection to Actual</b>	6.5%	1.4%	1.5%	

Average annual rate of increase in regular education above the September 31 count, 1999-00 to 2002-03 = 0.60%

2. Average annual rate of increase in special education above the December 1 count, 1999-00 to 2002-03 = 3.17%
3. Three year average increase of special education enrollment above overall enrollment = 2.57%
4. FY03 December 1 count of 10,298 X 2.57% = 265 students.
5. 265 students X BCPS FY03 actual teacher to pupil ratio for special education of 11.1 to 1 = 23.9 FTE.

**Calculations for Local Operating Budget positions for 265 students:**

- a. **265 total : 45.25% elementary = 125 students, 54.75 % secondary = 145 students**
- b. **145 secondary students/18.8 = 7.7 FTE**
- c. **120 elementary students/23.9 = 5.0 FTE**
- d. **Total FTE = 12.7 FTE]**
7. Provision for 23.9 growth factor FTE for special education:

	<u>From [Regular Education/LOB</u>	<u>Available in Passthrou#;h</u>	<u>Total</u>
To Special Education	10.8 FTE	13.1 FTE	23.9 FTE**

\* All enrollment numbers in the above chart were taken from the BCPS Adopted Budget Book, 2001,2002, and 2003 and the BCPS proposed Budget Book, 2004.

\*\*Between July 1,2002 and December 1, 2002, BCPS funded 14.2 additional teacher FTE to accommodate growth in special education **enrollment** beyond the December 1 count of 2001.

[ Impact

- An increase of 32.2 FTE is requested for special education to meet published ratios and IDEA standards. The 10.8 FTE for the growth factor will be funded at \$1,502,516.00 from New Thornton Funds.
- The school teaching positions will increase by 32.2. The distribution of the FY04 positions, including the additional 32.2 FTE is detailed in Appendix B of the Staffing Plan.]

(SOURCE - Office of Special Education, BCPS)

Revised, 3/21/03

5/20/03

**BCPS**  
**Speech Language Pathologist**  
**Proposed Assignments**  
**Funding Sources**  
**2003-2004**

SCHOOL NAME	TBP	I/T	RP	PP	LH	Local	Total SLP Positions
Carroll Manor Elementary						0.7	0.7
Carver Center for Arts *						0.0	0.0
Cen. Child Find (White Oak)						0.5	0.5
Cen. Child Find (White Oak)						1.0	1.0
Central I/T - White Oak					0.2		0.2
Central I/T - White Oak						0.5	0.5
Central I/T - White Oak		0.2					0.2
Central I/T - White Oak						1.0	1.0
Central Facilitator ESS						1.0	1.0
Cockeysville Middle						0.6	0.6
Cromwell Valley Magnet						0.5	0.5
Dulaney High *						0.0	0.0
Dumbarton Middle						0.4	0.4
Fifth District Elementary						0.5	0.5
Halstead Academy						1.0	1.0
Hampton Elementary						1.0	1.0
Hereford High *						0.0	0.0
Hereford Middle						0.2	0.2
Hereford Middle						0.2	0.2
Jacksonville Elementary						0.4	0.4
Jacksonville Elementary						1.0	1.0
Loch Raven Academy						0.5	0.5
Loch Raven High *						0.0	0.0
Lutherville Elementary						0.4	0.4
Lutherville Elementary						1.0	1.0
Oakleigh Elementary						0.8	0.8
Padonia Elementary						0.6	0.6
Padonia Elementary						0.6	0.6
Pinewood Elementary						0.3	0.3
Pinewood Elementary						1.0	1.0
Pinewood Elementary						0.2	0.2
Pleasant Plains Elementary						0.8	0.8
Pot Spring Elementary						0.8	0.8
Prettyboy Elementary						0.8	0.8
Riderwood Elementary			1.0				1.0
Riderwood Elementary					0.2		0.2
Ridge Ruxton School						1.0	1.0
Ridge Ruxton School						1.0	1.0
Ridgely Middle						0.5	0.5
Rodgers Forge Elementary						0.8	0.8
Seventh District Elementary						1.0	1.0
Sparks Elementary					1.0		1.0
Stoneleigh Elementary						1.0	1.0
Timonium Elementary						1.0	1.0
Timonium Elementary						1.0	1.0
Timonium Office Building					0.6		0.6
Towson High School* (Home School)						0.8	0.8
University Union							
Villa Cresta Elementary						1.0	1.0
Villa Cresta Elementary						0.5	0.5
Villa Cresta Elementary				0.6		0.2	0.8
Warren Elementary						0.8	0.8

