

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: April 20, 2010

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON THE PROPOSED SPECIAL EDUCATION STAFFING
PLAN FOR 2010-2011**

ORIGINATOR: Judith Smith, Executive Director, Department of Liberal Arts

**RESOURCE
PERSON(S):** Patricia A. Lawton, Director, Office of Special Education
Debra A. Brooks, Coordinator, Placement and Birth-to-Five

INFORMATION

That the Board of Education reviews the proposed Special Education Staffing Plan for 2010-2011. This is the first reading.

Attachments

Special Education Staffing Plan for 2010-2011
Appendix A – Special Education Staffing
Appendix B – Special Education Community Forum
Appendix C – Media Advisory
Appendix D-1 – Executive Summary
Appendix D-2 – Professional Development Year-at-a-Glance
Appendix E – Special Education Staffing Plan Committee
Appendix F – Glossary of Terms
Appendix G – List of Acronyms/Abbreviations

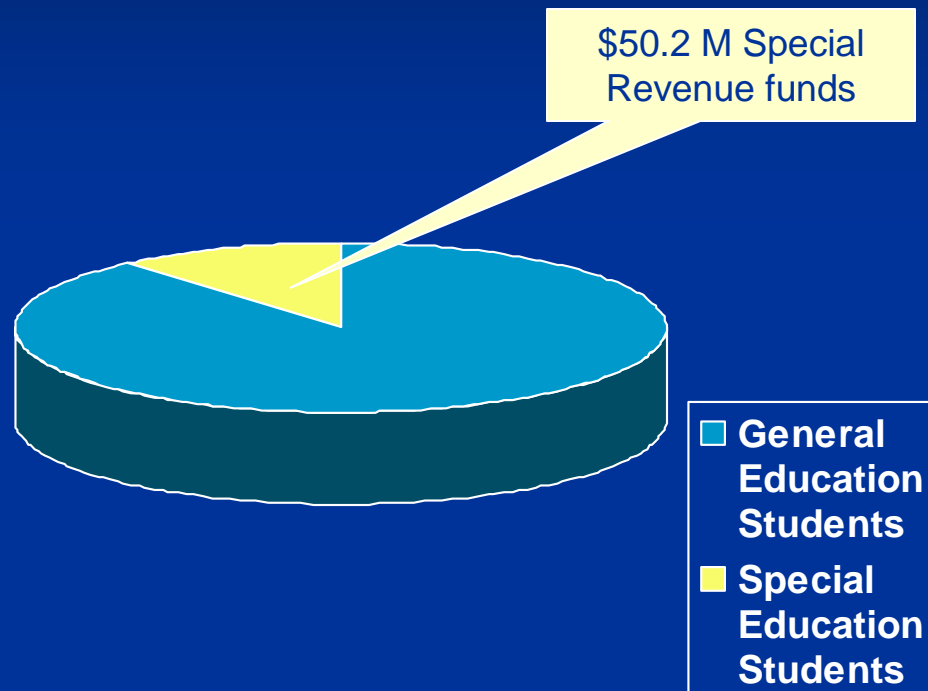
Baltimore County Public Schools

Special Education Staffing Plan 2010-2011

Office of Special Education
Presentation to the Board of Education

April 20, 2010

Current Enrollment Statistics



- Approximate total student enrollment 104,000.
- Approximate special education student enrollment 13,500.
- Percentage of special education students 12%.

Phi Delta Kappa (PDK) Audit – 2007

Barber Report – 2004

- Equal access for all students.
- Continuum of services.

