

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 8, 2007

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **PROPOSED 2007-08 SPECIAL EDUCATION STAFFING PLAN**

ORIGINATOR: Sonia Diaz, Chief Academic Officer

RESOURCE
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RECOMMENDATION

That the Board of Education will review and approve the proposed Baltimore County Public Schools Special Education Staffing Plan for 2007-08. This is the first reading.

Attached, for review by the Board, is the proposed Baltimore County Public Schools Special Education Staffing Plan for 2007-08 that must be submitted to MSDE annually. COMAR 13A.05.02.14 requires local education agencies to submit a staffing plan consistent with the Maryland State Department of Education's procedures. Required components of the plan include: evidence of maintenance of effort, evidence of public input, staffing patterns of service providers, number and type of providers needed, and a description of how the Staffing Plan assures available resources so that students are provided a free, appropriate, public education in the least restrictive environment. The plan must be approved by the Board of Education and submitted to MSDE by July 1, 2007.

BALTIMORE COUNTY PUBLIC SCHOOLS
Department of Humanities
Office of Special Education

Towson, MD 21204

ESS Building

410-887-3660

Special Education Staffing Plan
2007-2008

I. 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 (LRE) as determined by an Individualized Education Program (IEP) team. In accordance with The Code of Maryland Regulations (COMAR) 13A.05.02.13D this Staffing Plan includes:

- evidence of maintenance of effort within the meaning of 34 CFR 300.231 and COMAR 13A.02.05;
- evidence of public input;
- staffing patterns of service providers of special education and related services, including paraprofessionals;
- the number and type of service providers needed to provide a FAPE to each student with a disability in the LRE;
- how the staffing plan will be used to monitor the assignment of personnel to ensure personnel and other resources are available to provide FAPE to each student with a disability in the LRE;
- the number of special education teachers and paraprofessionals assigned to schools and the number of vacancies reported and how FAPE is provided when vacancies occur.

II. Introduction

Vision and Mission Statement

Vision: Baltimore County Public Schools' graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multi-cultural society.

Within Baltimore County Public Schools, the Office of Special Education supports this vision by promoting collaborative education. This means that the community of families, educators, and support personnel will join together to ensure that young children and students (birth-to-21 years of age) with disabilities achieve in the least restrictive environment to the maximum extent appropriate.

Mission: The mission of the Office of Special Education for Baltimore County Public Schools is to support the schools in providing a quality education for all eligible students based on the IEP in accordance with state and federal mandates. This support will facilitate the development of content knowledge, skills, and attitudes within the schools to enable young children and students (birth-to-21 years of age) with disabilities to reach their maximum potential as responsible, productive citizens and lifelong learners.

Goals:

- To provide a continuum of services in the LRE for students with disabilities birth-to-21 years of age.
- To support student achievement and Adequate Yearly Progress (AYP) for students with disabilities from birth-to-21 years of age through collaboration among families, curricular offices, schools, and community partnerships.
- To empower schools and administrators/service providers to ensure compliance with federal and state mandates as they provide early intervention and special education services to students with disabilities birth-to-21 years of age.

Philosophy and Guiding Principles

In Baltimore County Public Schools (BCPS), services provided to students with disabilities align directly to the *Blueprint for Progress* by utilizing the Key Strategies to achieve the Performance Indicators for Student Progress. The *Master Plan* further defines how the school system will ensure that all students will graduate from high school and reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading, language arts, mathematics, science, and social studies. Key Strategies of Goal 1 and Goal 5 of the *Master Plan* include the following:

- provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and Honor students;
- develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies;
- educate all students with disabilities in accordance with the objectives defined in the students' IEPs so that they learn the body of knowledge presented in the general education environment to the maximum extent possible;
- provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.

III. Maintenance of Effort

The proposed Board of Education budget for FY08 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY07. The federal passthrough grant for FY08 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds. The Board of Education proposed budget for FY08 provides for an increase in local staffing for special education.

State and County Funding for Special Education								
FY04 through FY08 Board Proposed								
Fiscal Year	General Fund Budget for Special Education ¹	Special Revenue Fund Budget for Special Education ²	Total	% Change	General Fund Operating Budget for BCPS ¹	Total Special Revenue Fund Budget ²	Total	% Change
2004	\$ 108,030,169	\$ 28,707,002	\$ 136,737,171	6.19%	\$ 872,988,129	\$ 71,031,343	\$ 944,019,472	3.44%
2005	\$ 115,424,473	\$ 32,552,999	\$ 147,977,472	8.22%	\$ 922,937,045	\$ 74,893,927	\$ 997,830,972	5.70%
2006	\$ 127,149,810	\$ 36,940,320	\$ 164,090,130	10.89%	\$ 989,888,387	\$ 84,487,154	\$ 1,074,375,541	7.67%
2007	\$ 127,516,910	\$ 39,164,514	\$ 166,681,424	1.58%	\$ 1,056,091,475	\$ 88,158,694	\$ 1,144,250,169	6.50%
2008	\$ 138,487,526	\$ 35,836,805	\$ 174,324,331	4.59%	\$ 1,165,982,733	\$ 84,737,072	\$ 1,250,719,805	9.30%
Sources of Data								
¹ Based on modified budgets in Advantage Financial for FY2004 - FY2007 and FY2008 Board Proposed Operating Budget								
² Includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books								

IV. Staffing Patterns for Special Education and Related Services

Determination and Monitoring of Special Education Staffing and Programs/Services

The major considerations in recommending a Staffing Plan are the intensity of students' individual needs, the number of students based on census data, teacher responsibilities and time required beyond direct services. When making recommendations about staffing and caseloads, the focus must be on the services and supports needed to implement the students' IEPs in the LRE. The following principles have guided the development of the Baltimore County Public Schools' staffing model:

- appropriate supports and related services to meet students' needs in order to be successful in the least restrictive environment;
- services and supports required by the students' IEPs;
- federal and state laws, regulations, and policies governing special education;
- parental participation.

Special education staff reviewed the October 27, 2006 census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE.

The Office of Special Education is committed to collaboration with all BCPS curricular offices to provide a coordinated instructional program to meet the diverse needs of all students with and without disabilities. Services are provided to support schools in the effective implementation of the curriculum and to meet the instructional needs of students. Additionally, the Office of Special Education works with the Department of Human Resources in the recruitment and

retention of staff, as well as to increase the number of teachers meeting the highly qualified status.

Each year the Office of Special Education analyzes student needs and program enrollment data to determine the programmatic needs that will support educating students in the least restrictive environment. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities must be educated with non-disabled peers to the maximum extent possible. BCPS strives to provide a continuum of special education and related services ranging from consultative services to self-contained classes in separate schools. Services to students with disabilities are offered in their home school, or as close to their home school as possible.

The annual process of planning for special education programs requires calculated coordination, forecasted design, and collaboration among the Offices of Strategic Planning, Physical Facilities, and Special Education with the support of Executive Leadership. The instructional environment must be planned for and appropriately designed to accommodate the needs of students with disabilities. While the majority of students with disabilities are educated in the general education classroom, some students will require programming in a self-contained classroom.

Process for Monitoring Caseloads - Resolving Staffing Concerns

Staffing concerns may be raised by a variety of stakeholders. When parents have concerns, it is recommended that they meet with the principal of the school. When administrators have staffing concerns, a principal may choose to consult with the Office of Special Education for assistance with the utilization of staff in order to implement a student's IEP. All requests for additional staffing are routed through the Area Assistant Superintendents of Schools to the Department of Human Resources for ultimate approval by the Deputy Superintendent. Upon request, the Office of Special Education provides technical support. Additionally, the Office of Special Education monitors special education staffing needs on an ongoing basis by analyzing Staff Utilization Charts, monthly enrollment figures in self-contained cluster programs, and the annual October Child Count.

Staff members from the Office of Special Education conduct school visits through the program review and support process (PRASP). During the course of the school year, the supervisor of PRASP and compliance resource teacher, in collaboration with the area specialists and resource teachers, conduct staff development to ensure school staff is in compliance with IDEA, COMAR and BCPS procedures. Formal reports of findings are shared with Area Assistant Superintendents of Schools, school-based administrators, and the Office of Special Education leadership staff. Each formal review may include up to three visits. During program reviews, staff observe the implementation of IEPs, review student records, and interview service providers about accommodations noted on the IEP. School administrators receive feedback in the form of commendations and recommendations for improvement. A Compliance Action Plan is generated, if necessary. Consistent with recommendations for improvement, technical assistance and staff development are offered to school staff. Follow-up visits are scheduled at six-month intervals to assure that recommendations are implemented.

Process for Monitoring Caseloads - Resolving Vacancies

The BCPS Department of Human Resources provides data and monitors the certification status of teachers and vacancies by school for special education positions. Human Resources arranges recruiting trips, job fairs, and partnerships with local colleges and universities in an attempt to fill all vacancies in a timely manner with the most qualified candidates. Conditionally certified teachers receive professional development, tuition reimbursement, and information on certification opportunities, such as cohorts conducted by colleges and universities. The Department of Human Resources also monitors conditional teachers' compliance with certification requirements.