**BCPS**  
**Speech Language Pathologist**  
**Proposed Assignments**  
**Funding Sources**  
**2003-2004**

SCHOOL NAME	TBP	I/T	RP	PP	LH	Local	Total SLP Positions
White Oak School						0.8	0.8
White Oak School						0.4	0.4
Carney Elementary						1.0	1.0
Carney Elementary						1.0	1.0
Chapel Hill Elementary			1.0				1.0
Eastern Technical High *						0.0	0.0
Elmwood Elementary						1.0	1.0
Essex Elementary						1.0	1.0
Essex Elementary				0.5		0.1	0.6
Fullerton Elementary						1.0	1.0
Glenmar Elementary						0.1	0.1
Glenmar Elementary						1.0	1.0
Golden Ring Middle						0.5	0.5
Gunpowder Elementary						1.0	1.0
Harford Hills Elementary						0.9	0.9
Joppa View Elementary					0.7		0.7
Joppa View Elementary						1.0	1.0
Kenwood High * (Home School)						0.5	0.5
Kingsville Elementary			1.0				1.0
Martin Boulevard Elementary						1.0	1.0
McCormick Elementary						1.0	1.0
Middle River Middle						0.5	0.5
Middlesex Elementary						0.4	0.4
Middlesex Elementary				0.5		0.5	1.0
NE I/T: Eastern Family Resource Ctr.		0.7					0.7
NE I/T: Eastern Family Resource Ctr.		0.2				0.8	1.0
NE Facilitator (Pine Grove Mdl.)						0.6	0.6
Orems Elementary						1.0	1.0
Overlea High *						0.0	0.0
Parkville High					0.3		0.3
Parkville Middle						0.5	0.5
Perry Hall Elementary			1.0				1.0
Perry Hall High *						0.0	0.0
Perry Hall Middle						0.6	0.6
Pine Grove Elementary						0.8	0.8
Pine Grove Middle						0.4	0.4
Pine Grove Middle						0.3	0.3
Pine Grove Middle						0.5	0.5
Red House Run Elementary						1.0	1.0
Rosedale Alternative *						0.0	0.0
Seven Oaks Elementary						0.3	0.3
Seven Oaks Elementary	1.0						1.0
Shady Spring Elementary			0.2				0.2
Shady Spring Elementary			0.8				0.8
Stemmers Run Middle					0.5		0.5
Victory Villa Elementary						1.0	1.0
Bedford Elementary						0.5	0.5
Cedarmere Elementary						0.8	0.8
Chatsworth School						0.1	0.1
Chatsworth School						1.0	1.0

**BCPS**  
**Speech Language Pathologist**  
**Proposed Assignments**  
**Funding Sources**  
**2003-2004**

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SCHOOL NAME	TBP	I/T	RP	PP	LH	Local	Total SLP Positions
Church Lane Elementary						1.0	1.0
Deer Park Elementary						0.9	0.9
Deer Park Middle						0.4	0.4
Deer Park Middle						0.1	0.1
Fort Garrison Elementary						0.4	0.4
Fort Garrison Elementary						0.9	0.9
Franklin Elementary						0.1	0.1
Franklin Elementary						1.0	1.0
Franklin High *						0.0	0.0
Franklin Middle						0.7	0.7
Glyndon Elementary						1.0	1.0
Glyndon Elementary						0.1	0.1
Hernwood Elementary	1.0						1.0
Hernwood Elementary						0.4	0.4
Hernwood Elementary						0.6	0.6
Millbrook Elementary						1.0	1.0
Milford Mill Academy *						0.0	0.0
New Town Elementary			1.0				1.0
New Town Elementary						0.4	0.4
NW Early Childhood Learning Ctr.				0.8			0.8
NW Early Childhood Learning Ctr.				1.0			1.0
NW Early Childhood Learning Ctr.				0.6			0.6
NW I/T (Hannah More)						1.0	1.0
NW I/T (Hannah More)		1.0					1.0
NW Facilitator (Millbrook Elem.)						0.6	0.6
Old Court Middle						0.4	0.4
Owings Mills Elementary						0.3	0.3
Owings Mills Elementary						1.0	1.0
Owings Mills High * (Home School)						1.0	1.0
Pikesville High *						0.0	0.0
Pikesville Middle						0.6	0.6
Randallstown Elementary						0.5	0.5
Randallstown High *						0.0	0.0
Reisterstown Elementary						1.0	1.0
Reisterstown Elementary						0.4	0.4
Scotts Branch Elementary						0.7	0.7
Sudbrook Magnet Middle						0.4	0.4
Summit Park Elementary						1.0	1.0
Summit Park Elementary						0.4	0.4
Timber Grove Elementary						1.0	1.0
Wellwood Elementary						1.0	1.0
Winand Elementary						0.8	0.8
Winand Elementary					0.2		0.2
Battle Grove Elementary						0.8	0.8
Battle Monument						0.6	0.6
Battle Monument						0.2	0.2
Battle Monument						0.2	0.2
Bear Creek Elementary						1.0	1.0
Bear Creek Elementary				0.5		0.5	1.0
Berkshire Elementary						0.7	0.7
Charlesmont Elementary						0.6	0.6