Successes

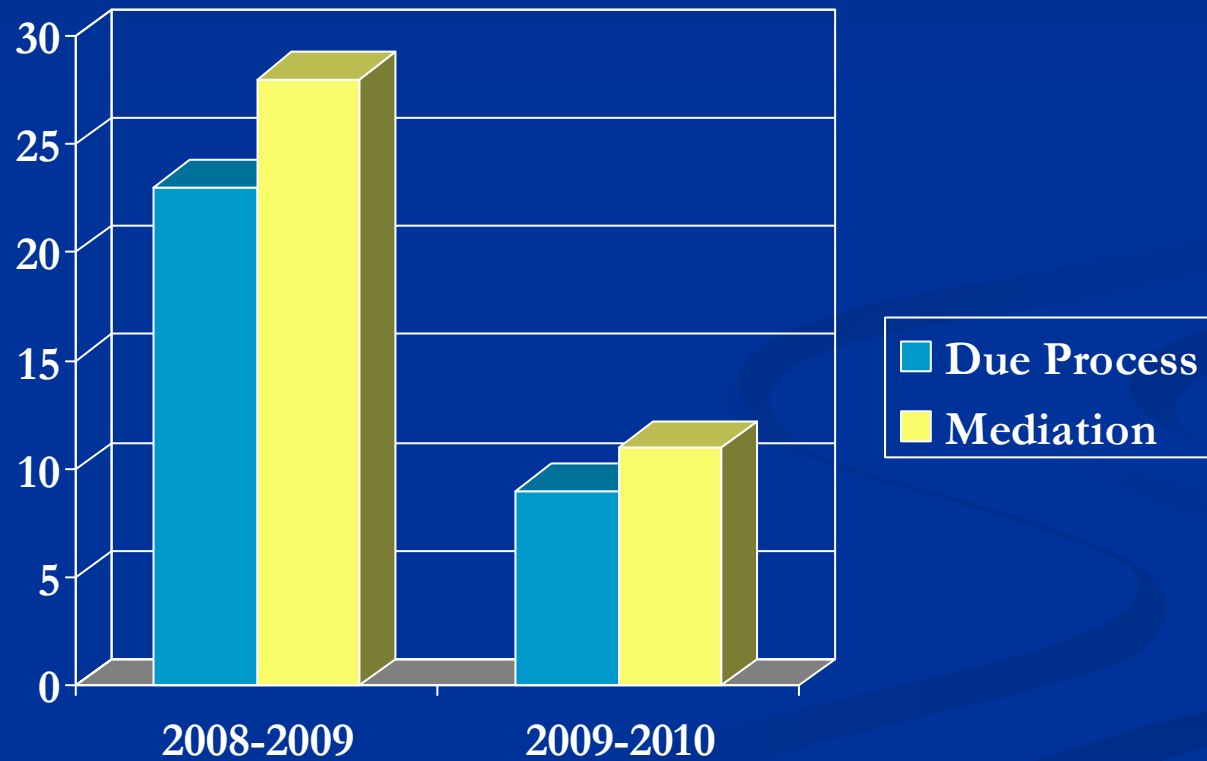
- Significant improvement in Least Restrictive Environment (LRE).
 - LRE A increased by 123 students.
 - LRE B increased by 62 students.
 - LRE C decreased by 156 students.
 - LRE G, I decreased by 63 students.

Successes

- No longer disproportionate.
- Expanded Co-Teaching Initiative.
- Additional Coordinated Early Intervening Services (CEIS).