The Office of Special Education works collaboratively with the Department of Human Resources to fill vacancies as they arise. The majority of vacancies occurs because of resignations or retirements, with others being caused by promotions, additional staffing allocations and approved extended leaves. Principals contact the personnel officer in the Department of Human Resources who is responsible for hiring special education teachers whenever they learn of a vacancy in their building. The personnel officer provides the principal with names of qualified candidates to interview.

Data Communication Timeline

Staffing in BCPS is based upon census data gathered every year on the last Friday in October and thereafter verified by MSDE. Data collection, maintenance, and retention procedures to assure schools are providing accurate information are as follows:

- July By July 1, all schools have their current verification listing available to in Tienet, the BCPS web-based IEP system. The verification list identifies IEPs that are past due and those that are due prior to the October Child Count date. Area reports of IEPs current and past due totals by school are available in Tienet.
- October All special education staff have access to their verification listing in Tienet. IEP chairs and special education department chairs are sent reminders regarding IEPs in need of review prior to the last Friday in October.
- January All schools have their current verification listing available to them in Tienet. Area reports of IEPs current and past due totals by school are available in Tienet.
- February Projected lists of students transitioning to next level (elementary to middle and middle to high) are sent to all schools with explanation and directions. IEP chairs and special education department chairs are notified by Tienet Reports of grade 12 students with projected exit dates and graduation status (diploma or certificate) for verifications and/or corrections.
- April All special education staff are sent reminders to review and finalize all completed Tienet documents prior to the end of the school year.

V. Number and Type of Service Providers

Special Education Services

BCPS provides a continuum of special education and related services ranging from consultative services to self-contained classes in separate schools. Special education staffing is determined by set ratios applied to student counts within specific program titles. The current Special Education Staffing Plan language reflects the philosophy that special education is a service to students, not a place. Input obtained from parents, administrators, and school-based staff was used in developing the new descriptions of service.

Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students' IEPs in the LRE. See Appendix A for the number and type of special education staffing proposed for FY08.

Below is a description of each service available within the school system.

	Description	Service Delivery Model	Suggested Staffing Guidelines
Infants and Toddlers (I & T)	<p>The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Office of Social Services is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family.</p> <p>Many children receive multiple services including special instruction, related therapies, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</p>	<ul style="list-style-type: none"> Infants and toddlers services are provided in "natural environments," which may include the home, childcare setting, or other community setting such as a library 	Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs.
Child Find Services	<p>Child Find services maintain a system for locating, assessing, and identifying children from age three through age 21 who may have a suspected disability and may need special education and related services.</p> <p>Referrals for Child Find services for school age students (grades K-12) are sent to the BCPS "home" school for the Child Find process. Referrals for Child Find services for three and four-year-old students are sent to one of the Child Find Assessment Centers.</p>		Each center includes the following: 1 FTE Team Leader, 1 FTE SLP, .8 FTE Psychologist, .6 FTE Nurse, .3 FTE OT, and .3 FTE PT. An audiologist is utilized by the Child Find Center when needed.

	Description	Service Delivery Model	Suggested Staffing Guidelines
Inclusive Education (IE) (Preschool – Grade 12)	Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include: instruction in home settings or in parentally-placed community preschool, prekindergarten, and licensed childcare settings; instruction in the general education curriculum with modifications; small group pullout resource support; co-teaching; and consultation with general education teachers.	<ul style="list-style-type: none"> Community based supports are provided in “natural environments,” such as the home or a childcare setting for students ages 3 and 4 Inclusion in general education classes for part of or all of the school day Educational services may occur in the general education classroom or students may receive pullout services 	<p><i>Community-based:</i> 20 students 1 teacher</p> <p><i>Inclusion:</i> 12.4* students 1 teacher .5 instructional assistant</p> <p>*Operating Budget funds 15 to 1 ratio; supplemental Passthrough Grant reduces ratio to 12.4 to 1</p>
Early Childhood Learning Support (ECLS) (Age 3 - Age 5)	Students with IEPs in need of early childhood learning support services are those students who demonstrate significant delays that impact their ability to learn in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include: a highly structured learning environment, use of developmentally appropriate practices, specialized instruction as identified by a student’s IEP team, use of multi-sensory lessons, and positive behavioral supports.	<ul style="list-style-type: none"> Self-contained classes 	9 students 1 teacher 1 instructional assistant
Adapted Learning Support (ALS) (Grades 1 - 12)	Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic progress in core academic areas and their ability to make sufficient progress toward IEP goals in spite of significant accommodations and modifications made to the general education curriculum and/or setting. Services offered may include: adaptations and modifications to the complexity and amount of the general education curriculum, specialized instructional strategies and materials, adjustments in pacing, reduction in output, and alternative methods for demonstrating skill acquisition.	<ul style="list-style-type: none"> Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student 	13 students 1 teacher 1 instructional assistant
Behavior and Learning Support (BLS) (Grades 1 - 12)	Students with IEPs in need of behavior and learning support services are those whose significant social, emotional, behavioral, and learning difficulties adversely impact their ability to be successful in the general education setting in school. Students requiring these services usually have normal intelligence but may not be achieving academically due emotional and behavioral difficulties. Services offered may include: a structured learning environment, behavior management system, implementation of behavior intervention plans, social skills instruction, counseling, conflict resolution, and availability of crisis intervention.	<ul style="list-style-type: none"> Self-contained classes and inclusion in general education classes for part of the school day Public, separate day school 	<p><i>Self-Contained:</i> 9 students 1 teacher 1 instructional assistant</p> <p><i>Public, Separate Day School:</i> 7.5 students 1 teacher 1 instructional assistant</p>

	Description	Service Delivery Model	Suggested Staffing Guidelines
Communication and Learning Support (CLS) (Age 3 – Age 21)	Students with IEPs in need of communication and learning support services are those whose complex communication and learning needs resulting from being diagnosed with Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include: a highly structured learning environment, use of visually based strategies, emphasis on the development of language and social skills, use of sensory processing techniques, and the development of individualized behavioral strategies.	<ul style="list-style-type: none"> ♦ Self-contained classes 	9 students 1 teacher 1 instructional assistant
Functional Academic Learning Support (FALS) (Age 3 – Age 21)	Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include: instruction in a functional life skills curriculum, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.	<ul style="list-style-type: none"> ♦ Self-contained classes ♦ Public, separate day school ♦ College campuses 	<i>Self-Contained:</i> 10 students 1 teacher 1 instructional assistant <i>Public, Separate Day School:</i> 7.5 students 1 teacher 1 instructional assistant <i>College Campuses:</i> 10 students 1 teacher 2 instructional assistants
Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)	Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include: communication development, speech and language therapy, aural rehabilitation, instructional support, use of auditory listening devices (ALD), and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may have other disabilities that require additional services.	<ul style="list-style-type: none"> ♦ Inclusion in general education for part or all of the day ♦ Itinerant services, resource services ♦ Self-contained classes 	<i>Self-Contained:</i> 9 students 1 teacher 1 instructional assistant

Related Services and Support Staff

Below is an explanation of how the related services and the additional service providers are provided within Baltimore County Public Schools. Decisions on whether students need additional support services are made by IEP teams based on the services needed to implement IEPs in the LRE.

Related service staffing allocation recommendations are made collaboratively through the Office of Special Education, Office of Student Support Services, and the Department of Human Resources. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county. All recommendations are reviewed by Executive Leadership with final approval at the Superintendent's staff level.

The following workload/caseload factors are considered when determining appropriate allocation of related services and additional support staff:

- the intensity of service and classroom modifications required by individual IEPs and 504 plans;
- the specific needs of the school and community including the impact of special education programs and inclusive services;
- the impact of preschool and non-public enrollment for speech language services;
- the participation in grade level/interdisciplinary/departmental teams, Student Support Team (SST), Instructional Support Team (IST), and Individualized Educational Program Team (IEP team), and Infants and Toddlers transition teams;
- the amount of time a provider is involved with consultation with school staff;
- the assessment needs of the school student population, including report writing and developing collaborative IEPs;
- the number of schools that are serviced by an individual therapist or itinerant teacher; travel time;
- the ongoing maintenance of equipment;
- the amount of time a student is involved in BCPS sponsored after-school activities (for interpreters);
- the number of parents/guardians who are Deaf/Hard of Hearing and request an interpreter for equal access under ADA.

