

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 6, 2008
TO: **BOARD OF EDUCATION**
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: **REPORT ON THE PROPOSED *SPECIAL EDUCATION STAFFING PLAN FOR 2008-2009***

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RECOMMENDATION

That the Board of Education reviews the Proposed Special Education Staffing Plan for 2008-2009. This is the first reading.

**SPECIAL EDUCATION
STAFFING PLAN
for 2008-2009**

DRAFT

Baltimore County Public Schools
Office of Special Education
Spring 2008

SPECIAL EDUCATION STAFFING PLAN FOR 2008-2009

I. Assurance

This staffing plan is developed 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 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.
- 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 multicultural society. Within Baltimore County Public Schools, the Office of Special Education (OSE) 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 LRE to the maximum extent appropriate.

Mission: The Office of Special Education provides vision, leadership, and expertise to schools and offices regarding the implementation of curricular and instructional initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. It is the commitment of this office that these students have access to a full continuum of services while being educated with nondisabled peers to the maximum extent possible.

Goal: The Office of Special Education seeks to improve the performance of students with disabilities and close the achievement gap by maximizing inclusive educational opportunities with exposure to rigorous instruction through the provision of a continuum of services in the natural environment and schoolhouse.

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 BCPS 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 (ELL), 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.

In an effort to objectively examine and continue to advance the quality of education delivered to *all* students in Baltimore County, BCPS participated in a curriculum management audit during the 2006-2007 school year. Results of the audit, shared with the Board of Education in March 2007, provided recommendations for improving all areas that support the delivery of quality instruction. The following recommendation provides a basis for enabling the OSE to promote initiatives that support the achievement of students with disabilities:

- **Recommendation 9:** Develop and implement system planning focused on goals to ensure equal access for students to all comparable programs, services, and opportunities for student success; take steps to eliminate the achievement gap among student groups; and act to allocate resources on the basis of need.

During the 2003-2004 school year, BCPS engaged in an independent evaluation of the special education program operated by BCPS. The purpose of the study was to verify that special education services and programs were provided to students with IEPs in a free and appropriate manner and in the LRE as defined by the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 1997. Since the completion of the study and report to the Board in May 2004, recommendations from the *Independent Evaluation of the Baltimore County Public Schools' Special Education Program Report (The Barber Report)* have provided a foundation for improving the delivery of special education services. The Barber Report recommended that BCPS:

- Revise staffing practices to anticipate special education staffing needs.
- Increase the placement of students with disabilities in their home schools.
- Provide sufficient staffing and other incentives for school administrators to bring students with IEPs back to their home schools in a systematic manner.

III. Maintenance of Effort

The proposed Board of Education budget for FY09 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY08. The federal passthrough grant for FY09 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds. Due to a federal proposal that would eliminate reimbursement under the Medicaid program, the FY09 proposed budget reflects a redirection of Third Party Billing funded special education positions to the operating budget.

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
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	\$ 139,150,546	\$ 36,359,258	\$ 175,509,804	5.30%	\$ 1,135,301,441	\$ 85,259,525	\$ 1,220,560,966	6.67%
2009	\$ 146,647,086	\$ 30,921,032 ³	\$ 177,568,118	1.17%	\$ 1,188,362,348	\$ 75,645,140 ³	\$ 1,264,007,488	3.56%
Sources of Data								
¹ Based on modified budgets in AMS for FY2005 - FY2008 and FY2009 Board Proposed Operating Budget								
² Special Revenue includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books for FY 2005 - FY2008								
³ Third Party Billing funded special education positions transferred to the operating budget for FY2009								

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 LRE.
- 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 26, 2007, 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 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 OSE works with the Department of Human Resources in the recruitment and retention of staff, and increasing the number of teachers meeting the highly qualified status.

Each year the OSE analyzes student needs and program enrollment data to determine the programmatic needs that will support educating students in the least restrictive environment. IDEA requires that students with disabilities must be educated with nondisabled 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 with the strategic planning office, 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 OSE 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 to the Department of Human Resources for ultimate approval by the deputy superintendent of business services. Upon request, the OSE provides technical support. Additionally, the OSE 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 OSE conduct school visits through the program review and support process (PRASP). During the course of the school year, the supervisor of PRASP and the 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, school-based administrators, and the OSE 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 Department of Human Resources provides data and monitors the certification status of teachers and vacancies by school for special education positions. The Department of Human Resources, in collaboration with the OSE, 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 OSE works collaboratively with the Department of Human Resources to fill vacancies as they arise. The majority of vacancies occur because of resignations or retirements, while others result from 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 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, by school, of IEPs current and past due totals are available in TIENET.
- October All special education staff have access to the 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, by school, of IEPs current and past due totals 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.

Effective July 1, 2007, MSDE directed that all IEPs written for students in Maryland be completed on the Maryland Statewide IEP. BCPS began converting to the required Maryland Statewide IEP format on Tuesday, May 15, 2007. TIENET continues to be the software used to generate IEPs within BCPS and is in accordance with the MSDE requirement.

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 FY09.

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

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY09
Infants and Toddlers (I & T) (12 months - 36 months)	<p>The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from 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 	<p>Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs.</p> <p>Current ratio for Infants and Toddlers: 32.5 students 1 teacher</p>
Child Find (Age 3-Age 21)	<p>Child Find services maintain a system for locating, assessing, and identifying children from age 3 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 four Child Find Assessment Centers.</p>		<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.</p>

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY09
Inclusive Education (IE) (Preschool – Grade 12)	<p>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 resource support (both pullout and pullin); co-teaching; and consultation with general education teachers.</p>	<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 with an evolving emphasis on co-teaching and differentiation ♦ 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 paraprofessional</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)	<p>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.</p>	<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 	<p>9 students 1 teacher 1 paraprofessional</p>
Adapted Learning Support (ALS) (Grades 1 - 12)	<p>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.</p>	<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 	<p>13 students 1 teacher 1 paraprofessional</p>
Behavior and Learning Support (BLS) (Grades 1 - 12)	<p>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 to 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.</p>	<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 ♦ Public, separate day school 	<p><i>Self-Contained:</i> 9 students 1 teacher 1 paraprofessional</p> <p><i>Public, Separate Day School:</i> 7.5 students 1 teacher 1 paraprofessional</p> <p><i>Additional Support:</i> 1 behavior intervention support staff per school</p>
Communication and Learning Support (CLS) (Age 3 – Age 21)	<p>Students with IEPs in need of communication and learning support services are those whose complex communication and learning needs result 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.</p>	<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 	<p>9 students 1 teacher 1 paraprofessional</p>

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY09
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 for the majority of the school day and inclusion in general education classes as appropriate for the individual student ♦ Public, separate day school ♦ College campuses 	<i>Self-Contained:</i> 10 students 1 teacher 1 paraprofessional <i>Public, Separate Day School:</i> 7.5 students 1 teacher 1 paraprofessional <i>College Campuses:</i> 10 students 1 teacher 2 paraprofessionals
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 ALDs; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.	<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 paraprofessional

Related Services and Support Staff

Below is an explanation of how related services and additional support staff are provided within BCPS. 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 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 nonpublic enrollment for speech language services.
- The participation in grade level/interdisciplinary/departmental teams, student support teams (SST), instructional support teams (IST), and individualized educational program teams (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 the Americans with Disabilities Act (ADA).

	Description	Number of Service Providers Proposed for FY09
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)	<p>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 AT staff complete the evaluation of specific technology needs and provide training to students, staff, and parents.</p>	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 sounds 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) 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

	Description	Number of Service Providers Proposed for FY09
Interpreting/transliterating 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 extracurricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.	13.5 FTE
Job Coach Services (JC)	Job coach services are provided to students who 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 services 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.	20.3 FTE
Speech Language Services (SL)	The purpose of the speech and language program in BCPS is to provide services 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.	168.1 FTE

	Description	Number of Service Providers Proposed for FY09
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 with modifications and accommodations, including technologies that are identified in students' IEPs.	6.0 FTE
Student Support Services (systemwide 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 schoolwide positive behavior support programs in an effort to maximize student success.	59.5 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 schoolwide 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.	294.4 FTE

	Description	Number of Service Providers Proposed for FY09
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.	176.6 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.	84.6 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; and supplemental nursing indicators, including the number of procedures/medications that can only be performed by a nurse.

Role of the Personal Assistant

Personal assistants (PA) 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 PA 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.) implements 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 2008-2009 school year, a total of 6,069.2 general education teachers are proposed in the FY09 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 2008-2009 school year, a total of 437.5 FTE administrators are proposed in the FY09 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 (SECAC) conducted two special education community forum meetings in September 2007 and April 2008 to gather public input/comment to refine/revise the 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 Web site, and in the *Hand-In-Hand* publication, 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 2008-2009 staffing plan (see Appendix B for items pertaining to the September 2007 meeting; see Appendix C for items pertaining to the April 2008 meeting). A summary of the comments from the various community forums includes:

Commendations:

- Quality of school-based service delivery.
- Commitment to students with disabilities and special needs.

Recommendations:

Instruction & Service:

- Continue to provide a systemic approach for creating inclusive education.
- Increase availability of special education programs/services in the home school.
- Offer full-day programs for the youngest students with autism.
- Concern for appropriate number of hours of service recommended for related services (speech language, OT, PT).
- Concern regarding Mod-MSA/Mod-HSA and MSA/HSA assessment tools and availability.

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 (including professional development for personal assistants).

Staffing:

- Decrease the suggested staffing ratio of 9 students to 1 teacher for cluster communication and learning support classes.
- Decrease the suggested staffing ratio of 7.5 students to 1 teacher in special schools.
- Provide a lower staffing ratio to support inclusive educational practices (co-teaching).
- Investigate alternative staffing patterns for schools and classes (e.g., 1 teacher, 2 paraprofessionals vs. 1 teacher, 1 paraprofessional, 2 or more personal assistants).
- Decrease staffing ratio for students in the Infants and Toddlers Program.