**BCPS**  
**Speech Language Pathologist**  
**Proposed Assignments**  
**Funding Sources**  
**2003-2004**

Appendix G  
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SCHOOL NAME	TBP	I/T	RP	PP	LH	Local	Total SLP Positions
Charlesmont Elementary				0.4		0.4	0.8
Chase Elementary						1.0	1.0
Chesapeake High *						0.0	0.0
Chesapeake Terrace Elementary						0.3	0.3
Chesapeake Terrace Elementary			0.3				0.3
Colgate Elementary						0.3	0.3
Colgate Elementary						0.5	0.5
Deep Creek Elementary			1.0				1.0
Deep Creek Middle						0.4	0.4
Dundalk Elementary						0.2	0.2
Dundalk Elementary						1.0	1.0
Dundalk High *						0.0	0.0
Dundalk Middle						0.2	0.2
Eastwood Center				0.5		0.5	1.0
Eastwood Center						0.2	0.2
Edgemere Elementary						1.0	1.0
Gen. John Stricker Middle						0.4	0.4
Grange Elementary	1.0						1.0
Hawthorne Elementary						1.0	1.0
Hawthorne Elementary						0.2	0.2
Holabird Middle						0.4	0.4
Inverness Center *						0.0	0.0
Logan Elementary	1.0						1.0
Mars Estates Elementary						0.2	0.2
Mars Estates Elementary						1.0	1.0
Middleborough Elementary						1.0	1.0
Middleborough Elementary						0.2	0.2
Norwood Elementary						1.0	1.0
Oliver Beach Elementary						0.7	0.7
Patapsco High * (Home School)						0.8	0.8
Sandalwood Elementary			1.0				1.0
Sandy Plains Elementary						1.0	1.0
SE Child Find						0.5	0.5
SE Child Find						0.2	0.2
SE I/T (Battle Monument)						1.0	1.0
SE I/T (Battle Monument)		0.1			0.4		0.5
SE Facilitator (Battle Monument)						0.5	0.5
Seneca Elementary						1.0	1.0
Sparrows Point High *						0.0	0.0
Sparrows Point Middle						0.2	0.2
Sussex Elementary						1.0	1.0
Arbutus Elementary						1.0	1.0
Arbutus Middle						0.4	0.4
Baltimore Highlands Elementary						1.0	1.0
Catonsville Educ. Center						0.5	0.5
Catonsville Elementary	0.8						0.8
Catonsville High* (Home School)						0.8	0.8
Catonsville Middle						0.2	0.2
Catonsville Middle						0.2	0.2
Chadwick Elementary						0.6	0.6
Chadwick Elementary						0.2	0.2



**BCPS**  
**Speech Language Pathologist**  
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**Funding Sources**  
**2003-2004**

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SCHOOL NAME	TBP	I/T	RP	PP	LH	Local	Total SLP Positions
SE	PP - Preschool Passthrough						
SW							
Floater							



Maryland State Department of  
**EDUCATION**

Division of Special Education/Early Intervention Services  
**Special Education Staffing Plan**

**Technical  
Assistance  
Bulletin  
2**

Revised July 2002

In February 1999 the State Board of Education approved revisions to Code of Maryland Regulations (COMAR) that included the requirement that public agencies submit a staffing plan to the Maryland State Department of Education with their annual local application for federal funds. In reviewing public agency staffing plans over the last two years, the Maryland State Department of Education identified two critical components of the staffing plan that required clarification. Representatives from public agencies, parents, advocates, and professional organizations were brought together in September 2001 to continue the work of the Staffing Model Task Force. These individuals were asked to analyze public input procedures and methods of accountability/evaluation used by public agencies. As a result of that analysis, it was recommended that the Department provide additional guidance to public agencies to clarify the expectation for sufficient documentation. It was also recommended a technical assistance bulletin is the most useful way to provide this guidance and advised MSDE to revise and update Technical Assistance Bulletin #2, *Special Education Staffing Plan*. The format of the bulletin has also been changed to provide individual with disabilities equivalent access to the information.

**1. What is a staffing plan?**

A staffing plan documents the data, input process, and procedures used by an agency to determine the numbers and types of service providers needed to ensure the provision of a FAPE. A comprehensive staffing plan should consider identified student needs, teacher responsibilities, and the constraints specific to varied educational services and settings.

**2. What are the required elements of a staffing plan?**

COMAR 13A.05.02.13D requires the public agency's staffing plan to include the following:

- ✓ Evidence of public input;
- ✓ Evidence of maintenance of effort within the meaning of 34 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort;
- ✓ Staffing patterns of service providers of special education and related services;
- ✓ The number and type of service providers needed to provide a free appropriate public education (FAPE) to each student with a disability in the least restrictive environment (LRE); and
- ✓ How the public agency will use the staffing plan to monitor the assignment of personnel to ensure personnel and other resources are available to provide FAPE for each student with a disability in the LRE.

**3. What information should be included in the staffing plan?**

A public agency's staffing plan should include sufficient narrative information that describes the processes and "evidence of need" factors used by an agency to determine their staffing needs. All personnel used by a public agency to provide special education and related services to students with disabilities should be included. This also includes contractual personnel. Service providers are individuals who provide special education and related

services to students with disabilities. This includes, but is not limited to:

What data was reviewed and analyzed?