	Description	# of Service Providers Proposed for FY08
Related Services		
Adapted Physical Education (APE)	<p>Adapted Physical Education is a comprehensive program for students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. The APE consultation program assists physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs.</p> <p>The APE consultation team serves all schools on an as needed basis and spends additional time providing professional development to teachers and educational workshops to parents.</p>	3.6 FTE
Assistive Technology (AT)	Assistive technology are services available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The Assistive Technology Program is a countywide interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The Assistive Technology staff complete the evaluation of specific technology needs and provide training to students, staff, and parents.	4.6 FTE
Audiology (Aud)	<p>Audiology services in BCPS are provided in the clinical and educational setting and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and sound field systems 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 students, staff, and parents regarding hearing loss, hearing status, and equipment.</p> <p>Diagnostic services for Infants and Toddlers (birth to 3 years old) are provided by the Baltimore County Department of Health (BCDH). Upon identification of a hearing loss, BCDH will contact a BCPS audiologist. BCPS and BCDH audiologists will develop intervention strategies related to the hearing loss.</p>	4.0 FTE
Interpreting Services (Int)	Interpreting/transliterating services are provided for students and parents who are deaf and hard of hearing. Interpreting/transliterating services for students include sign language interpreters, oral interpreters, and cued speech transliterators, based on an IEP team recommendation. Interpreting services are provided to students during the instructional day, for extra-curricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.	13.5 FTE

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	Description	# of Service Providers Proposed for FY08
Job Coach Services (JC)	Job coach services are provided to students that need support in employment situations, and are a part of transition services. Job coach interventions provide one-on-one or small group support and training to students and business staff. The increased supervision assists the student in developing appropriate work behavior and interpersonal communication skills.	2.0 FTE
Occupational Therapy (OT)	The goal of occupational therapy services is to enable students with disabilities to be functional participants in their educational environment. Occupational therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) helping school teams devise strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; 2) helping teachers understand the sensorimotor aspects of school activities such as writing, eating, and handling materials, in order to address problems in those areas; and 3) developing activities to improve fine motor control, to improve oral motor control for feeding, or to promote sensorimotor development (body awareness, postural control, eye-hand coordination).	49.7 FTE
Physical Therapy (PT)	The goal of physical therapy service is to enable students with disabilities to achieve functional independence in the school environment. Physical therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) activities to improve large muscle control and balance, to promote sensorimotor development (body awareness, postural control), and/or to promote independence in functional mobility skills.	19.3 FTE
Speech Language Services (SL)	The purpose of the speech and language program in BCPS is to provide service to students who have significant communication problems that affect their ability to access the curriculum. The program promotes success in the classroom, early literacy, social interaction, and learning. Speech language pathologists (SLPs) are assigned to all schools in the county based upon individual student needs. Speech language pathologists use a continuum of service delivery models including consultation, individual, small group, and classroom collaboration as determined by the students' IEPs.	166.2 FTE
Transition (Trans)	Transition services are designed to assist students with disabilities to move from public school into post-school activities such as training, college, employment, independent living. During transition planning, the team identifies the need for transition goals in the areas of employment, social/emotional, daily living/health, recreation/leisure, community access, mobility, and communication. Transition services must be addressed in the student's IEP when a student reaches 14 years of age in BCPS. The transition facilitator assists the team in determining appropriate transition services and providing information for anticipated services and support services beyond the school system. The student must also be involved in the decision making process.	13.0 FTE
Vision (Vis)	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. Itinerant vision services are provided to students attending comprehensive schools and special schools by certified teachers of the visually impaired. Orientation and mobility specialists provide services, which assess the student's ability to move independently and efficiently in the school and community and provide instruction as stated in the IEP. Primarily, itinerant teachers of the visually impaired teach specific skills, e.g., Braille, so that the students can participate in the general education curriculum and assist with the modifications and accommodations, including technologies that are identified in students' IEPs.	6.0 FTE

	Description	# of Service Providers Proposed for FY08
Student Support Services (system-wide positions)		
Behavior Intervention	Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services, which assist schools in creating a quality support program that employs positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and school wide positive behavior support programs in an effort to maximize student success.	55.0 FTE
School Counselor Services	School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of school-wide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with Student Support Service Teams, IEP teams, and teacher teams in a consultative role.	297.3 FTE
School Nurse Services	School nurses provide comprehensive school health services for all students. Included in school health services are medication administration and the performance of medical interventions that students need during the school day. School nurses are a resource for the IEP Team in assessing students' health status and strategizing how to accommodate students' health needs in school. School nurses are instrumental in coordinating services for students in school by collaborating with outside agencies and health care providers. School nurses serve as case managers for students with IEPs and are responsible for writing health goals when indicated.	176.2 FTE
School Psychologist Services	School psychologists provide 12-month consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and school environments that are safe and conducive to learning. As members of the IEP Team, school psychologists: 1) review response to intervention assessments/data for students suspected of having an educational disability; 2) conduct Functional Behavioral Assessments and develop Behavior Intervention Plans for behaviors significantly interfering with learning; 3) review/conduct psychological assessments of cognitive, behavioral, social/emotional, adaptive and academic functioning; 4) determine educational disabilities, write IEP goals/objectives, and develop IEPs; 5) provide therapeutic counseling on a consultative, group, or individual basis to support attainment of academic goals/objectives; and 6) provide staff development to improve learning and behavior within inclusive school environments.	86.1 FTE
School Social Work Services	School social workers provide consultative, individual, and group therapeutic counseling services for special education students with counseling or social work services indicated on their IEPs. School social workers provide psychosocial assessments to the IEP Team to assist in determining social emotional needs of students and the impact of the social emotional needs on academic functioning.	44.2 FTE

Special Area Staffing and Nurses for Public, Separate Day Schools

Special education positions are utilized to fund art, music, physical education, library, and school counseling in public, separate day schools.

Recommendations for school nurses in public, separate day schools are based upon a staffing formula. As with all Baltimore County Public Schools, each public, separate day school receives a base allocation of one nurse. Additional nurses may be provided based upon:

- the percentage of students requiring nursing interventions during community instruction;
- supplemental nursing indicators – number of procedures/medications that can only be performed by a nurse.

Role of the Personal Assistant

Personal assistants work with special and general educators by providing support and assistance to individual students with moderate/severe disabilities to meet requirements necessary for participation in the school environment. The need for a personal assistant is determined on an individual basis by an IEP team after the use of all natural supports available within a building have been tried and deemed inadequate.

Role of the General Education Service Providers

The majority of students with disabilities spend all or part of their day being taught by general educators. Professional and paraprofessional staff from a variety of domains (general education, special education, related services, etc.) implement the IEP. All general educators who have students with disabilities in their classrooms are made aware of students' needs by participating in the IEP team process, as well as receiving individual copies of a "Snapshot IEP" (a summary of the IEP). General education teachers provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2007-2008 school year, a total of 6,206.3 general education teachers are proposed in the FY08 budget to support the provision of FAPE. In addition, general education teachers:

- participate and present information regarding the child's academic, socio-emotional, and behavioral performance in the classroom;
- discuss strategies implemented to assist the student;
- evaluate the effectiveness of specific team recommendations and participate in the follow-up of these recommendations;
- participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions and strategies for the student and the determination of supplementary aids and services, program modifications and supports for school personnel that will be provided for the child;
- provide expertise regarding the general education curriculum and the general education environment.

Role of Building Administrators

Building administrators are responsible for providing the necessary leadership, coordination, and support to teaching staff, both general and special education teachers, ensuring that students in each school are provided with FAPE. For the 2007-2008 school year, a total of 432.5 FTE administrators are proposed in the FY08 budget to support the provision of FAPE.

In order to further the provision of FAPE for special education students, administrators provide school-based professional development for special and general educators to set high expectations for all students. In addition, building administrators are responsible for providing support and feedback to all staff through the appraisal process to ensure that special education services are delivered in accordance with IDEA.

Building administrators are instrumental in helping to develop and monitor the schedules of staff members in order to maximize services to students with disabilities in the LRE. Administrators provide common planning time for general and special educators to work together to plan differentiated lessons that engage all students and provide the necessary modifications to address students' individual needs. Also, by providing time in the schedule for special educators and related service providers to test students for annual reviews and re-evaluations, administrators support staff efforts to maintain compliance in all areas of the IEP process.

VI. Public Input Process

The Office of Special Education in collaboration with the Special Education Citizens' Advisory Committee held two special education community forum meetings in September 2006 and February 2007 to gather public input/comment to refine/revise the BCPS Staffing Plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. These included: individual family US mailings, posted flyers, advertisements on the BCPS website, and a public release announcement. Representatives from the Board of Education, area office administrators, curriculum office personnel, Special Education Citizens' Advisory Committee members, Office of Special Education personnel, principals and parents/family members attended. Information received from the community forums, email, telephone, and US mail were reviewed and used by the staffing plan workgroup committee during the development of the 2007-2008 Staffing Plan (see Appendix B for items pertaining to the September 2006 meeting; see Appendix C for items pertaining to the February 2007 meeting). A summary of the comments from the various community forums includes:

Commendations

- quality of school-based service delivery

Recommendations

Instruction & Service

- continue to provide a systemic approach for creating inclusive education;
- increase availability of special education programs/services in the home school;

Professional Development

- provide additional professional development to all staff supporting students with disabilities on such topics as, best practices for inclusive education, positive behavior strategies, and disability awareness;

Staffing

- reduce the staffing ratio for autism;
- decrease the suggested staffing ratio of 7.5:1 in special schools;
- provide a lower staffing ratio to support inclusive educational practices;

Personal Assistants

- increase rate of pay.