Personal Assistants:

- Increase rate of pay and/or incentives (tuition for community college educational coursework, tuition for education degrees).
- Examine extending benefits to personal assistants.
- Examine systemic resources to recruit and retain personal assistants.
- Examine systemic resources to plan for effective training and professional development of personal assistants.

Staffing Plan Process –Timeline

The procedures used in the development of the staffing plan are as follows:

August – September 2007	Staffing plan workgroup reviews current <i>Special Education Staffing Plan for 2007-2008</i> <ul style="list-style-type: none"> • August 23, 2007, work session • September 6, 2007, work session
September 24, 2007	Public input sessions held to review current <i>Special Education Staffing Plan for 2007-2008</i> at 5 locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Ridge-Ruxton School (CN Area), Joppa View ES (NE Area), and Charlesmont ES (SE Area)
October 2007 – January 2008	Staffing plan workgroup focuses on preparing draft of 2008-2009 plan <ul style="list-style-type: none"> • October 3, 2007, work session • November 15, 2007, work session • December 6, 2007, work session • January 10, 2008, work session
March 2008	Proposed <i>Special Education Staffing Plan for 2008-2009</i> submitted to area assistant superintendents and executive leadership
April 1 – June 1, 2008	Proposed <i>Special Education Staffing Plan for 2008-2009</i> is adjusted, if necessary, in response to County Executive and County Council budget determinations
April 14, 2008	Proposed Special Education Staffing Plan for 2008-2009 presented to Special Education Citizens’ Advisory Committee
April 23, 2008	Proposed Special Education Staffing Plan for 2008-2009 submitted as an exhibit item for May 6, 2008, Board Meeting
April 28, 2008	Public input sessions held to review proposed <i>Special Education Staffing Plan for 2008-2009</i> at 5 locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Ridge-Ruxton School (CN Area), Joppa View ES (NE Area), and Charlesmont ES (SE Area)
May 6, May 20, and June 10, 2008	Board of Education provides three readings for approval of the <i>Special Education Staffing Plan for 2008-2009</i> (includes public comment opportunity)
July 1, 2008	Due date by which BCPS must have an approved <i>Special Education Staffing Plan for 2008-2009</i>

Professional Development

High quality professional development is essential to the BCPS mission to provide a quality education for all students with disabilities. All activities will ensure the quality and alignment of all BCPS professional development initiatives for student learning.

The core goal of professional development is to improve the instructional practices of all general and special educators in order to increase student achievement. BCPS professional development programs will reflect the best available research and practices in teaching, learning, and leadership as cited in *Maryland's Professional Development Standards for Teachers*. High quality professional development activities are sustained, intensive, and focused on student learning. Developed with extensive participation from all stakeholders, these activities improve classroom management skills and advance teacher understanding of research-based instructional strategies.

The OSE will collaborate with the content offices to address the needs of identified audiences. These audiences include both general and special educators, as well as support personnel (e.g. paraeducators, service providers, cafeteria workers, bus drivers, and attendants). The professional development plan should also consider the roles of school leaders who will supervise the implementation of instruction and appropriate accommodations. Professional development will model the use of resources for differentiation of core, supplemental, and intervention programs. A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement each student's IEP. Collaborating with stakeholders will allow opportunities to provide professional development that enhances the use of instructional adaptations and accommodations to support the home school connection.

Countywide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, parents, and paraprofessionals, 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 *Special Education Staffing Plan for 2007-2008* and to draft the *Special Education Staffing Plan for 2008-2009*. 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).

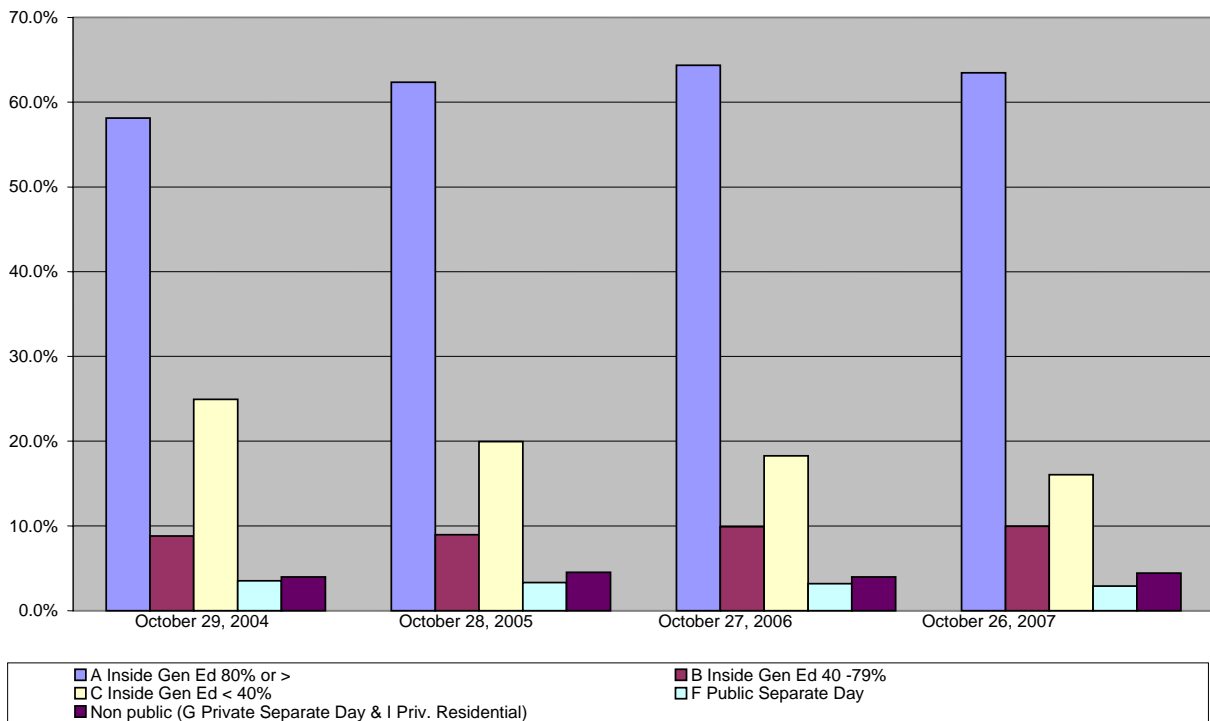
In order to determine the effectiveness of the *Special Education Staffing Plan for 2007-2008* during the 2007-2008 school year, the plan was monitored continuously. The goal is to serve most students with IEPs in their home school, in the least restrictive environment (LRE) while increasing student achievement. The chart below indicates a steady increase in the percentage of students instructed in LRE A (inside general education 80% or more of the school day) for the last four years.

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

LRE Environment (See Appendix F for definitions)		October 2004	October 2005	October 2006	October 2007
A	Inside gen ed 80% or more	58.1%	62.3%	64.5%	63.6%
B	Inside gen ed 40 -79%	8.8%	9.0%	9.9%	10.0%
C	Inside gen ed < 40%	24.9%	20.0%	18.3%	16.1%
F	Public separate day school	3.5%	3.3%	3.2%	2.9%
G, I	Nonpublic Placements (G - Private separate day school, I - Private residential)	4.0%	4.6%	4.0%	4.4%

Data source: Office of Student Data, October Child Count

**Figure 1: Special Education Students by Least Restrictive Environment (LRE), Ages 6 -21
2004-2007**



As depicted in Figure 1, the LRE data demonstrates the following patterns from October 2004 to October 2007:

- The number of students receiving service inside general education settings 80% or more of the school day (LRE A) has increased by 5.5 percentage points.
- The number of students receiving service inside general education settings between 40% and 79% of the school day (LRE B) has increased by 1.2 percentage points.
- The number of students receiving service inside general education settings less than 40% of the school day (LRE C) has decreased by 8.8 percentage points.

- The number of students receiving service in public separate day schools (LRE F) has decreased by 0.6 percentage points.
- The number of students receiving service in nonpublic settings [private separate day schools (LRE G) and private residential (LRE I)] has increased by 0.4 percentage points.

Additionally, as part of the evaluation process, *Maryland School Assessment (MSA)* and *Alternate Maryland School Assessment (Alt-MSA)* performance data for elementary and middle schools and *High School Assessment (HSA)* results were reviewed. The *Individuals with Disabilities Education Act (IDEA)* of 1997 clarified that all students with disabilities are to have access to instruction focused on the same skills and knowledge as all other students, and that their achievement is to be measured with the same district and statewide assessment programs as used for all students (and adding an alternate assessment for those students unable to participate in the general assessment) as specified under *No Child Left Behind*. The key to addressing student achievement is to maintain the same high expectations for students with disabilities as those held for all students. Students with disabilities must have access to a rigorous curriculum; highly qualified teachers; and an array of strategies and interventions that will improve learning.

An analysis of general education and special education student performance data indicates a trend of continuous improvement at the elementary and middle school levels (see graphs below).

Figure 2:

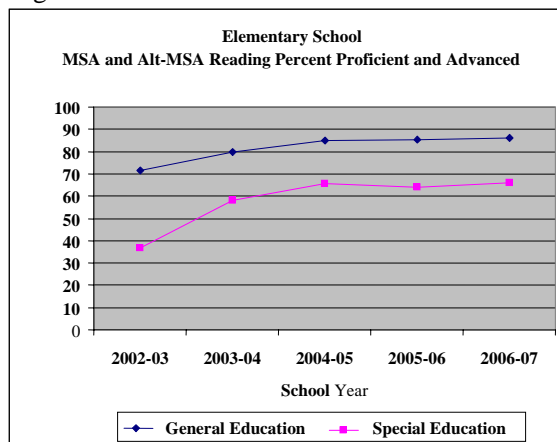
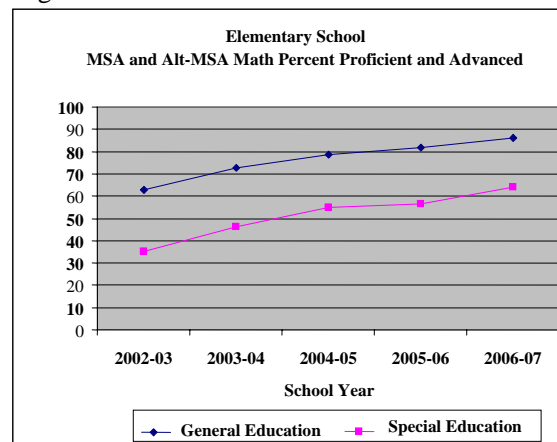


Figure 3:



Data source: Department of Research, Accountability, and Assessment; Cognos

Elementary School Achievement Results

In the area of reading, Figure 2 shows a 29.0 percentage point increase in the percentage of students with disabilities scoring proficient and advanced from 36.9% in 2002-2003 to 65.9% in 2006-2007. The reading achievement gap between general education and special education student groups has decreased from 34.5 percentage points to 20.2 percentage points during the same time period, a 14.3 percentage point decrease. Likewise, in the area of mathematics, Figure 3 shows an increase from 35.2% proficient and advanced in the special education subgroup from 2002-2003 to 63.9% proficient in 2006-2007, a 28.7 percentage point increase. During this same span, the math achievement gap between students receiving special education services and general education students decreased by 5.5 percentage points.