- Personnel data
  - General educators
  - Special educators
  - Related service providers
  - Contractual personnel
  - Related service providers
  - Other individuals determined appropriate
  - Certification
- Student IEPs
- Transportation
- SSIS data

How are the time requirements and staffing needs for instruction, assessments, supervision, student observations, and planning considered?

What local accountability procedures are used to review the public agency's staffing plan to ensure implementation of IEPs, address concerns of personnel and parents, and adjust the plan to changing needs?

What are the procedures to be followed to resolve staff and/or parent concerns?

- ✓ How will the public agency evaluate the effectiveness of the plan?
- ⌞ How will public agency personnel use the staffing plan to address school improvement planning and the budgetary process?

4. How does a public agency demonstrate maintenance of effort?

Maintenance of effort is demonstrated when a public agency's use of federal special education funds are not used to reduce the level of expenditures from local funds for the education of students with disabilities below the level of those expenditures for the preceding fiscal year. [34 CFR §300.231(a)] There are exceptions to the maintenance of effort rule identified in 34 CFR §300.232.

5. How does a public agency determine staffing patterns of service providers?

There is no specific Statewide formula for determining staffing patterns. It is important for a public agency to analyze the number of service providers needed and how these resources will be allocated within a public agency. When making staffing decisions and determining caseloads, the public agency should focus on the identification of the services and supports necessary to fully implement IEPs of students with disabilities in the LRE in order to provide a FAPE. A public agency will be required to specify the staffing formula as a component of the Local Application for Federal Funds and to provide supporting documentation.

A public agency should consider the following guiding principles throughout the decision making and planning process. These principles have been identified to assist public agencies to develop local staffing patterns. There must be:

- o<sup>1</sup> A determination that caseload and staffing decisions are based on providing the services and supports a student needs in order to receive a FAPE, rather than on a specific category of disability or severity of disability; A recognition that the services and supports required by the students' individualized education programs (IEPs) are crucial factors in determining caseloads;
  - ~<sup>1</sup> Flexibility to address changes in the factors affecting caseload and staffing which may occur throughout the school year; and
- Compliance with federal and State law, regulation, and policies governing special education.

6. What factors should a public agency use to determine its staffing patterns?

Staffing patterns should focus on the services and supports necessary to implement the IEPs of students with disabilities in the LRE. The factors and information used by a public agency will vary and are dependent upon local data. A public agency should consider the following in determining its staffing patterns:

- Individual student needs;
- Direct and/or indirect services;
- Number of students to be served;
- ~ Natural proportions of students with disabilities in the general population;
- d Frequency of services provided;
- Supports for personnel on behalf of students;
- Location of services;
- Continuum of services;
- Organizational structure of elementary, middle, and high schools;
- Collaboration with general education; and
- Linkages to school improvement plans and initiatives.

7. How does a public agency determine the number and type of service providers needed to provide FAPE?

To determine baseline information on the number and type of service providers needed the public agency must first analyze the total number of students to receive special education and related services. Using this data, a public agency must determine the number of service providers needed to ensure that each student with a disability receives the services identified on the student's IEP.

The number of students served by an individual service provider will vary based upon the needs of students, the location of services, and other duties required of service providers, such as case management, service coordination, conducting assessments, participating in meetings, travel time for itinerant staff, etc. A service provider is considered to be serving an appropriate number of students if the service provider is able to implement the IEPs of all students for whom the individual is assigned instructional responsibility.

Below are some factors to be considered when determining caseload:

- How much time is allocated for class/student planning/preparation?
- How much time is specified for the provision of direct services on the IEPs?
- r How much time is specified for the provision of indirect services on the IEPs?
- What is (are) the location(s) for service(s)?
- What is the frequency of service delivery?
- r How much time is needed for providing supports to other professionals on behalf of students?
- d Is the service provider responsible for the supervision of support personnel, e.g., paraprofessionals, assistants, or aides?

6. What are the requirements for evaluating staffing plans and how should a public agency evaluate whether the staffing plan is meeting the needs of the agency?

A public agency is to evaluate the effectiveness of the staffing plan including the sufficiency of staff, number of students served, types of service providers, and the allocation of service providers. As a result of the evaluation, a public agency should be able to identify future staffing needs and any barriers that need to be addressed, and to revise the staffing plan as necessary to ensure the provision of a FAPE in the LRE to students with disabilities. Each public agency is accountable for the development of a staffing plan that meets the needs of students by

ensuring the implementation of IEPs, addressing the concern of personnel and parents and adjusting staffing to address changing needs so that each student receives a FAPE.

There are many considerations when evaluating the effectiveness of the staffing plan. A central question when evaluating a plan might be, "Were all children served in a manner that is likely to result in meaningful educational progress in the LRE?" Factors to examine when making this determination include, but are not limited to the following questions:

- Was any student or any group of students denied FAPE for a period of time due to a lack of teachers or any other service provider?
- Did the public agency rely on short-term or long-term subs?
- r How many unanticipated positions were assigned during the year?  
For itinerant personnel, what is the impact of travel time upon services?
- Is sufficient time included within the plan to provide educators, related service providers, and others the ability to consult with each other and families?
- Were children moved to other classrooms or other schools due to unavailability of staff?
- r Did complaints or hearing decisions cause appointment or reallocation of staff?  
Did appeals for positions from administrative staff cause appointment of unanticipated staff?
- r Did mobility factors, transfers, or move-ins drive the allocation of additional staff at any time during the year?
- d What is the relationship between the allocation of staff and the public agency's LRE data?
- r What is the relationship between the public agency's performance results and staffing patterns?  
Was the need for transportation, i.e. time on the bus, support staff, etc., considered when staff allocation was under consideration?
- v Was the effectiveness of the staffing plan evaluated at regular intervals during the year?