Staffing Plan Process –Timeline

The procedures used in the development of the Staffing Plan are as follows:

August – September, 2006	Staffing Plan workgroup reviews current plan <ul style="list-style-type: none"> • August 24, 2006 work session • September 21, 2006 work session
September 25, 2006	Public input sessions held to review current Special Education Staffing Plan 2006-2007 at 3 locations: Dogwood ES (SW Area), Ridge-Ruxton School (C Area), Essex ES (NE Area)
October – January, 2007	Staffing Plan workgroup focuses on preparing draft of 07-08 Plan <ul style="list-style-type: none"> • October 26, 2006 work session • December 21, 2006 work session • January 25, 2007 work session
February, 2007	Proposed 07-08 Staffing Plan submitted to Area Assistant Superintendents and Executive Leadership
February, 26, 2007	Public input sessions held to review proposed Special Education Staffing Plan 2007-2008 at 3 locations: Dogwood ES (SW Area), Riderwood ES (C Area), Essex ES (NE Area)
February – March, 2007	Workgroup reviews and revises proposed 07-08 Staffing Plan, as necessary
March 12, 2007	Proposed 07-08 Staffing Plan presented to Special Education Citizens Advisory Committee
March 14, 2007	Proposed 07-08 Staffing Plan submitted as an exhibit item for March 27, 2007 Board Meeting
March 27, April 24, and May 8, 2007	Board of Education provides three readings for approval of the 07-08 Staffing Plan (Includes public comment opportunity)
April 1 – June 1, 2007	Staffing Plan is adjusted, if necessary, in response to County Executive and County Council budget determinations
June, 2007	Due date for the submission of the approved Special Education Staffing Plan to Maryland State Department of Education is July 1, 2007. BCPS' goal is to submit the Staffing Plan prior to the due date.

Professional Development

A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement each student's IEP. County-wide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, parents, and paraprofessional to learn the skills necessary to meet the diverse needs of students with disabilities (see Appendix D).

VII. Evaluation

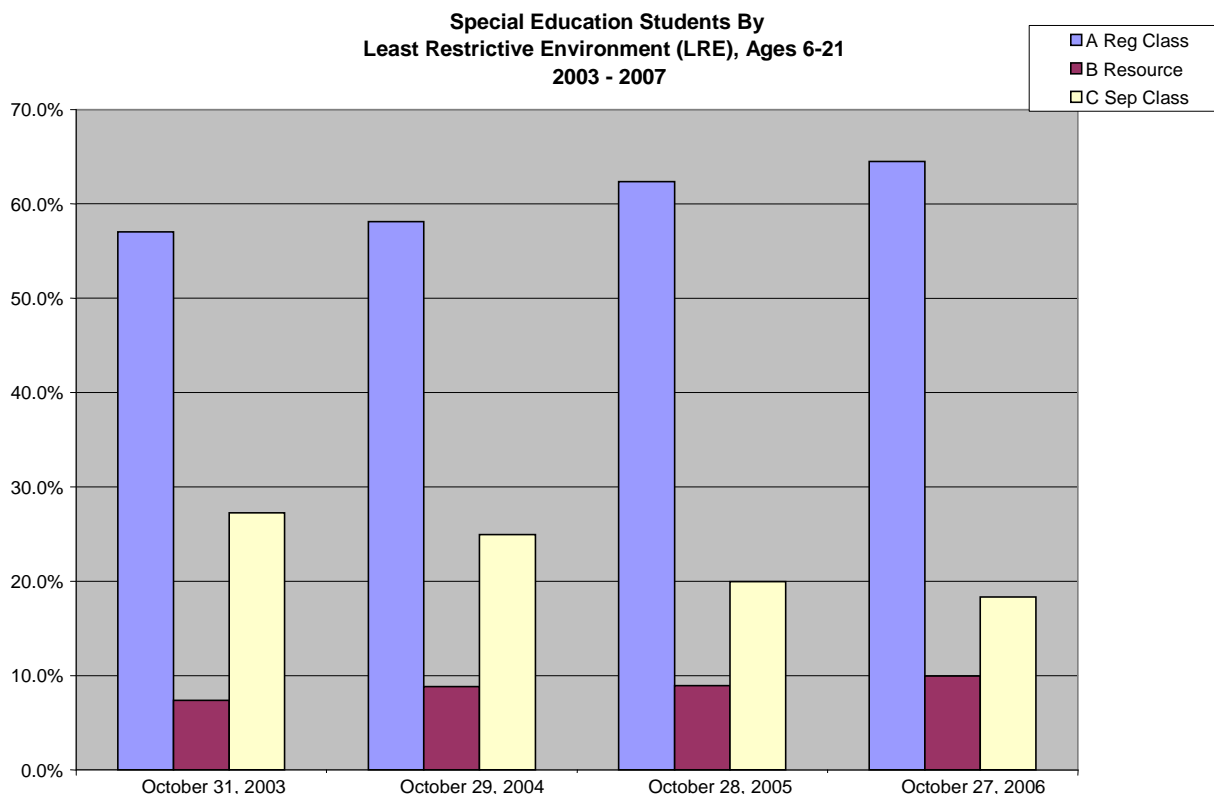
A Staffing Plan committee was established to evaluate the BCPS 2006-2007 Special Education Staffing Plan and to draft the BCPS 2007-2008 Special Education Staffing Plan. Representatives serving on this committee included parents, school-based administrators, related services personnel, as well as staff from the Offices of Student Support Services, Law, Special Education, and the Department of Humanities (see Appendix E).

In order to determine the effectiveness of the BCPS 2006-2007 Special Education Staffing Plan during the 2006-2007 school year, the Plan was monitored continuously. The goal is to serve most students with IEPs in their home school, in the least restrictive environment. It is a county-wide goal to have 80% of students with IEPs instructed in general education classes at least 60% of the school day (LRE A). The chart below indicates a steady increase in the percentage of students being instructed in LRE A for the last four years.

Percent of Special Education Students (6 through 21) by LRE
(includes students receiving only speech/language services)

LRE Environment		October 2003	October 2004	October 2005	October 2006
A	Regular Class	57.0%	58.1%	62.3%	64.5%
B	Resource Room	7.4%	8.8%	9.0%	9.9%
C	Separate Class	27.2%	24.9%	20.0%	18.3%

Data source: Office of Student Data, October Child Count



The LRE data demonstrate the following patterns from October 2003 to October 2006:

- The number of students receiving service in regular class (LRE A) has increased by 7.5 percentage points; a 9.5% increase.
- The number of students receiving service in resource room (LRE B) has increased by 2.5 percentage points; a 30.7% increase.
- The number of students receiving service in separate class (LRE C) has decreased by 8.9 percentage points; a 53.5% decrease.

As part of the evaluation process, staffing allocations made during the spring of 2006 were reviewed during the school year. In accordance with the Process for Resolving Staffing Concerns, 9.5 additional teachers and 6.1 paraprofessional positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.

The Department of Human Resources reported, at the outset of the 2006-2007, one vacancy for special education teachers. By March 2007, the number grew to 7.6 FTE due to resignations, retirements, illnesses, and additional staffing allocations. Two of the 7.6 FTE vacancies are for the provision of special education services in self-contained classes; these professional positions require highly qualified status as well as special education certification. These vacancies are filled by long-term substitutes until qualified candidates are located and hired. Special education

has been identified as a critical shortage area by the Maryland State Board of Education. No students were moved to other classrooms or other schools because of the unavailability of staff.

Challenges continue for Baltimore County Public Schools in securing occupational therapists, physical therapists, and speech-language pathologists. There is a critical shortage of these related service providers throughout the nation. As of March 2007, 9.8 FTE vacancies existed among related service providers, a decrease from 17.4 FTE vacancies in August 2006. These vacancies are covered by agency personnel through contracted services. The table below identifies the specific vacancies within related service providers.

	August 2006	March 2007
Speech Language Pathologists	10.6	4.4
Occupational Therapists	3.2	2.8
Physical Therapists	.6	.6
Deaf/Hard of Hearing	1	0
Interpreters	2	2
Audiology	0	0
Vision	0	0
Assistive Technology	0	0
Job Coaches	0	0
Total	17.4 FTE	9.8 FTE

As of February 2007, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

Sufficient time is included during the preparation of the 2007-08 Staffing Plan to provide educators and related service providers the ability to consult with each other and families about staffing needs. Based on information received from the community forums, monitoring of current staffing allocations, and school feedback, the Staffing Plan committee discussed themes for consideration with a focus to improve achievement for students with disabilities. The themes for consideration include:

- expanding the provision of services provided by the Infants and Toddlers Program;
- providing consistent, uninterrupted 12-month services for children and families serviced in the Infants and Toddlers and Child Find programs;
- increasing availability of inclusive service options for the early childhood population;
- providing early intervening services to young children (preschool through grade 2);
- increasing the number of programs for students on the autism spectrum;
- lowering the staffing guidelines for services to students on the autism spectrum;
- reducing the number of students with disabilities in cluster programs;
- increasing the number of home school programs for students receiving behavior and learning support services;
- improving support to schools with Behavioral and Learning Support Programs;
- increasing the recruitment and the retention of personal assistants.