The increased student achievement in elementary schools demonstrates a significant level of improvement for students with disabilities. From 2002-2003 to 2006-2007, the rate of improvement for students receiving special education services has been greater than that of their non-disabled peers.

Figure 4:

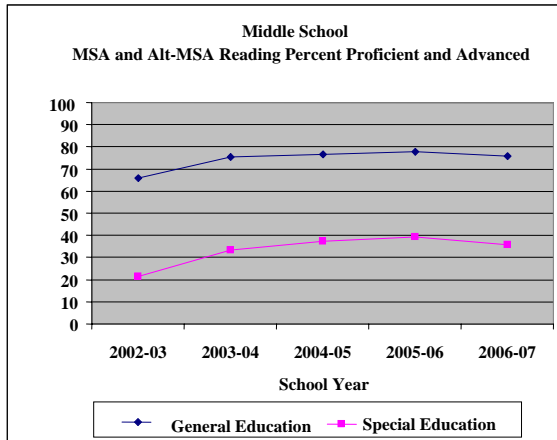
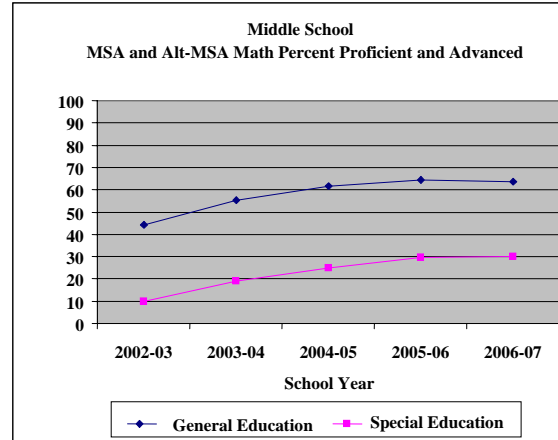


Figure 5:



Data source: Department of Research, Accountability, and Assessment; Cognos

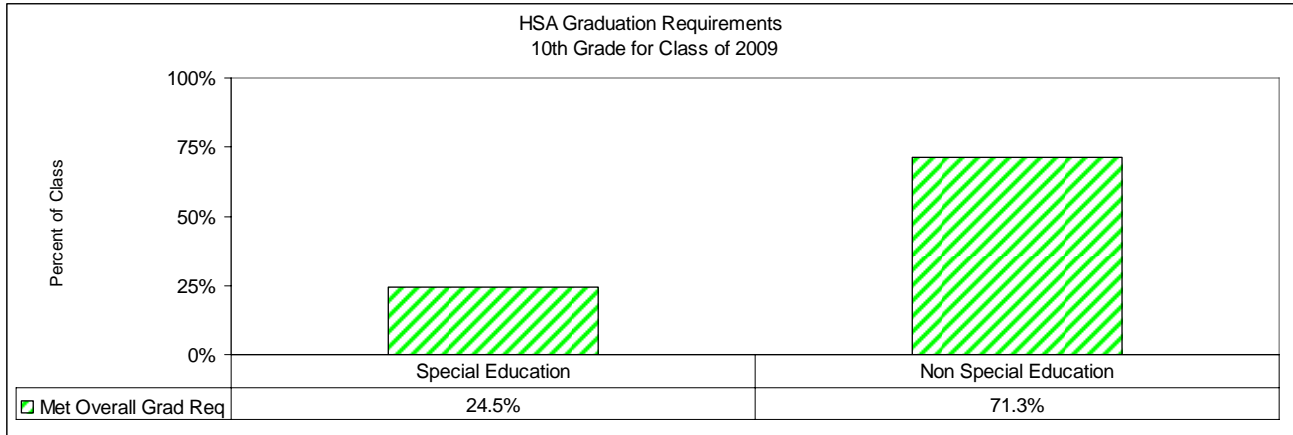
Middle School Achievement Results

In the area of reading, Figure 4 shows an increase in the special education subgroup in the percentage scoring proficient and advanced from 21.3% in 2002-2003 to 35.7% in 2006-2007, a 14.4 percentage point increase. The reading achievement gap between general education and special education student groups has decreased by 4.8 percentage points, from 44.8 percentage points to 40.0 percentage points during the same time period. Similarly, in the area of mathematics, Figure 5 shows an increase in the special education subgroup from 9.8% scoring proficient and advanced in 2002-2003 to 30.1% scoring proficient and advanced in 2006-07, a 20.3 percentage point increase. During this same span, the math achievement gap between students receiving special education services and general education students decreased by 0.8 percentage points.

While increases in student achievement are positive, an increased rate of improvement is needed to ensure 100% of students will be scoring in the proficient or advanced range by 2014.

Another component of the monitoring process evaluates high school achievement, including the comparison of special education students to general education students in meeting the high school assessment graduation requirements (see Figure 6) and student performance disaggregated by content (see Figure 7).

Figure 6:



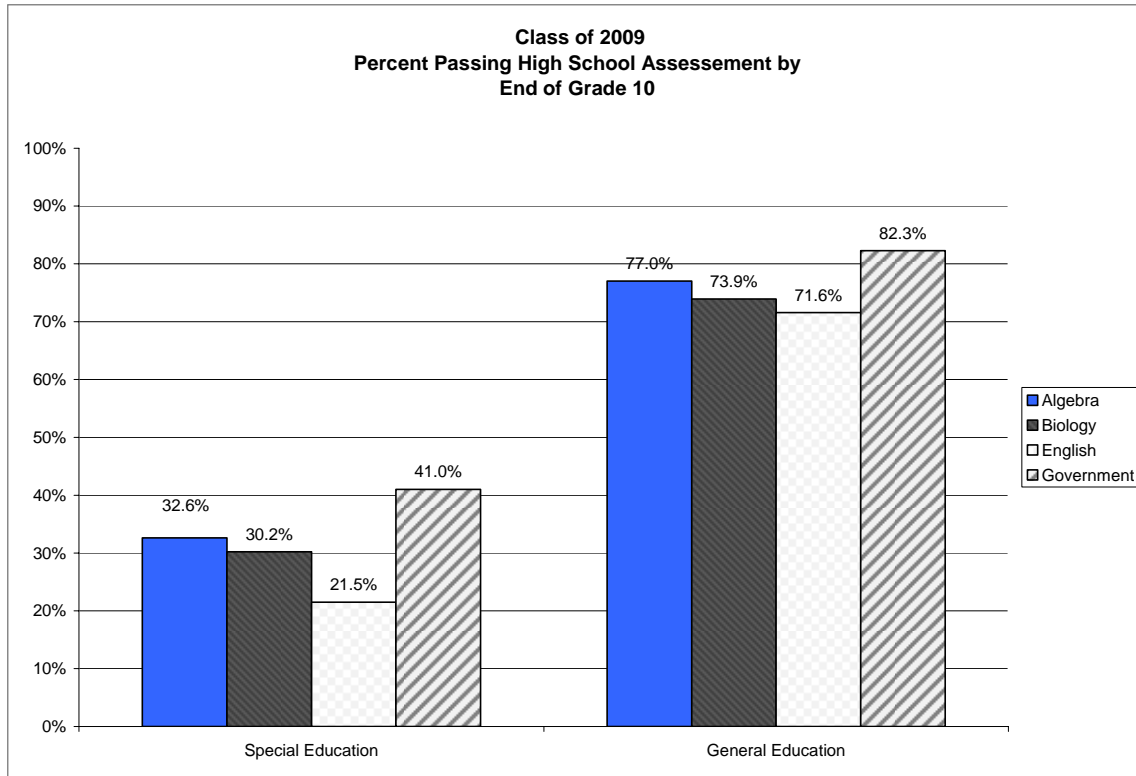
Data source: Department of Research, Accountability, and Assessment; Cognos

High School Achievement Results

The results in Figure 6 represent the graduating class of 2009 at the end of Grade 10. At the end of 2006-2007 school year, the first year that the data was reported by the percentage of students meeting the High School Assessment (HSA) graduation requirements, the special education subgroup had 24.5% meeting the HSA graduation requirements as compared to 71.3% for general education students.

The graduating class of 2009 will be the first class of students that are required to take and pass all four HSAs to earn a diploma, including the Modified HSA requirements. For students unable to pass the individually administered assessments, alternate paths are available including the Combined Score Option and/or the Bridge Plan for Academic Validation.

Figure: 7



Data Source: Department of Research, Accountability, and Assessment; Cognos

High School Achievement Results

The results in Figure 7 represent the diploma bound students in the graduating class of 2009 at the end of Grade 10. At the end of 2006-2007 school year, 77.0% of the general education students and 32.6% of the students receiving special education services had passed the Algebra/Data Analysis HSA. In the area of biology, 73.9% of the general education students and 30.2% of the students receiving special education services had passed the Biology HSA. In English, 71.6% of the general education students and 21.5% of the students receiving special education services had passed the English HSA. In Government, 82.3% of the general education students and 41.0% of the students receiving special education services had passed the Government HSA.