Documentation of actions based on the above questions include, but are not limited to:

- d Evidence of changes made to the staffing plan during the year;
- r Changes in reassignments, new assignments or allocations of full time equivalencies (FTEs);  
Number of unserved children identified and served; and
- o Evidence the next plan reflected the results/analysis of the evaluation of the previous plan.

#### 9. What are the basic requirements for public input in the development of the staffing plan?

First, a public agency will solicit public input in advance of the deadline for developing the staffing plan so that input can be received, considered and/or utilized prior to the plan's final version. The staffing plan will include a narrative which describes the efforts by the public agency to obtain public input from the following sources or provide evidence that the public agency obtained input from the following sources:

- Parent community;
- Staff, representing both general education and special education, including, but not limited to administrators, teachers, support services, etc.;
- o School and community related organizations; and  
Concerned citizens.

The public agency documentation should be as specific as possible with regards to:

- o Who provided input;
- r What types of input were received;  
When did the public have an opportunity for public input;
- r Where did public input occur;  
How did a local school system notify the public of the jurisdiction's request for public input; and  
Did the public agency involve their local special education advisory committee?

10. What strategies can be used for obtaining public input in to the staffing plan?

Strategies should include the following:

Publication of a timeline for public input into the development, implementation, finalization, and evaluation stages of the staffing plan process;

Documentation of efforts to receive meaningful input from all stakeholders;

Multiple opportunities and times to provide input;

The use of various methods for public input (ex, Interviews, surveys, written comments, large group gatherings, and small group gatherings); and

Utilizing the indicators and results of numerous available data sources in the development of the plan, including needs as identified through the school improvement planning process, monitoring feedback from consumers, analyzing complaints, and the changing needs of the population, mobility, etc.

The staffing plan should be made available in alternative formats, sites, to accommodate the needs of the agency and community. As examples, consider the use of the following:

**J** An agency web-site;

**J** Alternative electronic means;

**J** PTA meetings;

**J** Newsletters;

**J** Local press;

**J** Public service announcements;

**J** Libraries; and

**J** Partners for Success Centers

What can an agency use to document public input into the staffing plan?

A public agency may use any of the following:

- Agendas for public input meetings;

Board agendas;

Sign-in sheets for participants at public input meetings;

Copies of public notices and announcements;

Minutes from public input meetings;

Board minutes;

Numbered drafts;

Documents provided for public input; or

Documents showing timelines, current allocations, special needs of students, staffing formulas, anticipated future needs, and projected staffing needs.

What are the requirements for evaluating the public input into staffing plans and how does a public agency document the evaluative results of the public input process?

Public input is an important part of the process when constructing a staffing plan. Each public agency is responsible for ensuring the public input process results in meaningful participation by a broad and diverse group of stakeholders. A public agency is to evaluate the process used to solicit broad-based meaningful public input and its impact in the development of the final staffing plan. Considerations when evaluating this process include, but are not limited to:

What opportunities and venues were provided to the public for input?

Did parents, school staff, and other community members participate?

- Did parents represent a broad cross section of the school population?

- d What methods were used to solicit input?
- d How many people participated in the input process?
- d How was the input used in shaping the plan or drafting the final plan?
- d Were any suggestions not addressed? Why?

Documentation of actions based on the above questions should include:

- d Evidence of the number and types of activities used to solicit and garner public input;
- d Demographics of participants;
- d Composition of comments received and disposition of comments;
- d Evidence of changes made to the staffing plan during the year; and
- d Changes in reassignments, new assignments or allocations of FTEs.

For more information, call 410-767-0858

MARYLAND STATE DEPARTMENT OF EDUCATION  
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## BCPS Inclusion Staffing, FY03 &amp; FY04

FY 03 INCLUSION STAFFING						
	Enrollment	Ratio	FTE Gen	FTE S .Ed	FTE S .Rev	FTE Total
Inclusion - <u>Regular</u> Class	3490.0	23.9	146.0			146.0
Sub Total <u>Regular</u> Ed			146.0			146.0
Inclusion - <u>Special</u> Education	3490.0	15.0		233.0		233.0
Inclusion - <u>Special</u> Revenue					31.3	31.3
Sub Total		13.2				264.3
<b>Grand Total</b>		<b>8.5</b>	<b>146.0</b>	<b>233.0</b>	<b>31.3</b>	<b>410.3</b>

  