In response to identified needs, the following staffing positions and/or program initiatives were recommended for the 2007-2008 school year:

- adding 2.0 FTE teachers to provide direct Infants and Toddlers service to young children (birth -three) and their families;
- converting 10-month Infants and Toddlers and Child Find positions to 12-month positions to provide consistent, uninterrupted year-round services;
- adding an elementary communication and learning support program for students with higher functioning autism; including 0.2 FTE speech and language pathologist to support this program;
- increasing the number of home school behavior and learning support programs available at the middle school and high school level, thereby easing the high number of students with social/emotional/behavioral needs in a single cluster program;
- adding a southwest area cluster high school communication and learning support program;
- increasing the salary for personnel assistants by 10%.

BCPS is dedicated to providing a cohesive instructional program designed to meet the needs of all children. In response to BCPS commitment to provide the best inclusive educational practices, the following initiatives were recommended for the 2007-2008 school year:

- Expand inclusive opportunities for three-year olds with IEPs by including non-disabled peers in formerly self-contained special education classes and including students with disabilities in the existing general education three-year old classes.
- Continue to support early childhood inclusion by providing differentiated, small group instruction to students with disabilities, as well as students who are at risk for future academic difficulties.
- Expand the use of resource room support in home schools, rather than more restrictive placements in self-contained programs to support students with disabilities.
- Continue to work collaboratively with support staff in the areas of English/language arts, math, social studies, and science to improve achievement for secondary diploma-bound students with disabilities.

The Staffing Plan committee will monitor the BCPS 2007-2008 Special Education Staffing Plan throughout the 2007-2008 school year to inform future recommendations.

VIII. Appendices

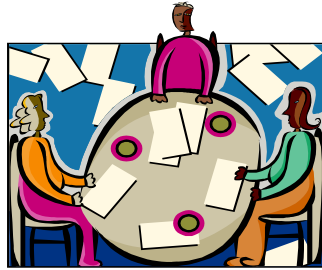
Special Education Staffing

Disability Name	Ratio	2006-2007 Count October 28, 2005	FY07 Budget FTE	2007- 2008 Count October 28, 2006	FY08 Proposed FTE
School Based Teachers					
Communication and Learning Support	9 to 1	652	72.4	730	81.1
Outreach ¹	9 to 1	75	8.3	62	6.9
Behavior and Learning Support	9 to 1	1,086	120.7	999	111.0
Special Schools	7.5 to 1	280	37.3	271	36.1
Adapted Learning Support	13 to 1	1,991	153.2	1,917	147.5
Functional Academic Learning Support	10 to 1	467	46.7	439	43.9
Preschool - Early Childhood Learning Support ²	9 to 1	486	45.0	602	55.7
White Oak	7.5 to 1	167	22.3	149	19.9
Inclusive Education	15 to 1	5,122	341.5	5,062	337.5
Alternative Schools			6.0		6.0
Behavior Intervention Support			29.0		32.0
Special Area/Special Schools			33.6		33.6
All Day Kindergarten - Early Childhood Learning Support			47.5		48.5
Growth Factor			9.0		8.9
Subtotal		10,326	972.5	10,231	968.6
Centralized Support Teachers					
Adapted PE			3.6		3.6
Infants and Toddlers ³		942	24.0	942	25.0
Transition Facilitators			10.0		10.0
Communication and Learning Support			2.0		2.0
NW/SW Regional Team			3.0		3.0
School Support Resource Teachers			3.0		3.0
Child Find Resource Teachers			1.0		1.0
SAIM School					8.0
TOTAL			1,019.1		1,024.2
Nonpublic Placement		554		554	
Speech Language Only		2,928		2,928	
Total Child Count		13,808		13,713	

1. College community outreach programs exist at 5 college sites and are staffed by site at a maximum ratio of 9 to 1.
2. Preschool is staffed at a ratio of 9 to 1 for full day and 18 to 1 for half day.
3. Infants and Toddlers are not counted in the total; MSDE counts these children separately.

SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 25, 2006



7:00p.m. to 8:00 p.m

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved Baltimore County Public Schools (BCPS) Staffing Plan for 2006-07. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2007-08. These community sessions will also provide an opportunity for parent input on other issues regarding special education.

What is the Baltimore County Public Schools Staffing Plan?

- The staffing plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (free, appropriate, public education).

Where are the community sessions being held?

- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244*
- *Essex Elementary, 100 Mace Avenue, Baltimore, MD 21221*
- *Ridge Ruxton, 6916 Charles Street, Towson, MD 21204*

Why is community input needed?

- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.
- To provide comments/recommendations for changes to the BCPS Special Education Staffing Plan.

If I can't attend the meeting, are there other ways to provide input?

- The community can provide written comment through February by sending an email to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204

To preview the 2006-07 "BCPS Special Education Staffing Plan," visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

For more information contact the Office of Special Education, 410-887-3660.

BALTIMORE COUNTY PUBLIC SCHOOLS

Superintendent's Bulletin Request Form

Date of Publication:	September 1, 2006
Name:	Marcella Franczkowski
Title:	Coordinator, Special Education
Supervisor:	Judith Glass, Director, Special Education

Nature of Communication:	Informational	Action required
		X

SPECIAL EDUCATION COMMUNITY FORUM MEETINGS

Three community forums have been scheduled to gather public input regarding the approved Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2006-2007. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2007-2008. This meeting will also serve as a forum for parents to share input on other special education topics. All school principals are asked to publicize these meetings in school newsletters, to distribute the attached flyer to students at their earliest convenience, and to post the flyer in their buildings.

Monday, September 25, 2006 from 7:00 p.m. to 8:00 p.m. at these locations:

- * Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
- * Essex Elementary, 100 Mace Avenue, Baltimore, MD 21221
- * Ridge Ruxton, 6916 Charles Street, Towson, MD 21204

Questions regarding this information should be directed to:

Name: Marcella Franczkowski, Coordinator, Placement & Birth to Five
Phone Number: x3660

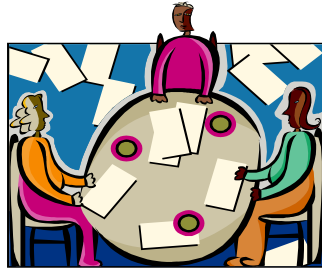
Attachments, if any will be sent via: email interoffice (check one)

Approved by: _____ Date: _____
(Signature of Division Head)

Date Submitted: _____
Time Submitted: _____

SPECIAL EDUCATION COMMUNITY FORUM

Monday, February 26, 2007



7:00p.m. to 8:00 p.m

The Office of Special Education and the Citizens' Advisory Committee for Special Education (CACSE) are asking for your input on the proposed Baltimore County Public Schools' Staffing Plan for '07-08. These community sessions also provide an opportunity for parent input on other issues regarding Special Education.

What is the Baltimore County Public Schools Staffing Plan?

- The Staffing Plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (free, appropriate, public education).

Where are the community sessions being held?

- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244*
- *Essex Elementary, 100 Mace Avenue, Baltimore, MD 21221*
- *Riderwood Elementary, 1711 Landrake Road, Towson, MD 21204*

Why is community input needed?

- To provide comments/recommendations for changes to the draft of the 2007-08 BCPS Special Education Staffing Plan.
- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

If I can't attend the meeting, are there other ways to provide input?

- The community can provide written comment through February by sending an email to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204

*To preview the 2007-08 "BCPS Special Education Staffing Plan," visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 2/20/07*

For more information contact the Office of Special Education, 410-887-3660.



Baltimore County Public Schools
(BCPS)

Special Education Community Forum

*On behalf of the
Office of Special Education,
please accept this invitation
as an opportunity to:*

- ❖ Provide comments and recommendations for changes to the draft 2007-2008 "BCPS Special Education Staffing Plan"
- ❖ Express opinions & discuss issues regarding special education services provided by BCPS

When?

*February 26, 2007 (Monday)
7 p.m. to 8 p.m.*

Where?

(select one nearest you)

DOGWOOD ELEMENTARY (Cafeteria)
7215 Dogwood Road • Baltimore, MD 21244

ESSEX ELEMENTARY (Cafeteria)
100 Mace Avenue • Baltimore, MD 21221

RIDERWOOD ELEMENTARY (Library)
1711 Landrake Road • Towson, MD 21204

Please send an e-mail or write to us at:

STAFFINGPLAN@BCPS.ORG

Baltimore County Public Schools
Staffing Plan, Office of Special Education
6901 Charles Street • Towson, MD 21204

Can't Attend?