To ensure that all students meet the high school assessment graduation requirements by the end of the 2008-2009 school year, the quality and intensity of the instructional program will need to be reevaluated.

Staffing Results

Staffing allocations made during the spring of 2007 were reviewed during the school year. In accordance with the *Process for Resolving Staffing Concerns*, 27.9 additional teachers and 18.7 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 2007-2008, one vacancy for a special education teacher. By April 2008, the number of reported vacancies was 1.5 FTE due to resignations, retirements, illnesses, and additional staffing allocations at the elementary level. No vacancies were reported at the middle and high school level. Of the 1.5 FTE vacancies, 1.0 FTE is for the provision of special education services in a self-contained class; 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 (MSDE). 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 April 2008, there are 18.0 FTE vacancies for related services (10.8 FTE for speech/language; 7.0 FTE for occupational therapy; 0.2 FTE for physical therapy). These vacancies are covered by agency personnel through contracted services.

As of April 2008, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

Evaluation Outcomes

Sufficient time is included during the preparation of the staffing plan for 2008-2009 school year 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 in the least restrictive environment. Topics included:

- Expanding the provision of services and analyzing the current staffing for children in the infants and toddlers program.
- Increasing the availability of inclusive service options for the early childhood population.
- Providing early intervention services to young children (Preschool through Grade 2).
- Expanding the provision of services and analyzing the current staffing guidelines for students on the autism spectrum.
- Reducing the number of students with disabilities receiving special education services in the regular education setting less than 40% of the school day.
- Increasing the number of home school programs for students receiving adapted learning support services at the middle school level.
- Improving support to schools with behavioral and learning support services.
- Increasing the recruitment and the retention of personal assistants.
- Improving the quality and effectiveness of instructional models in self-contained classes.
- Increasing the capacity of a schoolhouse to implement co-teaching models and differentiated instruction.
- Intensifying and targeting professional development for special education and general education teachers in best practices for inclusive education and improving the achievement of students with disabilities.

In response to the identified needs and the commitment of BCPS to close the achievement gap for students with disabilities while receiving services in the least restrictive environment, the following supports and initiatives are recommended for the 2008-2009 school year:

Services/Staffing

- Expanding inclusive opportunities for three-year olds with IEPs by redirecting current self-contained models to include typically-developing peers.
- Continuing 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.
- Increasing the number of home school adapted learning support programs to complete the countywide roll-out for all middle school students to receive adapted learning support services in the least restrictive environment in their home school.
- Expanding the use of resource room support in home schools, rather than more restrictive placements in self-contained service models to support students with disabilities.
- Relocating cluster classes to support consistency of instruction and a continuum of special education services in one schoolhouse.
- Transferring 54.0 special education teacher FTEs and 11.0 paraprofessional FTEs from Third Party Billing funding to the operating budget.
- Collapsing 14 cluster classes in comprehensive schools and 5 cluster classes in public separate day schools.
- Increasing the salary for personal assistants.
- Continuing to monitor and evaluate best practices for the allocation of staffing.

Curriculum and Instruction

- Collaborating with the Office of Early Childhood to develop, implement, and provide site-based support to countywide early childhood learning support service delivery and instructional models.
- Supporting the implementation of the three tier elementary reading model, which allows for data driven small group targeted instruction for all students.
- Partnering with the Office of Mathematics PreK-12 to develop mathematics intervention models using tiered, differentiated instruction for the PreK–12 continuum.
- Developing, implementing, and providing site-based support to countywide adapted learning support service delivery and instructional models.
- Continuing to work collaboratively with general education support staff in the areas of English/language arts, math, social studies, and science to improve achievement for diploma-bound students with disabilities.
- Developing, implementing, and providing site-based support to middle and high schools regarding effective co-teaching models and co-planning practices.
- Building instructional capacity for secondary special education department chairs, including a series of ongoing professional development workshops.
- Participating in the Curriculum Development Work Group as assigned by the chief academic officer to ensure differentiation within curricula.

Evaluation

- Collaborating with the Office of Research, Accountability, and Assessment to evaluate the effectiveness of implemented programs.
- Collaborating with the Office of Research, Accountability, and Assessment to analyze systemic, school, and student performance data (See Appendix G).
- Participating in the Assessment, Monitoring, and Evaluation Work Group as assigned by the chief academic officer.

Professional Development

- Collaborating with the Office of Professional Development to conduct and support countywide and school-based professional development workshops for administrators, teachers, and support personnel to support the achievement of all students.
- Providing ongoing professional development in collecting and analyzing data to drive instruction and regroup students as needed.
- Supporting the implementation of the *Articulated Instruction Module (AIM)*, an alignment and articulation tool that documents, as well as enhances, communication related to student academic progress for students, parents, educators, and support staff.
- Providing ongoing professional development to Behavior and Learning Support (BLS) services through summer BLS Academy.
- Conducting and supporting countywide professional development to high school department chairs in collaboration with the Offices of Science and Social Studies to expand the use of Kurzweil software program in instruction.
- Collaborating with Towson University to develop the course, *Differentiated Instruction and Meaningful Application*, for administrators and teachers.
- Participating in the Professional Development Work Group as assigned by the chief academic officer.

The staffing plan committee will monitor the *Special Education Staffing Plan for 2008-2009* throughout the school year to gather information for future recommendations.

List of Appendices

Appendix A - Special Education Staffing

Appendix B - Fall Special Education Community Forums

Appendix C - Spring Special Education Community Forums

Appendix D - Countywide Professional Development

Appendix E - Special Education Staffing Plan Committee

Appendix F - Glossary of Terms

Appendix G - Additional Student Performance Data

Special Education Staffing

Disability Name	Ratio	2007-2008 Count October 28, 2006	FY08 Budget FTE	2008-2009 Count October 26, 2007	FY09 Proposed FTE
School Based Teachers					
Communication and Learning Support	9 to 1	730	81.1	786	87.3
Outreach ¹	9 to 1	62	6.9	52	5.8
Behavior and Learning Support	9 to 1	999	111.0	924	102.7
Special Schools	7.5 to 1	271	36.1	263	35.1
Adapted Learning Support	13 to 1	1,917	147.5	1,382	106.3
Functional Academic Learning Support	10 to 1	439	43.9	359	35.9
Preschool - Early Chd Learning Support ²	9 to 1	602	55.7	601	55.6
White Oak	7.5 to 1	149	19.9	131	17.5
Inclusive Education	15 to 1	5,062	337.5	5,483	365.5
Alternative Schools			6.0		6.0
Behavior Intervention Support			32.0		32.0
Special Area/Special Schools			33.6		33.6
All Day Kindergarten - Early Chd Learning Support			48.5		48.5
Crossroads					3.0
Growth Factor			8.9		62.9
Instructional Assistants					
Instructional Assistants			624.5		635.5
Total Instructional and Support		10,231	1,593.1	9,981	1,633.2
School Based Administration					
Principal - Special Education			4.0		4.0
Assistant Principals - Special Education			4.0		4.0
School Based Clericals - Special Education			9.1		9.1
Total Administrative			17.1		17.1
Total Positions - Special Education			1,610.2		1,650.3

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.

Disability Name	Ratio	2007-2008 Count October 28, 2006	FY08 Budget FTE	2008-2009 Count October 26, 2007	FY09 Proposed FTE
Centralized Support Teachers³					
Adapted PE			3.6		3.6
Infants and Toddlers ⁴		942	25.0	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
Total Centralized Support Teachers			47.6		47.6
Non-Public Placement		478		531	
Speech Language Only		2,990		2,870	
Total Child Count		13,699		13,382	

3. Centralized support teachers are funded by the Office of Special Education. See page 157.

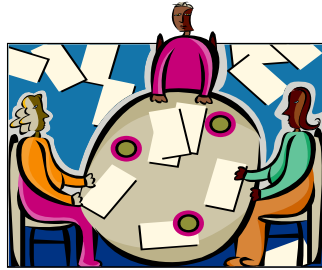
4. Infants and Toddlers are not counted in the total; MSDE counts these children separately.

Data Source: BCPS, Proposed Operating Budget Fiscal Year 2009

YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 24, 2007



7:00 p.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 2007-2008. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-09. 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?

- *Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.*
- *Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.*
- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.*
- *Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128.*
- *Ridge Ruxton School, 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 2007-08 "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 7, 2007
Name: Marcella Franczkowski
Title: Coordinator, Special Education
Supervisor: Pat Lawton, Director, Special Education

Nature of Communication: Informational Action required

SPECIAL EDUCATION COMMUNITY FORUM MEETINGS

Five community forums have been scheduled to gather public input regarding the approved Baltimore County Public Schools' (BCPS) Special Education Staffing Plan for 2007-2008. All forums will be held on Monday, September 24, 2007, from 7:00 p.m. to 8:00 p.m. in each geographic area of BCPS, as listed below. The input gathered through these forums will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-2009. These meetings will also serve as a forum for parents to share input on other special education topics. All 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.

These special education community forums will be held:

Monday, September 24, 2007, from 7:00 p.m. to 8:00 p.m. at these locations:

- * Charlesmont Elementary, 7800 W. Collingham Dr., Baltimore, MD 21222
- * Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133
- * Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
- * Joppa View Elementary, 8727 Honeygo Blvd., Baltimore, MD 21128
- * Ridge Ruxton School, 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: _____

Hand-In-Hand

Fall 2007
Volume 15, Issue 1

Parents and Educators Working Together

A joint publication of the Special Education Citizens' Advisory Committee (SECAC) and the Baltimore County Public Schools,
Office of Special Education

Its purpose is to provide families and staff with information related to children with disabilities.