FY 04 PROPOSED INCLUSION STAFFING						
	Enrollment	Ratio	FTE Gen	FTE S .Ed	FTE S .Rev	FTE Total
Inclusion - <u>Regular</u> Class	3958.0	23.9	165.6			165.6
Sub Total <u>Regular</u> Ed			165.6			165.6
Inclusion - <u>Special</u> Education	3958.0	15.0	[263.9]	263.		263.9
Inclusion - <u>Special</u> Revenue					63.	63.7
Sub Total		12.1	<u>          </u>	<u>          </u>	<u>          </u>	<u>327.6</u>
<b>Grand Total</b>		<b>8.0</b>				<b>93.2</b>

(Source: Office of Special Education, BCPS)

Revised 3/21/03

5/16/03

Comparison of Ratios for Students with Disabilities Based on Staffing Plan

County	Ratios or Assignments	Related Services Ratios	How Determined?
Allegheny	Resource Programs = 20.1 Cluster Programs = 1 teachers + 1 IA	None	No specific formula Inclusion Programs – teachers + IAs assigned "based on number of typical classrooms where students with disabilities are to be assigned"
Anne Arundel	Out < 21%= 1:40 elem, 1:50 secd Out 21-60% = 1:18 out >60% = (sep. class) 1:10 elem, 1:12 secd. out > 50% + (public separate day) 1.6 home based preschool 1:20 itinerant + (SLP/Preschool) 1:35.	Hrs. of service are added to create "units"	
Baltimore City	<p><b>Self-contained</b> Elem - 1 per 12 students Mdle - 1 per 15 students High - 1 per 60 pupil periods</p> <p><b>Vision</b> Elem, Mdle, &amp; High 1 per 9 students</p> <p><b>Blind</b> Elem, Mdle, &amp; High 1 per 4 blind students</p> <p><b>DHH</b> Elem, Mdle, &amp; High 1 per 9 students</p> <p><b>Mod. Int. Limited</b> Elem, Mdle, &amp; High 1 per 9 students</p> <p><b>SPH</b> Elem, Mdle, &amp; High 1 per 7 students</p> <p><b>Multi-handicapped</b> Elem, Mdle, &amp; High 1 per 7 students</p> <p><b>Program for Autistic-Like</b> Elem, Mdle, High</p>	<ul style="list-style-type: none"> <li>• # of hrs. of testing</li> <li>• Hrs. needed for direct IEP direct serv.</li> <li>• # of hrs. for indirect serv.</li> <li>• # of hrs for IEP mtgs.</li> <li>• # of hrs. for Non-Sp. Ed. activities</li> </ul>	Uses data from SETS (Sp. Ed. Tracking System)

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 5/21/2003

Comparison of Ratios for Students with Disabilities Based on Staffing Plan

County	Ratios or Assignments	Related Services Ratios	How Determined?
	1 per 7 students <u>Emot. Handicapped</u> Elem, Mdle, High 1 per 9 students <u>Infants (ages 0-2)</u> Elem, Mdle. & High .5 per 10 students <u>Pre-K</u> Elem, Mdle, & High .5 per 10 students		
Caroline	Not identified in staffing plan		"Ratios act only as guidelines for caseloads, however, no ratios are stated in the staffing plan." Data obtained from case managers include: <ul style="list-style-type: none"> <li>• # of students served</li> <li>• # of hours of service</li> <li>• Max # of students per class</li> <li>• # of staff provided with consultation on a regular basis</li> </ul>
Carroll	1 FTE Sp. Ed. Teacher for every 250 students in a school. 1 FTE IA for every 400 students in a school.	1 FTE Related Service staff per 35 direct service students in the area of OT, PT and SLP	Based upon overall student population rather than disability or severity of disability.
Calvert	Elem/MS – 1 Sp. Ed. teacher for every 175 students in a building HS – 1 Sp. Ed. teacher for every 300 students IAs assigned as needed DHH – 5-7:1:1 Pre K Autism 4-6:1:2 Sp. Pre K 10:1:1 Spec K 10:1:1 Elem Func 5-7:1:1 Elem Beh Dev. 6-8:1:1 EI/MS Integrated Acad 6-8:1:1 EI/MS Autism 6-8:1:1 MS Funct 8-10 1:1	Speech 60:1 OT/PT 30:1 Visual Itinerant 12-14:1	Census information provided the basis for caseload determination, but rely more heavily on number of students requiring services, hours of service provided, the number of time staff spends in IEP meetings, doing individual student evaluations and paperwork.