*The 2007-08 "BCPS Special Education Staffing Plan"
will be available on 2/20/07. Visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML*

Countywide Professional Development

August		
Title	Topic	Hosted by
Elementary DIBELS Training	A DIBELS (Dynamic Indicators of Basic Early Literacy Skills) training	Department of Humanities
New Teacher Academies	New Teacher Academies will provide teachers newly hired in Baltimore County Public Schools with specific information for teaching elementary reading/language arts. Participants will have the opportunity to work with experienced grade level teachers as well as familiarize themselves with materials used to teach reading.	Department of Humanities
Language Training for Secondary Teachers	This five day workshop will train teachers on how to teach the language curriculum.	Department of Humanities
Training on New ALT-MSA Handbook, 2006-2007	Training principals and school test coordinators of Functional Academic Learning Support and Communication and Learning Support Programs of schools where students take ALT-MSA on the new 2006-2007 ALT-MSA Handbook.	Special Education in conjunction with: Research, Accountability, and Assessment Department of Humanities
Foundations	This training will help teachers and administrators teach students Foundations.	Department of Humanities
Positive Behavior & Discipline in BCPS	This training program will give an overview and specific procedures that must be followed in implementing positive behavior and discipline in Baltimore County Schools. The presenters, the Executive Director, Director of Student Support Services, and the Superintendent's Designees will cover laws, implementation of positive behavior programs, discipline, procedures for suspension and expulsion, program review, alternative programs, implications for special education and 504 students, and the review and reinstatement process. A mock Superintendent's Designee hearing will be part of the training as well as the process of appeal and mitigation. All newly appointed assistant principals and administrators new to Baltimore County need to understand the process of discipline which this training will cover in detail.	Department of Student Support Services
TIENET (Web IEP) Training for NEW Special Ed Teachers & Related Service Providers	New BCPS special ed teachers & related service providers will learn how to use TIENET to write IEPs for Special Education.	Department of Technology in conjunction with Special Education

*Additional Professional Development Sessions are repeated throughout the school year

Countywide Professional Development

August		
Title	Topic	Hosted by
New Teacher Induction	The Department of Professional Development, in collaboration with all BCPS departments and offices, will sponsor a three-day induction for new teachers to Baltimore County Public Schools. Teachers will attend orientation workshops on curriculum, instruction, assessment, learning styles, behavior management, and parent-teacher conferences. They will also be trained in areas of compliance, which include safe schools and Education that is Multicultural.	Department of Professional Development, in conjunction with: Research, Accountability, and Assessment Alternative Education, Dropout Prevention and Summer School Alternative Programs, etc.
New IEP Team Chair Training	To train new IEP Team Chairs in legal and compliant team processes and special education implementation.	Special Education in conjunction with Department of Humanities
Non-Violent Crisis Intervention	Participants will learn, discuss, and practice crisis prevention, crisis intervention, and crisis post-vention strategies for both verbal and physical crises.	Special Education in conjunction with Department of Humanities
* TIENET (Web IEP) Training for Secretaries and NEW IEP Chairs	Secretaries and IEP Chairs that have not been trained using TIENET will learn how to use TIENET to generate parent notifications and IEP team forms.	Department of Technology in conjunction with Special Education
SWIS Training (School-Wide Information System)	This is a training on the SWIS data management system open to designated staff members identified by principals of PBIS schools. Individuals will learn the SWIS system, how to enter office discipline data, and how to summarize data and prepare reports.	Psychological Services in conjunction with Student Support Services
Proactive Behavioral Strategies	Participants will explore classroom management strategies as well as strategies to address specific challenging student behaviors.	Special Education

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

September		
Title	Topic	Hosted by
* SIPPS	This training will help teachers and administrators teach students Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)	Department of Humanities
* Fluency Formula	This training will prepare teachers to implement the supplemental program Fluency Formula	Department of Humanities
2006-2007 Alternate Maryland School Assessment (ALT-MSA) Online Access & Training	This training will provide an overview of the Alternat Maryland School Assessment (ALT-MSA) Online. School test coordinators and ALT-MSA coordinators are required to attend. It is optional for Principals, assistant principals, and central office administration to attend.	Research, Accountability, and Assessment in conjunction with Special Education
* MD Model for School Readiness & the MD Early Childhood Special Education Accountability	All participants will receive training on the Maryland Model for School Readiness and the Maryland Early Childhood Special Education Accountability System. Participants will gain an understanding of their role in supporting school-based staff responsible for reporting Status-at-Entry and Progress-at-Exit on students receiving an initial IEP after July 1, 2006.	Department of Humanities in conjunction with Special Education
* IntelliTools Classroom Suite: Integrating Across the Curriculum	This session provides participants with an overview of the scope of activities available through Classroom Suite. Hands-on activities will provide opportunities to learn how to customize activities and weave the technology into the curriculum.	Assistive Technology in conjunction with Special Education
* FALS & CALS/ALT-MSA Monthly Meetings	Support for teachers working with certificate bound students encompassing topics relating to ALT-MSA and Behavioral Strategies.	Special Education in conjunction with: Research, Accountability, and Assessment; Elementary Programs Math, Pre K-12
Boardmaker Level 1	This session will provide participants with an overview of the Boardmaker software program. Participants will learn the basics of how to create adapted activities to meet their students' individual needs.	Assistive Technology in conjunction with Department of Special programs, PreK-12

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

September		
Title	Topic	Hosted by
Countywide IEP Chair Training	Training/Update for all IEP team chairs	Special Education in conjunction with Department of Humanities
* Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement	Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement is a course designed to instruct special educators in the administration and evaluation of a standardized assessment instrument in order to analyze and report a student's academic progress	Special Education
* Fast Track	This training will prepare reading specialists and special educators to implement the intervention program Fast Track Reading. Fast Track Reading is implemented with students reading two or more years below grade level.	Department of Humanities
* Kurzweil 3000 Advanced Training	This session will provide the participants with a hands on opportunity to learn how to scan and edit documents into the program. We will also focus on integrating advanced features into instruction and the curriculum. Discussion of how to utilize the program to support reading, writing and study skills will be offered.	Assistive Technology in conjunction with Special Education
Understanding and Using Word Prediction Software	This session will provide an overview of BCPS approved word prediction software programs. Participants will learn how to customize and integrate word prediction features into the writing process to support curriculum and student objectives.	Assistive Technology in conjunction with Safe & Drug-Free Schools
* New SLP Network	A series of small group sessions focusing on Caseload Selection Guidelines, Assessment/Test Interpretation, Aligning Communication with BCPS's Reading Program, Handling Difficult Teams, TIENET Training, Better Hearing and Speech Month, Case Studies/Lesson Planning, and Year End Procedures.	Department of Humanities in conjunction with Special Education

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

October		
Title	Topic	Hosted by
* Boardmaker Level 2	This session will provide experienced participants with an overview of the advanced features of this program. Learn how to adapt lessons and worksheets and integrate the use of visual strategies into your curriculum.	Assistive Technology
Special Education High School Dept. Chair & Middle School Team Leader Meetings	The Office of Special Education will be holding department chair and team leader meetings to provide important information regarding special education compliance and instructional issues.	Special Education
* Writing with Symbols 2000	This session will offer participants the opportunity to have hands-on experience with a picture-based word processor. They will learn how to adapt books, worksheets and other curriculum related materials to support student success.	Assistive Technology
Teaching Social Skills by Stop & Think: General Education to Intensive Needs	The Department of Student Support Services will sponsor an all day training (8:30-3:30) on the "Stop & Think Social Skills Program" developed and presented by Dr. Howie Knoff, Director of Project Achieve, Arkansas Department of Education-Special Education. The "Stop and Think Program" will be presented as a positive behavior planning component as consistent with our "BCPS Positive Behavior Planning Guide", the implementation of positive behavior plans in all schools, and the implementation of the "Positive Behavioral Interventions and Supports" (PBIS) process in 63 schools. The teaching of social skills will be discussed as general education interventions for all students, targeted interventions for at-risk students, and as interventions for students with more intensive behavior-academic needs. Core social skills will be presented within a teaching process that develops and reinforces good decision-making. Practical approaches to the teaching of social skills by support staff and teachers will be presented for elementary, middle, and high school settings. The teaching of social skills by parents will be covered as well.	Department of Student Support Services in conjunction with Special Education

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

October		
Title	Topic	Hosted by
“The Language! Comprehensive Literacy Curriculum”	Training middle and high school teachers of Functional Academic Learning Support and Communication and Learning Support Programs on the Comprehensive Literacy Curriculum.	Special Education in conjunction with Department of Humanities
Professional Development Day for New ParaEducators to the BCPS	Program overview addressing the roles and responsibilities of paraeducators as they relate to promoting student achievement	Department of Professional Development
* Algebraic Thinking Training	Provide training in the new middle school program Algebraic Thinking Foundations (grade 6) and Algebraic Thinking Part 1 (grade 7) for teachers who did not attend the week long training during the summer of 2006.	Office of Math, PreK-12
Language! Training for Instructional Assistants	There will be two, one-day Language! training for Instructional Assistants who are currently assigned to support Language! classrooms.	Department of Humanities