The Special Education Citizens' Advisory Committee (SECAC)

Jan Thomas, Chairperson

410-560-2613

jan560@comcast.net

Mary Baskar, Vice Chairperson

MARYAF@aol.com

Sabrina Smith, Secretary

iluvdna@comcast.net

Join our Yahoo Group,

BaltoCo-SECAC@yahoogroups.com

Meetings and Topics 07-08

September 10, 2007

Meet & Greet

October 8, 2007

New State IEP

November 12, 2007

Measuring Progress

December 10, 2007

Learning Disabilities

January 14, 2008

Emotional Disabilities

February 11, 2008

Adaptive / Functional Programs

March 10, 2008

IST, SST, 504 & IEP

April 14, 2008

Conversation with Dr. Hairston

May 12, 2008

Special Area Teachers & Special
Education: Music, Art & PE

June 2, 2008

Planning Meeting

*All meetings are open to the public.
Meetings are held in Room 114 of the
ESS Building on the Greenwood
Campus, 6901 Charles Street, Towson,
21204 from 7 - 9 PM.*

New members welcome!

Join the Special Education
Citizens' Advisory Committee
(SECAC). Call Chairperson,

Jan Thomas for details:

410-560-2613

The mission of the Citizens' Advisory Committee is to provide a forum for issues pertaining to children with disabilities. Our members advocate at the county, state and federal levels to make recommendations about issues including the budget, inclusion, assessments, and other matters related to the education of students with disabilities. The SECAC serves in an advisory capacity to the Board of Education.

The mission of the Office of Special Education is to provide vision, leadership, and expertise to schools and offices regarding the implementation of curricular and instructional initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. It is the commitment of this office that these students have access to a full continuum of services while being educated with non-disabled peers to the maximum extent possible.

You're Invited!

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved BCPS Staffing Plan for 2007-08. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-09. These community sessions will also provide an opportunity for parent input on other issues regarding special education.

**Meetings will take place on Monday, September 24, 2007,
from 7:00 to 8:00 PM at these locations:**

- * Ridge Ruxton, 6916 Charles Street, Towson, MD 21204
- * Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128
- * Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
- * Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133
- * Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222

Community members who are not able to attend may provide written comment through February by sending an email to: staffingplan@bcps.org or by writing to the BCPS Office of Special Education at 6901 Charles Street, Towson, MD 21204.

If you want to know more about special education programs and staffing, you can find it in the staffing plan for Special Education. The 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).

To preview the 2007-08 "BCPS Special Education Staffing Plan", visit:
WWW.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

SECAC Sets Agenda for the New School Year! Don't miss the first meeting!

The Baltimore County Special Education Citizens' Advisory Committee will have its first meeting of the 2007-2008 school year; **Monday, September 10th** at the ESS Building at 7PM. Our presenters will be Dr. Sonia Diaz, Chief Academic Officer for BCPS, and Ms. Patricia Lawton, BCPS Director of Special Education. Dr. Diaz joined our school system last year and Ms. Lawton has been an educator with BCPS and was appointed the Director of Special Education, beginning July 1, 2007.

Winter 2008

Volume 15, Issue 2

Hand-In-Hand

The Special Education Citizens' Advisory Committee (SECAC)

- Jan Thomas,
Chairperson
410-560-2613
Jan560@comcast.net
- Mary Baskar,
Vice Chairperson
MARYAF@aol.com

Join our Yahoo Group,
BaltoCO-SECAC@
yahogroups.com

Meetings & Topics

January 14, 2008
Emotional Disabilities

February 11, 2008
*Adaptive / Functional
Programs*

March 10, 2008
IST, SST, 504 & IEP

April 14, 2008
*Conversation with
Dr. Hairston*

May 12, 2008
*Special Area Teachers &
Special Education:
Music, Art & PE*

June 2, 2008
Planning Meeting

All meetings are open to
the public. Meetings are
held in Room 114 of the
ESS Building on the
Greenwood Campus
6901 Charles Street,
Towson 21204
from 7-9 p.m.

New Members Welcome!

Advocating for Continuous Improvement

The Special Education Community Forum was held on September 24, 2007. Parents, educators, caregivers, special educators, administrators, school board members, assistant superintendents, and concerned citizens spent an evening together examining ways to improve the educational programs for students with disabilities.

Meetings were held in all five regions of the county. This event is part of the process for developing an annual staffing plan for students receiving special education services in Baltimore County Public Schools. Special education staff collected a variety of thoughts and opinions about the public's perspective on special education programs for the children in our county.

Commendations: Participants expressed satisfaction with the quality of special education instructional services, and acknowledged BCPS' commitment to students with disabilities.

Recommendations: Participants provided testimony for the following areas of need: professional development, staffing, personal assistants, instruction and services and transportation.

Professional development was suggested in the following areas: best practices for inclusive education; assistive technology; social skills training, and bullying prevention. It was suggested that training be provided on those topics to not only general and special educators, but other service providers as well, such as para-professionals, additional adult assistants, bus drivers and attendants. Participants felt that the special area teachers, including art, physical education and music should also be involved in the training. A need for parent development in the area of IEP process and special education services was expressed.

There were numerous requests to increase special education staffing in order to decrease the current

student/teacher ratio in the program areas of inclusive education, autism, infants and toddlers, and special schools. It was felt that the current ratios are not meeting the needs of the students in these programs.

Many participants expressed appreciation for the increase in the rate of pay for personal assistants, but felt that it is still not adequate enough for the job that is required. All agreed that the rate of compensation for this group needs to be increased.

In the areas of instruction and services, concerns for the appropriate number of hours of service for related services, such as speech/language, OT, PT were expressed. Other topics included were availability of the Mod-MSA assessment tool for qualifying students and the need for a full-day program for the youngest students with autism.

Some participants felt that school buses are overcrowded and that the bus ride is too long for students with disabilities.



*The next
Special Education Community Forum
is scheduled for
April 28, 2008.*

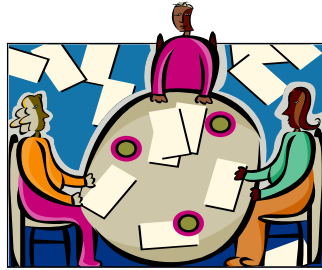
*Postcard invitations will be sent in the
spring to all families of students
with IEPs.*

(Revised date as of 1/10/08)

YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, April 28, 2008



7:00 p.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 proposed Baltimore County Public Schools' Staffing Plan for 2008-2009. 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?

- *Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.*
- *Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.*
- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.*
- *Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128.*
- *Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204.*

Why is community input needed?

- To provide comments/recommendations for changes to the draft of the 2008-09 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 April 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 2008-09 "BCPS Special Education Staffing Plan," visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 4/17/08*

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 2008-2009 "BCPS Special Education Staffing Plan"
- ❖ Express opinions and discuss issues regarding special education services provided by Baltimore County Public Schools

If you are unable to attend but have information you would like to share,
please send an e-mail to: STAFFINGPLAN@BCPS.ORG

or write to us: Baltimore County Public Schools Staffing Plan
Office of Special Education
6901 Charles Street
Towson, MD 21204-3711

When?

Monday, April 28, 2008
7 p.m. to 8 p.m.

Where?

*Choose one
of five
convenient
locations*

CHARLESMONT ELEMENTARY (*Gymnasium*)
7800 W. Collingham Drive ▪ Baltimore, MD 21222

CHURCH LANE ELEMENTARY (*Library*)
3820 Fernside Road ▪ Randallstown, MD 21133

DOGWOOD ELEMENTARY (*Gymnasium*)
7215 Dogwood Road ▪ Baltimore, MD 21244

JOPPA VIEW ELEMENTARY (*Cafeteria*)
8727 Honeygo Blvd ▪ Perry Hall, MD 21128

RIDGE RUXTON SCHOOL (*Cafeteria*)
6916 Charles Street ▪ Towson, MD 21204

*The draft of the proposed 2008-09 "BCPS Special Education Staffing plan" will be available on April 17, 2008.
Visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML*

Countywide Professional Development

Sponsoring Department/Office	Title	Description	Audience
Special Education	Training on new 2007-2008 ALT-MSA Handbook	This session trained principals of schools with Functional Academic Learning Support (FALS) and Communication and Learning Support (CAL) programs on the new 2007-2008 ALT-MSA Handbook.	Principals
Special Education	Training on new 2007-2008 ALT-MSA Handbook	This session trained school test coordinators of schools with Functional Academic Learning Support and Communication and Learning Support Programs on the new 2007-2008 ALT-MSA Handbook.	Assistant principals
Special Education	Special Education New Teacher Orientation	This all day training session provided participants with information regarding compliance and instruction for students' with special needs. Topics included: case management, collaboration/co-teaching, behavior management, and the IEP team process.	Special educators and related service providers new to Baltimore County
Special Education	New IEP Team Chair Training - August 2007	These trainings provided new IEP team chairs with the skills necessary to facilitate the IEP team process, including the completion of all required documentation.	New IEP team chairs
Special Education	Countywide IEP Team Chair Trainings	This series of trainings focused on ongoing and emerging issues related to special education. Topics varied according to systemic needs.	IEP team chairs
Special Education, Assistive Technology	Kurzweil 3000 Supporting Student Success in Biology	This hands-on lab session provided high school science department chairs with an overview of the myriad of features of the Kurzweil 3000 software program. Attendees learned how to differentiate instruction for students struggling with reading, comprehension, and writing utilizing the adapted textbook and curriculum items. At the completion of the session, participants were able to customize the learning environment, determine features appropriate for different learning styles, and began to develop a plan for integration within their buildings.	Science department chairs
Special Education	Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement	The Office of Special Education offered a course designed for special education teachers new to Baltimore County on Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement.	Special education teachers new to Baltimore County