Comparison of Ratios for Students with Disabilities Based on Staffing Plan

County	Ratios or Assignments	Related Services Ratios	How Determined?
	MS/HS Beh Dev 8-10:1:1 HS Funct 10-12:1:1		
Cecil	General class 200:1 Resource 20:1 EI Self-Contained 13:1 MS/HS Self -Cont 15:1 Low Incid Self-Cont 9:1 Low Incid & Phys. Dis Self Cont 7:1	Speech 60:1 Adap PE 60:1 OT/PT 60:1	Based on enrollment projections, IEP's and on individual student needs, considerations, and staffing allocations.
Charles	<p>- Each school = minimum of 2 full time equivalent sp. ed. teachers</p> <p>- Permanent + hourly paraprofessionals are used but not included in census formula</p> <p><b><u>Regional Programs</u></b></p> <p>- <i>Sp. Ed. Pre-K 9-11:1:1</i></p> <p>- <i>ED 7-9:1:1</i></p> <p>- <i>Multi SPH IT 7-9:1:1</i></p> <p>- <i>Career &amp; Tech 30-40:1:1</i></p> <p>- <i>Adult (18-21) 2 job coaches</i></p>	<p><b><u>Related Services</u></b></p> <p>SLP 45-60</p> <p>Vision 20-40</p> <p>OT 30-40</p> <p>PT 30-40</p> <p>Audiologist 30</p>	<ul style="list-style-type: none"> <li>• Use Dec. 1 SSIS count + school census info</li> <li>• Staffing formulas for majority of students are based on census based staffing.</li> <li>• Formula does not include regionalized programs.</li> </ul>
Dorchester	Up to 5 hrs service 40:1 5-15 hrs 20:1 or 30:1:1 >15 hrs 10:1 or 13:1:1 >15 hrs MS/HS 12:1 or 15:1:1 Pre School/Low Incid 4:1 or 9:1:1 Physical or Multi Dis 6:1:1	Speech 60:1 Psych 60:1 OT/PT 10:1 Vision 10:1 Hearing 10:1 Audiology 60:1	Caseloads are based on the services and supports a student requires to appropriately implement their IEP. Staffing patterns are then based on the total specialized services and supports needed to appropriately implement the EPS of special education students. Formula used is based on the number of student contact hours.

Comparison of Ratios for Students with Disabilities Based on Staffing Plan

County	Ratios or Assignments	Related Services Ratios	How Determined?
Frederick	Pre K 9:1:1 Challenges I,II,III 7:1:3 SET Program 9:1:1 School Within a School 9:1:1 Transition Skills 6-8:1:2 Hearing Impaired 5:1 Hearing Impaired K 4/.5 Elem (caseload) 22:1 –70 hrs of service MS (caseload) 24:1 – 100 hrs of service HS (caseload) 26:1 – 140 hrs of service Autism Cadre – based on students needs	Sp/Lang 1900:54.7 Vision 79:3 Other related services are based on student needs.	Number of hours of service along with the projected number of sp. ed. students.
Frederick			
Garrett	Not identified in staffing plan		<ul style="list-style-type: none"> <li>All schools have at least 1 special educator</li> </ul>
Harford	Not identified in staffing plan		<ul style="list-style-type: none"> <li>Caseload data, testing time, time for IEP mtgs. &amp; preparation</li> <li>Staffing ratios are based on services hours</li> <li>Other factors considered – overall school size, special programs, unique staff issues and construction projects.</li> </ul>
Kent	Multiple Dis 7:1:1 ED (middle) 10:1:1 Elem Class (>15 hrs) 12:1:1 MS Class (>15 hrs) 15:1:1 Multi-Sensory Reading Class (Elem) 10:1:1 Multi-Sensory Reading Class (MS) 12:1:1 Elem Resource 25:1 MS/HS Res 30:1	Speech/Lang – 60:1 OT/PT – 100:1 Vision – 10:1 Hearing – 10:1 Assistive Tech – As required by IEP team	Unclear
	<b>Pre-K</b>	Speech/Lang. 60:1 (K-12)	Unclear

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 5/21/2003

Comparison of Ratios for Students with Disabilities Based on Staffing Plan

County	Ratios or Assignments	Related Services Ratios	How Determined?
Montgomery	<p>Autism 6:1 DHH 7:1 PEP 22:1</p> <p><b><u>Elementary-Resource</u></b> Less than 600 students enrolled at school = 1.0 res. Teacher &gt; than 600/&lt; than 750 = 1.5 Res. Teacher &lt; than 649 student = 2.0 Res. Teacher.</p> <p>Autism 6:1 DHH 7:1 ED 10:1 LD 13:1 CBI 6:1 Vision 6:1</p> <p><b><u>Secondary Resource</u></b> &lt; than 801 enroll = 1.0 teacher.</p> <p><b><u>Middle</u></b> &gt; than 800 &lt; than 1,001 = 1.5 teachers. &gt; than 1,000 = 2.0 teacher.</p> <p><b><u>High</u></b> &lt; than 1,001 = 1.0 teacher 1,000-1500 = 1.5 teachers &gt;then 1501 = 2.0 teachers.</p> <p>Autism 6:1 DHH 7:1 ED 9:1 LD 13.1 CBI 6:1 Vision 6:1</p>	<p>Speech Lang 40:1 (pre-K) OT/PT 34.6:1 Vision mobility 45:1 Vision resource 15:1</p>	