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

November		
Title	Topic	Hosted by
Kindergarten MMSR (MD Model for School Readiness) Electronic Checklist Training	All general education and self-contained kindergarten teachers will receive updated training on using the electronic checklist and reports in the MMSR Assistant. Additionally, teachers will learn about The Maryland Early Childhood Special Education Accountability System. Teachers should bring completed Prior Care Information Questionnaires and assessment on all children. Teachers will have the opportunity to complete and submit MMSR Checklists electronically to CASE Consulting at the training. Teachers new to kindergarten should register for sessions 2 or 3.	Department of Humanities
* Exit Document Training for School Counselor Dept. Chairs & Special Education Dept. Chairs	The Exit Document is a companion document to the Maryland High School Diploma or Maryland High School Certificate of Completion. All students with disabilities who are receiving special education services will receive the Exit Document when they graduate or exit from their school system. The Exit Document provides useful information to students with IEPs as they transition from school to their next phase of adult life.	Department of Humanities
AVID: An Overview for Related Service Providers	This workshop will give Related Service Providers an overview of the AVID instructional strategies that can be used during intervention to support student achievement. Discipline specific application of these strategies will be shared.	Special Education
* Special Education Elementary Building Representative Meeting	The Office of Special Education will be meeting with all building representatives to discuss important information regarding special education and compliance issues.	Special Education
Professional Development for ParaEducators	Communicating effectively with our special populations -Deaf/hard of hearing; Assistive technology and Promoting positive interactions for adapted services	Department of Professional Development

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

November		
Title	Topic	Hosted by
MD Early Childhood Special Education Accountability	Related Services providers and Itinerant Teachers will receive training on the Maryland Model for School Readiness (MMSR) and the Maryland Early Childhood Special Education Accountability System (ECSEAS). Participants will gain an understanding of the requirements for reporting child outcomes data and learn techniques for observing, documenting and reporting ECSEAS data.	Special Education in conjunction with Department of Humanities
Birth to Three Outcomes Validation Training	All Infants & Toddlers Program staff will receive training on the Birth to Three Child Outcomes. Participants will gain an understanding of the procedures for gathering, validating and reporting assessment data on the Birth to Three Child Outcomes defined by MSDE.	Infants & Toddlers

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

January		
Title	Topic	Hosted by
Supporting Classroom Teachers Through Effective Behavior Planning & Classroom Interventions	The Department of Student Support Services will sponsor an all day training (8:30-3:00)for elementary, middle, or high school student support/resource staff on "Supporting Classroom Teachers Through Effective Behavior Planning and Classroom Interventions" by Dr. Howie Knoff, Director of Project Achieve, Arkansas Department of Education-Special Education. Topics will include classroom structure, classroom behavior planning, individual student/targeted group behavior plans, interventions prior to office referrals, relating to students with challenging behaviors, consistency of implementation, collecting/monitoring with functional data, and time-out. This training is consistent with the "BCPS Positive Behavior Planning Guide", the implementation of positive behavior plans in all schools, and the implementation of "Positive Behavioral Interventions and Supports (PBIS) in 63 schools. It meets professional development standards for diverse student learning needs, and safe, secure, and supportive learning environments for all students.	Department of Student Support Services in conjunction with Special Education
Networking Meeting for New IEP Team Chairs	Review of IDEA Policies and Procedures	Special Education in conjunction with Department of Humanities
Mod-HSA Meeting	This training is to assist school personnel in identifying students with disabilities who may be eligible for Mod-HSA.	Department of Humanities in conjunction with Special Education

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

February		
Title	Topic	Hosted by
Mathematics Intervention Expo	The Office of Mathematics PreK-12 is sponsoring an exhibit for publishers to showcase their mathematics intervention programs to elementary, middle, and high school mathematics and special education representatives. This will provide the opportunity for school personnel to review and evaluate intervention programs that are researched-based and can be utilized before, after, during school, or in summer school programs to enhance the regular curriculum in an effort to improve student achievement in mathematics. All teachers and other community stakeholders will be invited as well to a portion of the exhibit.	Office of Math, PreK-12 in conjunction with Special Education
Summer School-IEP Chairs	Summer School Online ESY Registration	Office of Alternative Education, Dropout Prevention and Summer School
Informal Assessments to Use When Completing an Annual IEP	Participants will learn to administer and interpret a variety of informal assessments in order to analyze and report on a student's academic progress and present levels of performance at the annual IEP team.	Special Education

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

April		
Title	Topic	Hosted by
IEP Team Chair Training	Updates for IEP Team Chairs on IDEA and Compliance procedures.	Department of Humanities in conjunction with Special Education
Kindergarten Mathematics Training for the 2009 Investigations Series	This training will provide kindergarten teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the new 2009 Investigations series, which will replace the 2006 Investigations series currently used in kindergarten. The publisher, Pearson Scott Foresman, will explain the new layout, features, and components of the latest edition of Investigations for kindergarten. Teachers will be paid a stipend of \$65.63 for attending the 2.5 hour after school training.	Office of Math, Pre K-12, in conjunction with Department of Humanities
Grade One Mathematics Training for the 2009 Investigations Series	This training will afford grade one teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade one teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of \$65.63 for attending the 2.5 hour after school training.	Office of Math, Pre K-12, in conjunction with Department of Humanities
Grade Two Mathematics Training for the 2009 Investigations Series	This training will afford grade two teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade two teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of \$65.63 for attending the 2.5 hour after school training.	Office of Math, Pre K-12

* Additional Professional Development Sessions are repeated throughout the school year.

Countywide Professional Development

May		
Title	Topic	Hosted by
Grade Three Mathematics Training for the 2009 Investigations Series	This training will afford grade three teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade three teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of	Office of Math, Pre K-12,
Grade Four Mathematics Training for the 2009 Investigations Series	This training will afford grade four teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade four teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of \$65.63 for attending the 2.5 hour	Office of Math, Pre K-12, in conjunction with Department of Humanities
Grade Five Mathematics Training for the 2009 Investigations Series	This training will afford grade five teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade five teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of \$65.63 for attending the 2.5 hour after school training.	Office of Math, Pre K-12, in conjunction with Department of Humanities

* Additional Professional Development Sessions are repeated throughout the school year.

2007-2008 Special Education Staffing Plan Committee

Name	Title
Amirault, Cynthia	Supervisor, Non-Public Placement
Andress, Beverly	Coordinator, Special Education Compliance & School Support
Bailey, Carl	Committee Member, Special Education Citizen's Advisory Committee
Bennett, Nashae	Assistant Principal, Woodholme Elementary
Bosley, Robin	Supervisor, Related Services
Briganti, Nancy	Principal, Maiden Choice School
Cowles, Stephen	Staff Attorney, Compliance
Egorin-Hooper, Sara	Supervisor, Alt-MSA, Autism and Behavior
Franczkowski, Marcella	Coordinator, Special Education Placement & Birth to Five
Glass, Judith	Director, Office of Special Education
Kidder, Margaret	Coordinator, Psychological Services
McGowan, Diane	Specialist, Office of Public Placement
McMahon, Kathleen	Assistant Superintendent, Department of Humanities
Melton, Susie	Principal, Holabird Middle School
Prucino, Linda	Area Specialist
Serio, Joyce	Transition Services, Team Leader; Office of Special Education
Sochurek, Donna	Specialist, Child Find & Preschool
Supnick, Louise	Resource Teacher, Early Childhood
Thomas, Jan	President, Special Education Citizen's Advisory Committee

The image features a large green shape on the left side, which has a white semi-circular cutout. Inside this white area, the text "Special Education Staffing Plan 2007-2008" is written in a dark blue, bold, sans-serif font. A dark blue horizontal bar with rounded ends extends from the right side of the green shape across the lower portion of the page.

Special Education Staffing Plan 2007-2008

What is a special education staffing plan?

- Documents data and procedures used by Baltimore County Public Schools (BCPS) to determine staffing for students with disabilities
- Identifies the number and type of providers needed to ensure the provisions of a free appropriate public education (FAPE) to students with disabilities

Why does BCPS need to develop a special education staffing plan?