Appendix D

Sponsoring Department/Office	Title	Description	Audience
Special Education	FALS & CALS/ ALT-MSA monthly meetings	These trainings provided support for teachers working with certificate bound students encompassing topics relating to ALT-MSA and behavioral strategies.	Special education teachers
Special Education, Physical Education	TIENET Training (2 separate sessions)	These sessions trained physical education teachers to use the TIENET system to input IEP goals.	PE teachers
Special Education, Assistive Technology	Boardmaker V.6 Level 1	This hands-on lab session provided an opportunity for experienced and novice Boardmaker users to learn how to create motivating and functional visual displays to support the curriculum. New and exciting ways to use this flexible software program were introduced.	Occupational therapists, paraeducators, speech pathologists, and teachers
Special Education, Assistive Technology	Writing with Symbols- Literacy Support	This training incorporated visual strategies into instruction to support literacy and learning as facilitated by the use of Writing with Symbols. Participants learned how to use the program to create adapted literacy activities.	Special education teachers, speech & language pathologists, paraeducators, and teachers
Special Education, Assistive Technology	Kurzweil 3000 2, Scanning, Editing and Integration Strategies	This session provided an opportunity to learn the in's and out's of scanning and editing documents. In addition, strategies for integrating the program into the curriculum and daily instruction were reviewed. Sharing and discussing challenges and successes inherent to technology integration was encouraged.	Special education teachers
Special Education	Special Education Dept Chair/Team Leaders and Elementary Building Representatives Meeting	This series of trainings focused on improving the teaching and learning of students' with a variety of disabilities. Topics included positive behavior management strategies, responsive teaching, and information regarding students with autism and multiple disabilities.	Secondary department chairs/team leaders, elementary building representatives
Special Education	BCC-ASA	These monthly meetings included participants in the partnership between BCPS and the Baltimore Chesapeake Chapter of the Autism Society of America.	Educators, paraeducators, related service providers, and families
Special Education	Make and Take	These trainings were designed for parents of 3-4 year old students with Autism Spectrum Disorder on a variety of topics to support their growth at home and in school.	Families of young students with Autism
Special Education	Special Education - MOD-MSA and HSA training	This training was designed to assist school staff in determining which of their students may be eligible for a modified state assessment program.	Special education teachers

Appendix D

Sponsoring Department/Office	Title	Description	Audience
Special Education, Assistive Technology	Boardmaker Level 1	This hands on session acquainted participants with the wide variety of features of the Boardmaker V.6 software program. The focus of the session was creating basic adaptations to the curriculum using visual strategies.	General and special educators, related service providers, and paraeducators
Special Education, Assistive Technology	Click Your Way to Writing Success: Clicker 5 and Cloze Pro	This lab session provided an overview of Clicker 5, a writing support and multimedia tool which enables students to write with whole words, phrases, or pictures. Cloze Pro is a tool that enables the creation of a cloze activity from any text in seconds. This hands on session prepared participants to return to the classroom with functional tools to enhance student success.	General and special educators, related service providers, and paraeducators
Special Education, Assistive Technology	Overlay Maker	This session provided the participants with hands on opportunities to create interactive and motivating overlays for the IntelliKeys connected to the curriculum.	General and special educators, related service providers, and paraeducators
Special Education, Assistive Technology	Kurzweil Level 1	This training focused on an introduction to the Kurzweil 3000 software program. Participants learned to navigate and customize the program to meet individual student needs.	General and special educators, related service providers, and paraeducators
Special Education, Assistive Technology	Kurzweil Level 1	This training focused on an introduction to the Kurzweil 3000 software program. Participants learned to navigate and customize the program to meet individual student needs.	High school special education department chairs, and technology support personnel
Special Education, Assistive Technology	Programming for and Meeting the Needs of Students Using the SETT Framework	This series of sessions focused on using the SETT (Student, Environment, Tasks, and Tools) framework to create appropriate and functional goals, objectives, and tasks for students.	Maiden Choice staff
Special Education, Assistive Technology	Using Kurzweil 3000 to Enhance Student Achievement	This presentation was offered in collaboration with the Secondary Office of Social Studies. Information on the Kurzweil Project was provided along with an overview of the potential inherent to the software.	Secondary principals
Special Education, Assistive Technology	Make and Take	This Make and Take workshop provided an opportunity for new speech language pathologists to gain a better understanding of the use of visual strategies. Participants created a series of products to be used with students.	New Speech & Language Pathologists
Special Education, Assistive Technology	Co: Writer	This hands-on session highlighted the features of this word prediction program. Curriculum integration was the focus.	General and special educators, related service providers, and paraeducators

Appendix D

Sponsoring Department/Office	Title	Description	Audience
Special Education, Assistive Technology	Classroom Suite: Motivating, Captivating and Functional MultiMedia	This hands-on session provided the attendee with an overview of how to customize this multimedia software program. Using the content neutral framework, participants created ready to use activities to fit their student's needs and the curriculum.	General and special educators, related service providers, and paraprofessionals
Special Education, Assistive Technology	Kurzweil Overview	This school-based presentation highlighting the features and benefits of Kurzweil 3000.	Scotts Branch staff
Special Education, Assistive Technology	Assistive Technology (AT) Software Overview	This hands-on session focused on the myriad of strategies built into Microsoft Word. A brief overview of AT related software was also provided.	Special education office resource staff
Special Education, Assistive Technology	Kurzweil Level 2	This session focused on scanning, editing, and integrating the product into the curriculum.	General and special educators, related service providers, and paraprofessionals
Special Education, Assistive Technology	Click Your Way to Writing Success: Clicker 5 and Cloze Pro	This series of 4 sessions focused on adapting the elementary curriculum with a wide variety of software programs. Enrollment in one or all four was offered. Samples of adapted curriculum activities were provided.	General and special educators, related service providers, and paraprofessionals
Special Education, Assistive Technology	Kurzweil Project	This session brought together a collaborative team of high school Social Studies department chairs, Science department chairs, Special Education department chairs, and technology liaisons from every Baltimore County high school. The agenda included an overview of the Kurzweil project, what to expect and when, demonstrations from both Social Studies and Science featuring the integration of the program into the curriculum, along with student reactions. Participants were provided with time to collaborate and begin creating an action plan detailing the use and integration of the program and hardware components into their buildings.	High school social studies, science and special education department chairs, technology liaisons, central office staff from the offices of social studies, science, and special education
Special Education	Summer Behavior Academy	These three-day sessions trained and assisted school teams as they developed or revised the BLS program procedures and a BLS handbook for their school.	Secondary schools that have implemented Behavior and Learning Support (BLS) Programs within the past five years
Special Education	TIENET Training	This training provided users technical assistance in navigating the TIENET system.	Special educators, related service providers, IEP chairs, and administrators
Special Education	Statewide IEP Training	These training sessions familiarized users with the Statewide IEP and provided guidance in developing high quality and compliant IEPs.	Special educators, related service providers, IEP chairs, and administrators

Appendix D

Sponsoring Department/Office	Title	Description	Audience
Special Education	Exit Document Training	This session provided the information needed to complete the Maryland Exit Document on line. The 10 components of the Exit Document were explained and the procedures and time line discussed to assist high school staff with compliance of IDEA and COMAR regulations regarding the Exit Document.	High school special education case managers and personnel
Special Education	Middle School Department Chair and Team Leader Meetings	This four part professional development series focused on differentiation strategies for planning and delivering high quality instruction.	Special education middle school department chairs/team leaders
Special Education and Social Studies	American Government, Geography, and Economics Legislation Workshops	These sessions were designed to provide content background on each of the four goals tested on the American Government High School Assessment.	Special educators - teaching social studies (Nifty-Nine schools targeted)
Special Education	Informal Assessments To Use When Completing an Annual IEP	This three session series focused on identifying and administering informal assessments in the areas of reading, math, written language, and behavior in order to determine present levels of performance and monitor progress on IEP goals.	All special educators
Special Education and Mathematics	Supporting Differentiation for All Classroom Teachers	During these ten sessions, 10-general education teachers and 10-special education teachers worked collaboratively to create a mathematics differentiation document, by grade level. The document identified core learning goals for each grade level in the area of mathematics and provided alignment information with Scott Foresman, Addison Wesley, Investigations and other supplemental resources. The document provided teachers with additional teaching strategies and differentiation techniques to assist struggling learners with acquisition of core mathematic skills.	10- general educators and 10- special educators were selected to participate
Special Education: Southeast Area: Selected Schools	Teachers and Paraeducators Working Together to Promote Success for All Students	This session provided participants with a working definition of the roles and responsibilities of the general educator and the paraeducator. Participants identified specific tasks paraeducators use to increase student performance. Participants were also provided with information on the development of effective collaborative relationships.	General and special educators and paraprofessionals
Special Education	County-wide Child Find Training for All Child Find Staff	The Office of Special Education provided training to all Child Find staff members regarding BCPS high quality assessments, IEP team meetings, and LRE decision making. Presentation information included updates regarding new services and programs for young children, TIENET and IDEA updates, and procedural changes regarding children transitioning from Infants and Toddlers.	Special educators, paraeducators, related service providers and psychologists working for Child Find

Appendix D

Sponsoring Department/Office	Title	Description	Audience
Special Education	County-wide Child Find Training for All Child Find Staff	The Office of Special Education provided training to all Child Find staff members regarding LRE trends and data and the Program Review and Support Process (PRASP).	Special educators, paraeducators, related service providers and psychologists working for Child Find
Special Education	Maryland Model for School Readiness and the Early Childhood Accountability System (ECAS)	These sessions focused on a review of the Early Childhood Accountability System (ECAS) and the Maryland Model for School Readiness (MMSR) procedures and data, as well as strategies for strategic observation and assessment.	General and special educators, and related service providers working with young children
Early Childhood	Strategies for Differentiating Read Play & Learn	This session provided strategies for differentiating lessons from the preschool curriculum.	Preschool special educators
Early Childhood	Early Childhood Guided Reading for Kindergarten Teachers	This session provided strategies for guided reading as integrated into the curriculum.	General and special education kindergarten teachers
Special Education	PRT/DTT Training	This training provided specific intervention techniques to be used with children on the autism spectrum, as well as those with other complex developmental needs.	Service coordinators, paraeducators, service providers, and parents
Special Education	Annual Infants & Toddlers Program Meeting: Research Related to Infants Born Prematurely/ Infants Development from Birth to One	This session provided an overview of the Infants & Toddlers program targeted priorities, current research related to premature infants and the impact of early intervention services and supports, and developmental milestones in all areas from birth to age one.	All infants & toddlers staff, service coordinators, service providers, paraeducators, families
Special Education	Infants & Toddlers Program Orientation	This session provided an overview of program policies and procedures related to evaluation and assessment, as well as eligibility determination, and IFSP development.	All new employees, service coordinators, paraeducators, service providers, and families
Special Education	Infants & Toddlers Program Orientation	This session provided an overview of program policies and procedures related to IFSP development, including functional outcomes, meaningful strategies, and measurable criteria.	All new employees, service coordinators, paraeducators, service providers, and families
Special Education	Data Training	This session reviewed the I&T database and trained participants on generating reports for program monitoring.	Infants & toddlers site supervisors and data entry staff