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 5/21/2003

Comparison of Ratios for Students with Disabilities Based on Staffing Plan

County	Ratios or Assignments	Related Services Ratios	How Determined?
Prince George's	Not identified in staffing plan	- 1 SLP to 60 students (working toward a caseload of 45) - OT/PT provide 64-85 hrs. of service, per month - .1 motor dev. for every 2 classes - Itn. hearing provides 80 hrs. of service/month - Itn. vision provides 80 hrs. of service/month	Unclear
Queen Anne's	No ratios utilized - Assigned 53 teachers & 54.5 IAs *No consistency when you average caseloads Vs. # of Sp. Ed. Stud.	*Share with consortium <ul style="list-style-type: none"> <li>• Caseloads</li> <li>• Schedules</li> <li>• Referrals</li> <li>• Travel time</li> <li>• Testing</li> <li>• Meetings</li> <li>• SSIS data</li> </ul>	<ul style="list-style-type: none"> <li>• Indications of students needs (current and incoming)</li> <li>• Current teacher/related serv. staff caseloads &amp; schedules</li> <li>• Impl. of LRE opportunities</li> <li>• Supports needed for Indiv. Student</li> <li>• Support for reg. ed. teachers</li> <li>• Requirements for plan time, testing &amp; participation on IEP mtgs.</li> <li>• Relationship of programs to other school initiatives</li> </ul>
St. Mary's	Maximum caseload of 175 IEP hours per week per spec ed teacher. One Sp. Ed. teacher for every 200 students enrolled.	Not Available	Determined by the number of IEP hours and the ratio of special education teachers to the total number of students enrolled. Additional staff for students with intensive needs or low incidence disabilities. Increased staff support may be provided for: <ul style="list-style-type: none"> <li>• Students working on a functional curriculum</li> <li>• Students requiring emotional/behavioral support</li> <li>• Students with hearing/vision impairments</li> </ul>
Somerset	Not identified in staffing plan		Caseloads of sp.ed. staff are looked at for the following things: <ul style="list-style-type: none"> <li>• SSIS data submissions</li> <li>• Instructional assignments</li> <li>• Individual staff schedules</li> <li>• Service hours per sp. ed. staff member</li> <li>• Projected number of referrals</li> <li>• Administrative time spent on testing, meetings, etc</li> </ul>
Talbot	<u>Pre-K</u> 1:50 hr. of service 1:15 stud. – case	Speech Lang – 1:60 (travel to rural areas 1:50)	Unclear

Comparison of Ratios for Students with Disabilities Based on Staffing Plan

County	Ratios or Assignments	Related Services Ratios	How Determined?
	management not to exceed 1:3 environ. <u>Elem.</u> Students <15 hr. serv. 1:75 hr. 1:25 - case management 1:5 – environ Elem. stud > than 15 hr. 1:100 hrs. serv. 1:20 – case management <u>Secondary</u> < 15 hr. serv. 1:75 hr. of serv. 1:25 case management > 15 hr. serv. 1:100 – hr. 1:20 – case management		
Washington	<u>High</u> ED – 10:1:1 6:1 for Sp. Program – CBI/DHH <u>Middle</u> 1 teacher & 11A – (over 500 students)		Gen. Ed. census in each bldg. Is looked at 1 sp.ed. teacher + 1 IA for 250-300 students.
Wicomico	No formulas established	No formulas established	<ul style="list-style-type: none"> <li>• # of student on SSIS as of Dec 1</li> <li>• Review of changes on SSIS after Dec. 1</li> <li>• % of students served by sp. ed. and gen. ED</li> <li>• Negotiated amount of planning time</li> <li>• Amount of time to supervise &amp; supp. personnel</li> <li>• Review of general caseloads.</li> </ul>
Worcester	Not identified in staffing plan		Uses Dec SSIS count to make a projection of students needing services then compares that to the current year. Consideration also given to school requests and teacher schedules.

## Summary of Mediation/Due Process Hearing

	<u>No. Requests</u>	<u>Mediated</u>	<u>Pending</u>	<u>Parent Proposal Awarded</u>	<u>Sch System Proposal Awarded</u>	<u>Request With- drawn</u>
99-00	13	9	0	2	2	
00-01	14	5	2	0	2	5
01-02	63	29	3	1	8	22
02-03*	31	14	12	0	0	5

**Projected Timeline for Development of the  
2004-2005 BCPS Special Education Staffing Plan**

Date:

On or before July 1, 2003	Office of Special Education (OSE) and Citizens' Advisory Council for Special Education (CACSE) meet to determine recommendations to the Superintendent for membership on the Staffing Plan Development Work Group.
July 1 – Sept. 15, 2003	Staffing Plan Development Work Group meets to draft 2004-2005 BCPS Special Education Staffing Plan.
Sept. 15 – Oct. 15, 2003	Community input sessions regarding the Staffing Plan.
Oct. 15 – Nov. 1, 2003	OSE staff adjusts draft of the Staffing Plan based upon feedback from community input sessions.
Nov. 1 – Nov. 15, 2003	Proposed Special Education Staffing Plan submitted to Executive Leadership.
On or before Jan. 15, 2004	Proposed Special Education Staffing Plan submitted to Baltimore County Board of Education for approval after three readings.
July 1, 2004	BCPS Special Education Staffing Plan due to Maryland State Department of Education.

(Source: Office of Special Education, BCPS)  
3/21/03