- Required by Maryland State Board of Education [Code of Maryland Regulations (COMAR) 13A.05.02.13D]

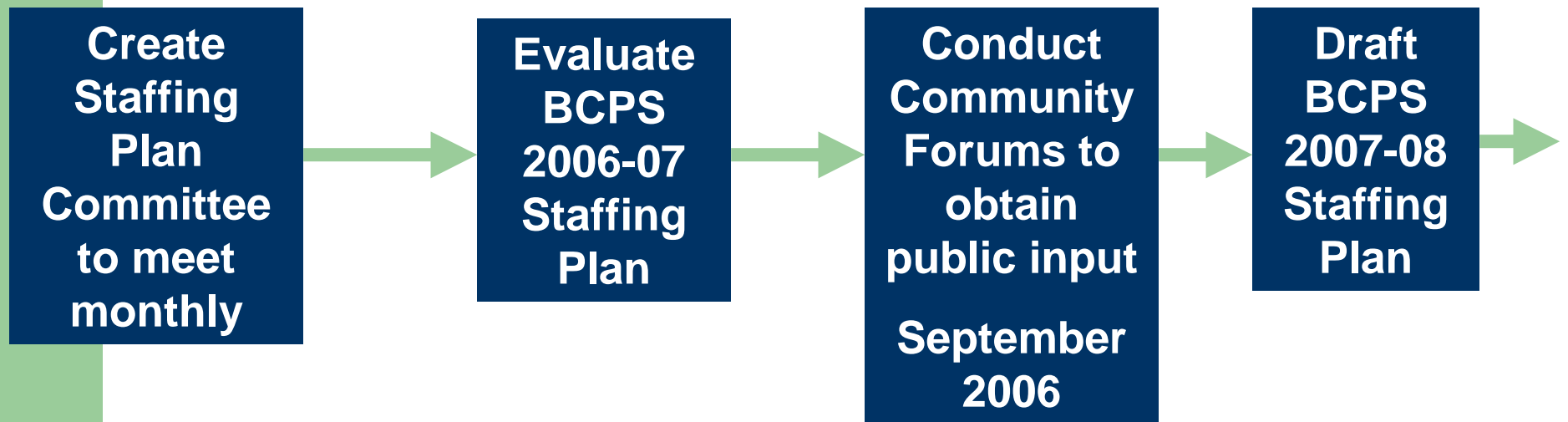
What are the required elements of a staffing plan?

- Evidence of public input
- Evidence of maintenance of effort
- Process for determining staffing patterns of service providers
- Number and type of service providers

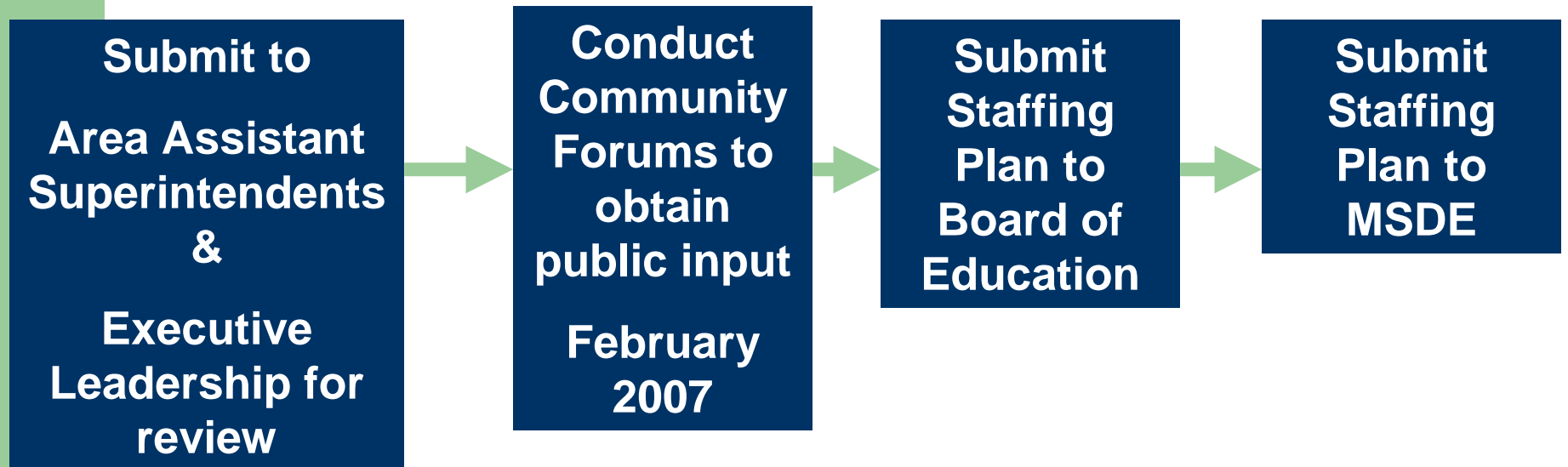
What are the required elements of a staffing plan?

- Process for monitoring the assignment of personnel to ensure the provision of FAPE to each student with a disability in the least restrictive environment (LRE)
- Number of current vacancies reported and how FAPE is provided when vacancies occur

What is the staffing plan process?



What is the staffing plan process?



Who participates in the development of the *Special Education Staffing Plan for 2007-2008*?

- Parent representatives from the Special Education Citizens Advisory Committee
- School administrators
- Student Support Services & Law Office
- Office of Special Education staff
- Department of Humanities staff

How is special education staffing allocated?

- Allocated by ratios applied to student counts within specific service delivery models
- FY 08 special education staffing will be allocated according to the *Special Education Staffing Plan 2007-2008*

What needs were identified through stakeholder feedback?

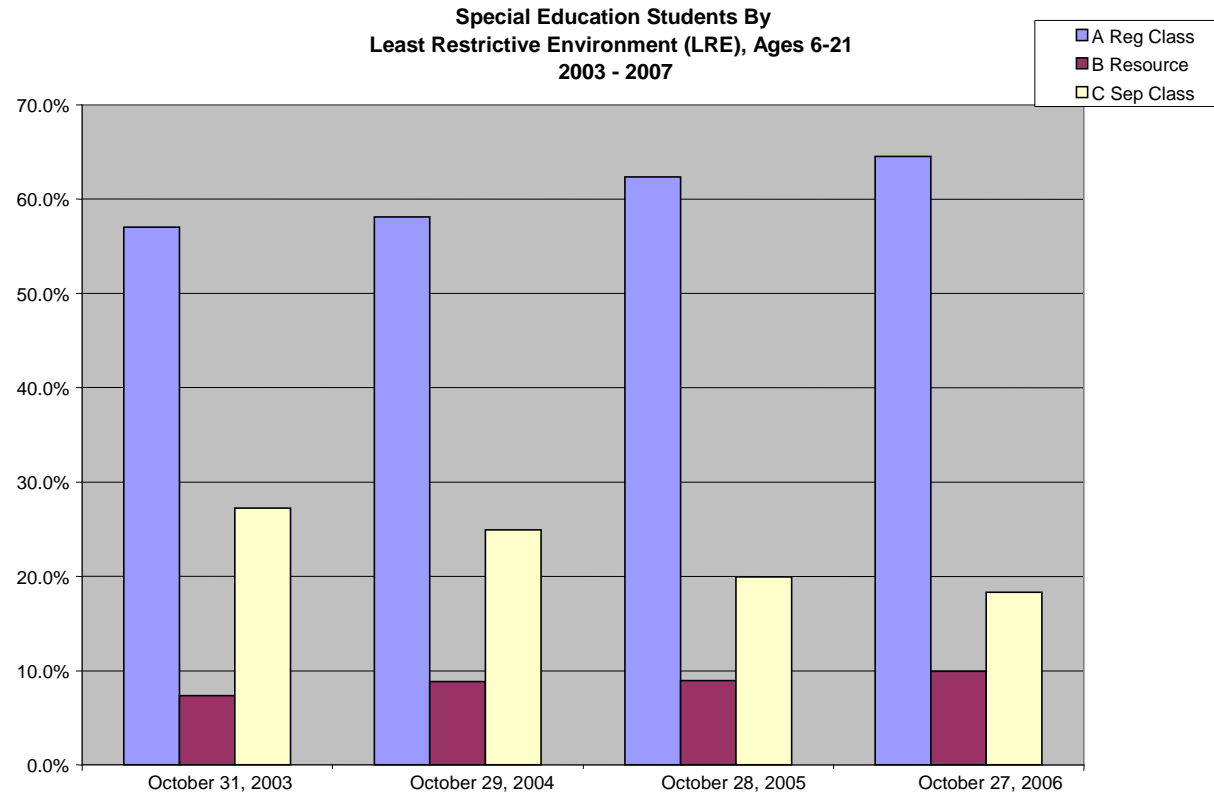
- Additional support for children and families in the Infants & Toddlers program
- Increased inclusive opportunities and early intervening services for the early childhood population
- Additional supports/services for the autism population

What needs were identified through stakeholder feedback?

- Additional supports/services for students in special schools
- Increased availability of services in home schools
- Improved recruitment and retention of personal assistants
- Expanded use of resource room support

What changes to the *Special Education Staffing Plan 2007-2008* were recommended?

- Provide an evaluation of the effectiveness of the current 2006-2007 Staffing Plan based on BCPS LRE data



What programmatic recommendations were made in the *Special Education Staffing Plan 2007-2008*?

- Expand inclusive opportunities for three year old population
- Expand early intervention services
- Increase number of home school behavior and learning support services at the middle and high school level
- Increase number of communication and learning support services for students with autism

What staffing recommendations were made in the *Special Education Staffing Plan 2007-2008*?

- Request additional staffing for Infants and Toddlers services
- Request conversion of 10-month Infants & Toddlers and Child Find positions to 12-month positions
- Request increase in salary for personal assistants