**Special Education Staffing Plan Committee
2008-2009**

Name	Title	Office/Organization
Adams, Renard	Coordinator, Compliance & School Support	Office of Special Education
Bailey, Carl	Committee Member	Special Education Citizen's Advisory Committee
Briganti, Nancy	Principal	Maiden Choice School
Considine, Jean	Parent Coordinator	BCPS
Cowles, Stephen	Staff Attorney, Compliance	Superintendent of Schools Law Office
Dennis, Cindy	Coordinator, Elementary	Office of Mathematics PreK-12
Ennels, Stephanie	Fiscal Officer	Division of Curriculum and Instruction
Feeley, Nancy	Supervisor, School Support	Office of Special Education
Franczkowski, Marcella	Coordinator, Placement and Birth to Five	Office of Special Education
Hart, Michelle	Parent	Community
Hartman, Elisa	Parent	Community
Hoffman, Sharon	Supervisor, Early Childhood	Office of Language Arts PreK-12
Kidder, Margaret	Coordinator	Office of Psychological Services
Lawton, Pat	Director	Office of Special Education
Marchineck, Linda	Specialist	Department of Research, Accountability & Assessment
McGowan, Diane	Specialist, Placement	Office of Special Education
Miller, Heather	Coordinator, Secondary	Office of Language Arts PreK-12
Nelson, Kelly	Parent	Community
Neville, Betsy	Coordinator, Alt-MSA and Related Services	Office of Special Education
Rigopoulos, Mary Ann	Principal	Oliver Beach Elementary School
Saroff, Sharon	Parent	Community
Taylor, Phillip	Principal	Cockeysville Middle School
Thomas, Jan	Chairperson	Special Education Citizen's Advisory Committee
Tucker-Smith, Nicole	Supervisor	Department of Professional Development
White, Verletta	Executive Director	Department of Professional Development

Glossary of Terms

Definitions (available from Maryland Report Card - <http://www.mdreportcard.org>)

Alternate Maryland School Assessment (ALT-MSA) - The Alternate Maryland School Assessment (ALT-MSA) is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading and mathematics content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading and mathematics objectives.

Eligible students participate in the ALT-MSA in Grades 3-8 and 10.

The statewide performance standards reflecting three levels of achievement: Basic, Proficient, and Advanced are reported for the ALT-MSA.

High School Assessments (HSA) - The High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students including middle school students taking high school level courses must take the High School Assessment after they complete the appropriate course. These courses currently include English 2, government, algebra/data analysis, and biology.

All students receive a score for each test they take. Scores are also reported for the state, school systems, and schools. The passing scale scores for three of the content areas have been established. They are as follows:

Algebra	412	English 2	396
Biology	400	Government	394

Maryland School Assessment (MSA) - The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about reading and mathematics. The MSA test measures basic as well as higher level skills. Science will be added to the assessment requirement as early as 2008.

The MSA test produces a score that describes how well a student masters the reading and mathematics content specified in the Maryland Content Standards. Each child will receive a score in each content area that will categorize their performance as Basic, Proficient, or Advanced.

Performance Level Standards - Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. Maryland standards are divided into three levels of achievement:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- **Basic** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

Special Education - The number and percentage of special education program participants - students with disabilities who have current Individualized Education Plans (IEPs).

Definitions (available from Maryland Statewide Individualized Education Program [IEP] Process Guide - <http://cte.jhu.edu/iepprocessguide>)

Special Education Placements (6-21)

LRE A - In Regular Education Settings 80% or more of the time. 6-21 year old student enrolled in a comprehensive school that receives special education and related services inside general education settings 80% or more of the school day.

This may include students with disabilities placed in:

- Regular class with special education/related services provided within regular classes.
 - Regular class with special education/related services provided outside regular classes.
 - Regular class with special education services provided in resource rooms.
-

LRE B - In Regular Education Settings Between 40% and 79% of the time. 6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education settings between 40% to 79% of the school day.

These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Do not include students who are reported as receiving education programs in public or private separate school or residential facilities.

This category may include students placed in:

- Resource rooms with special education/related services provided within the resource room.
 - Resource rooms with part-time instruction in a regular class.
-

LRE C - In Regular Education Settings Less Than 40% of the time. 6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education setting less than 40% of the school day. Do not include students who are reported as receiving education programs in public or private separate school or residential facilities.

This category may include students placed in:

- Self-contained special classrooms with part-time instruction in a regular class.
- Self-contained special classrooms with full-time special education instruction on a regular school campus.

LRE F - Public Separate Day School. 6-21 year old student who receives special education and related services for greater than 50% of the school day in a public separate day facility that does not house programs for students without disabilities.

LRE G - Private Separate Day School. 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private separate day facility that does not house programs for students without disabilities.

LRE I - PRIVATE Residential Facility. 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private residential facility.

Additional Student Performance Data

Figure 1:

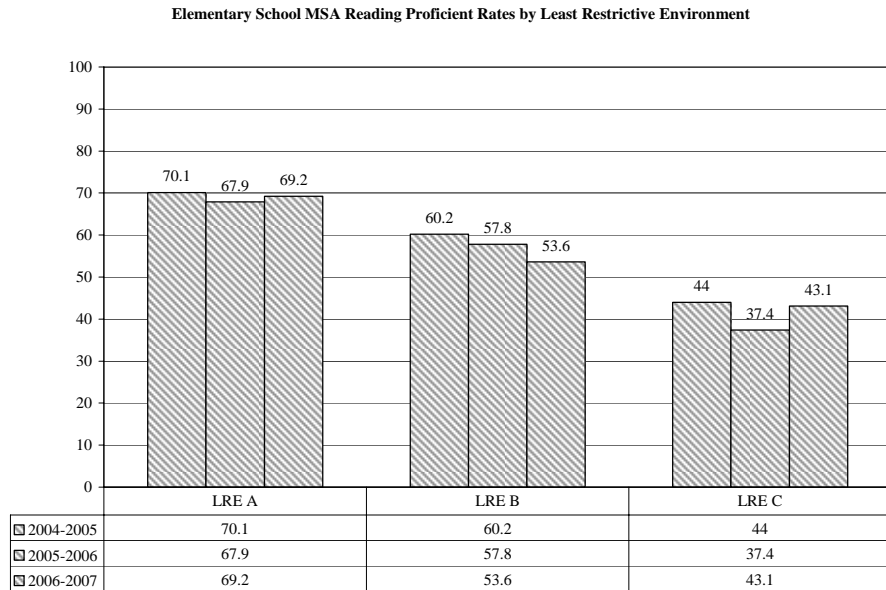
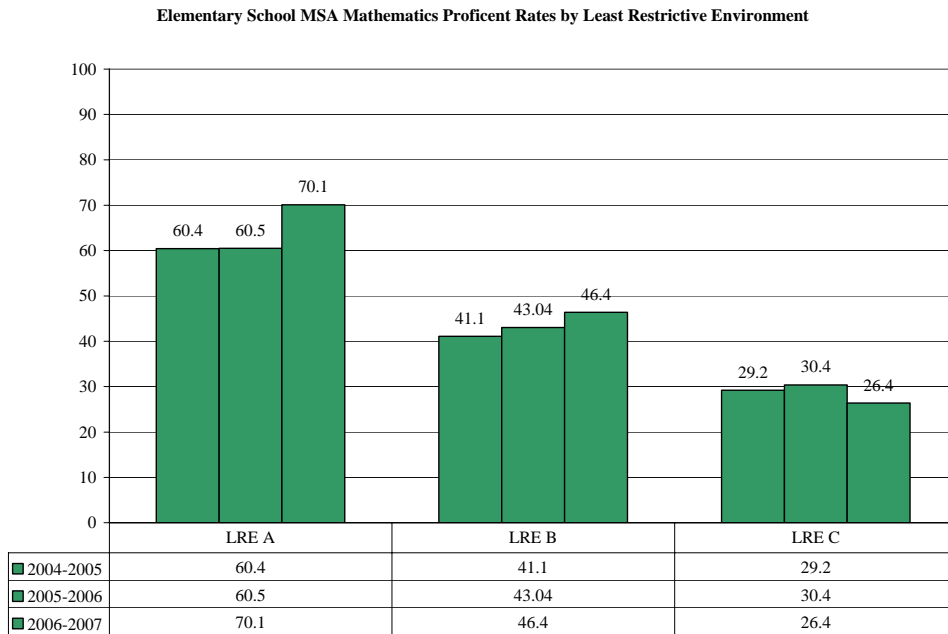


Figure 1 displays the consistency of the elementary MSA Reading Proficiency rates over the last three years by LRE. Although each group has decreased over a three year period, two of the three groups have increased since last year.

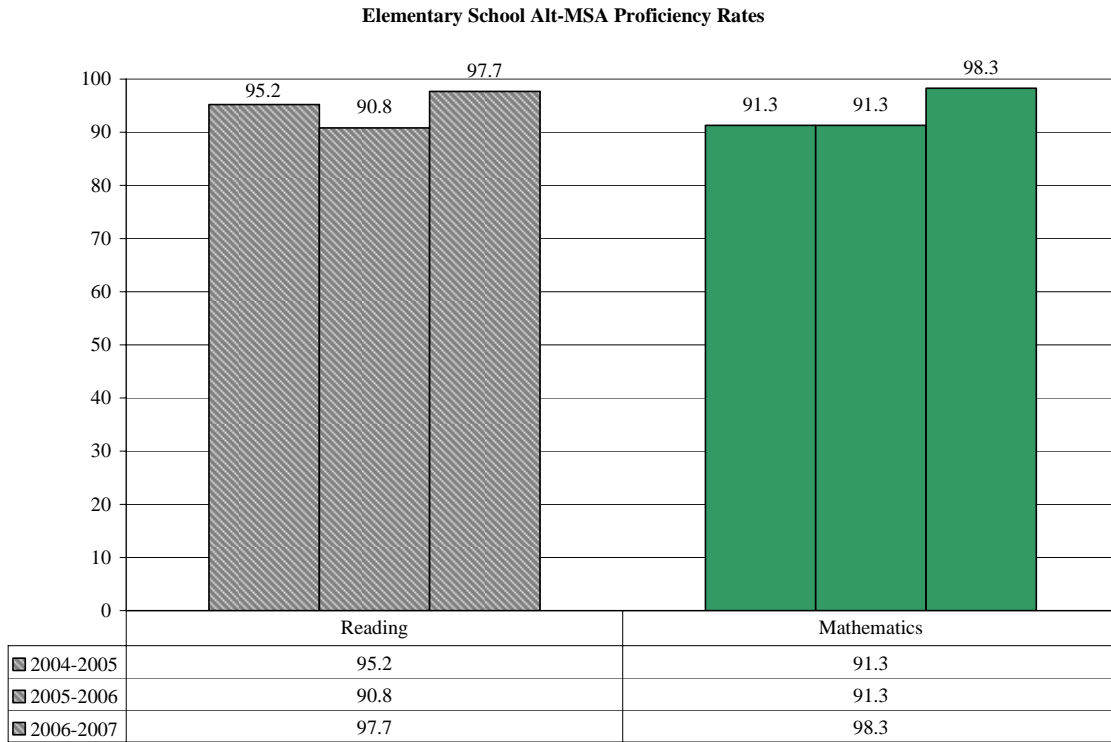
Figure 2:



Elementary school MSA mathematics scores have increased in the general education class and the resource/combined program groups since last year and also since 2004-05. The separate class group saw a decrease of 4 percentage points since last year but only 2.8 percentage points since 2004-05.

Data source: Cognos

Figure 3:



Elementary school Alt-MSA proficiency rates continue to be very high in both reading and mathematics. An increase of 2.5 percentage points and 6.9 percentage points are shown in Figure 3 from 2004-05 and 2005-06 to 2006-07 respectively in reading. Mathematics scores have increased 7.0 percentage points over the same time period.

Data source: Cognos

Figure 4:

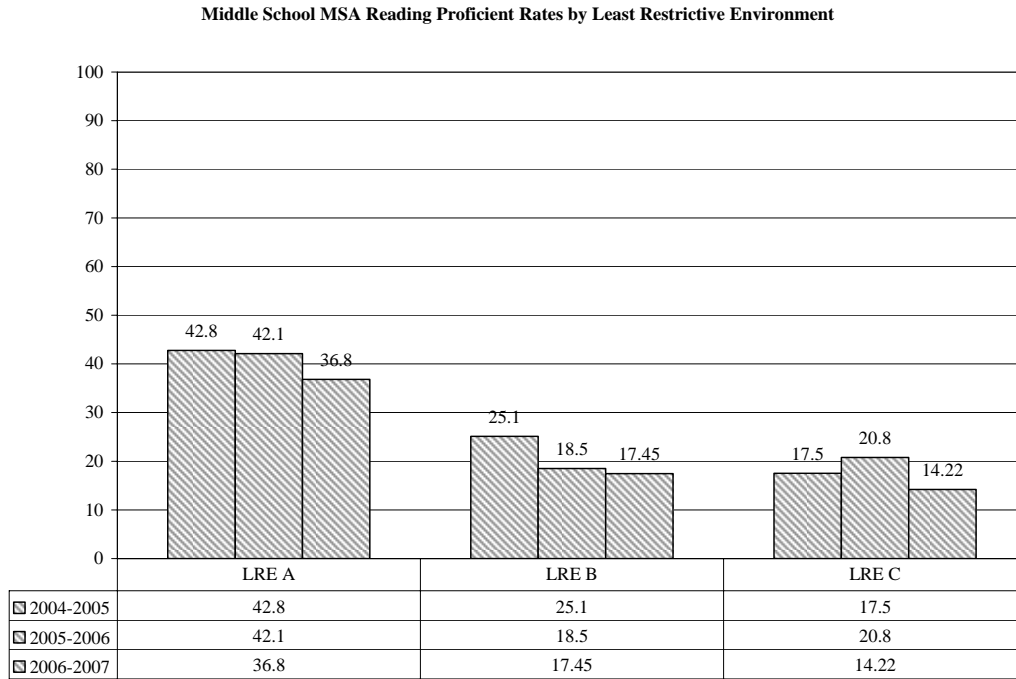
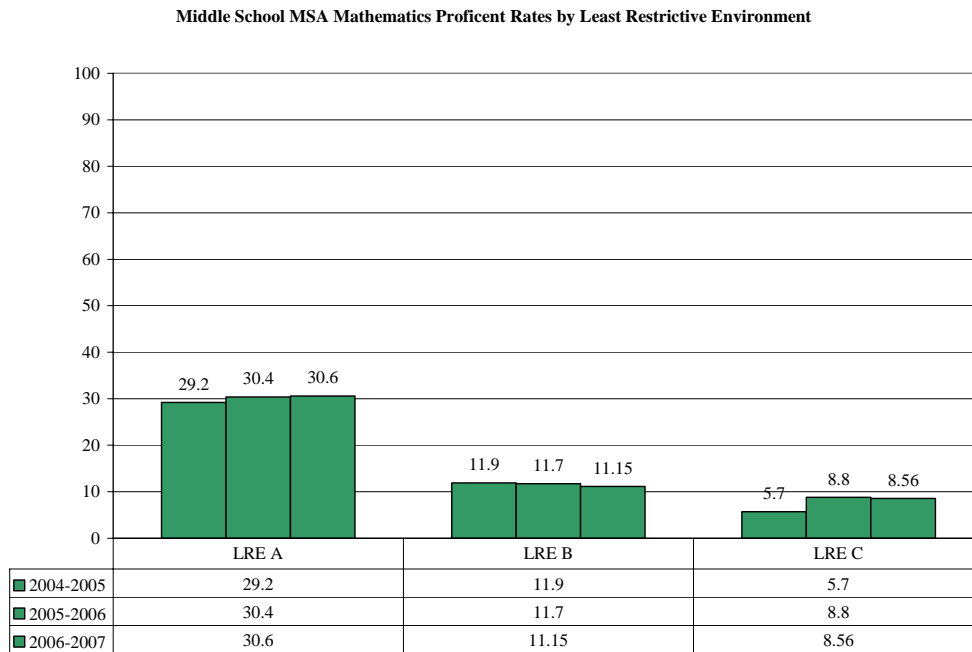


Figure 4 displays the consistency of the middle school MSA Reading Proficiency rates over the last three years by LRE. Although each group has decreased over a three year period, the trend appears consistent in all 3 groups.

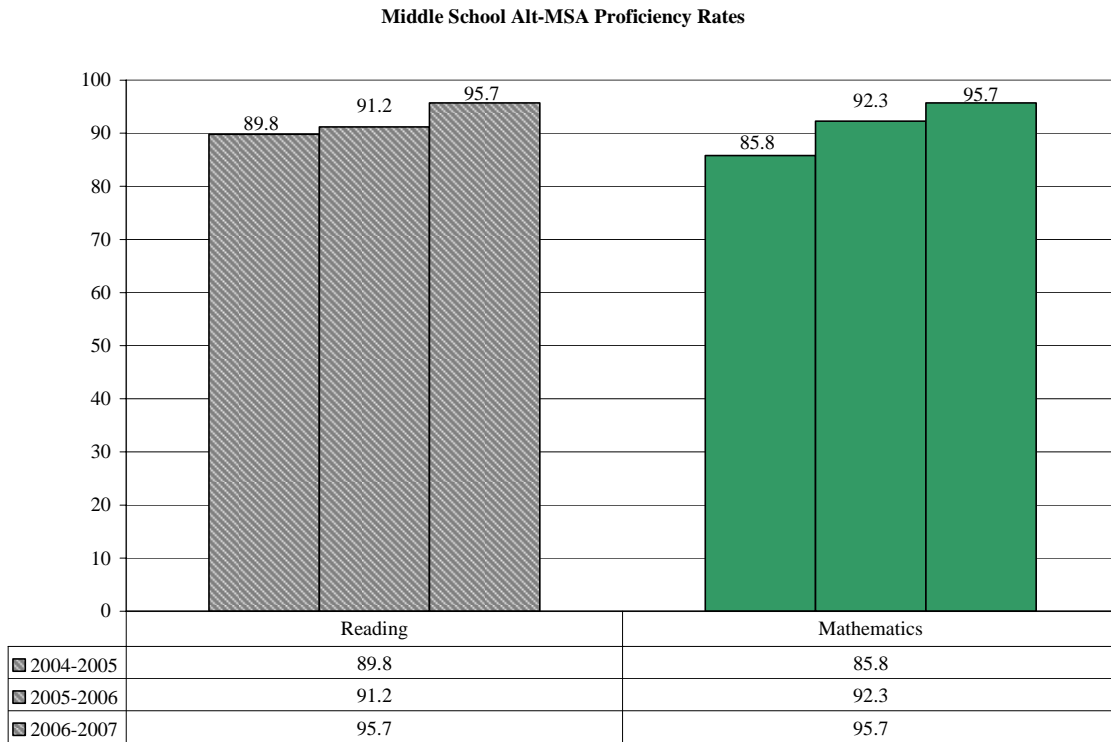
Figure 5:



Middle school MSA mathematics scores have increased in the general education class and the resource/combined program groups since 2005-06 and also since 2004-05. The separate class group saw a decrease of 4 percentage points since last year but only 2.8 percentage points since 2004-05.

Data source: Cognos

Figure 6:



Middle school Alt-MSA proficiency rates continue to be very high in both reading and mathematics. An increase of 5.9 percentage points and 4.5 percentage points are shown in Figure 6 from 2004-05 and 2005-06 to 2006-07 respectively in reading. Mathematics scores have increased 9.9 percentage points since 2004-05 and 3.4 percentage points since 2005-06.

Data source: Cognos