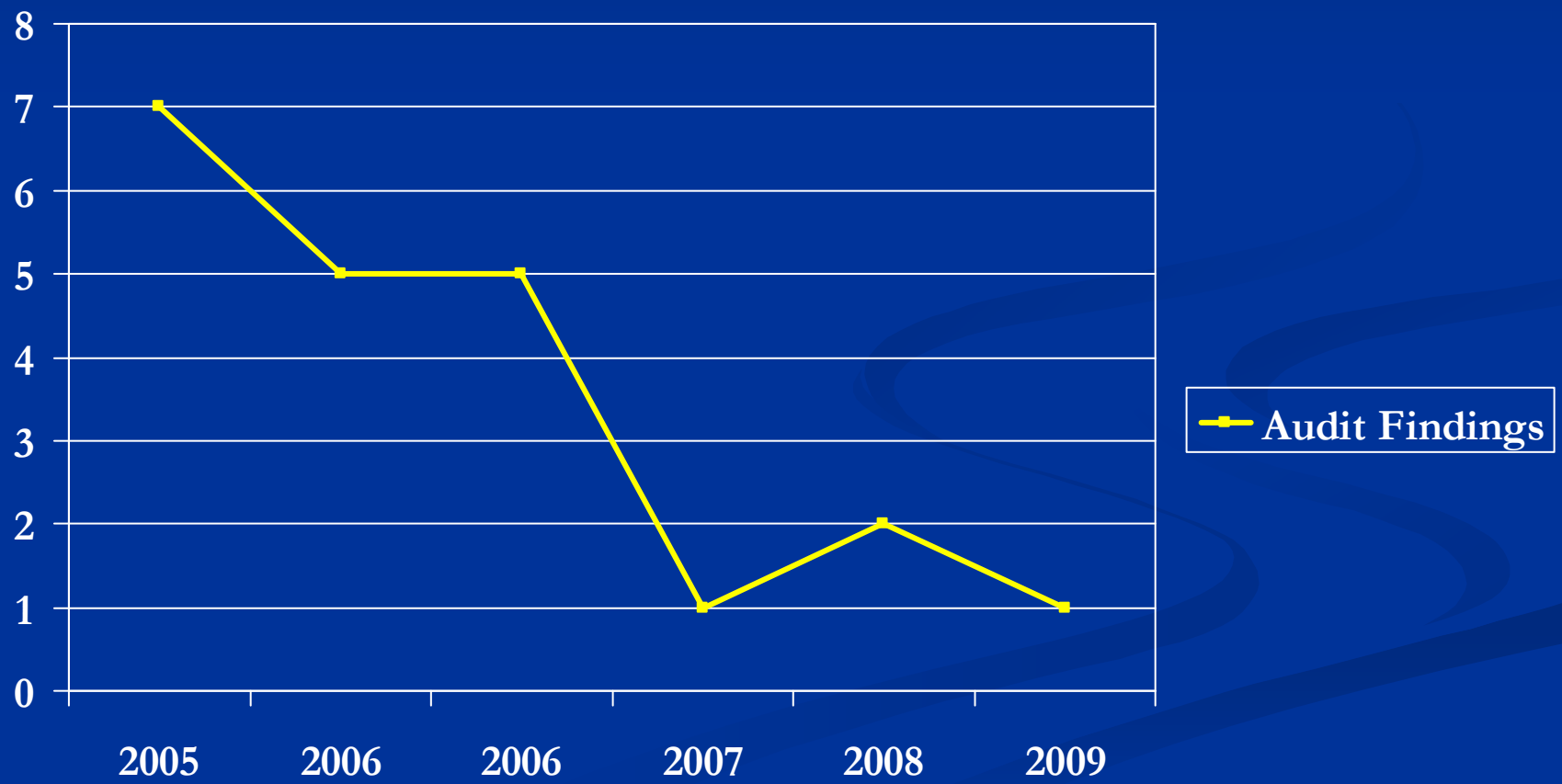
Successes

Mediation and Due Process Hearings



Successes

Summary of Single Audit Findings



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BALTIMORE COUNTY
PUBLIC SCHOOLS

SPECIAL EDUCATION
STAFFING PLAN
for 2010-2011

Office of Special Education
Spring 2010

SPECIAL EDUCATION STAFFING PLAN FOR 2010-2011

TABLE OF CONTENTS

I.	Assurance.....	3
II.	Introduction.....	3
III.	Maintenance of Effort.....	5
IV.	Staffing Patterns for Special Education and Related Services.....	5
V.	Number and Type of Service Providers	8
VI.	Public Input Process	17
VII.	Evaluation	20

I. Assurance

The Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2010-2011 is developed consistent with the procedures provided by the Maryland State Department of Education (MSDE) 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 the following:

- 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 paraeducators.
- 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 that 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 paraeducators 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 the school system's 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 assists in narrowing the achievement gap by ensuring equal access to the curriculum and differentiated instruction in the least restrictive environment.

Philosophy and Guiding Principles

In 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 *BCPS 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 *BCPS 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' IEP so that they learn the body of knowledge presented in the classroom 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 FY11 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY10. The federal pass-through grant for FY11 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds.

State and County Funding for Special Education								
FY06 through FY11 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
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	\$ 145,834,795	\$ 31,539,975 ³	\$ 177,374,770	1.06%	\$ 1,172,415,725	\$ 76,438,738 ³	\$ 1,248,854,463	2.31%
2010	\$ 154,947,052	\$ 32,253,212 ³	\$ 187,200,264	5.53%	\$ 1,249,397,948	\$ 73,533,825 ³	\$ 1,322,931,733	5.93%
2011	\$ 152,158,092	\$ 50,285,524 ³	\$ 202,443,616	8.22%	\$ 1,249,279,379	\$ 94,448,713 ³	\$ 1,343,728,092	5.04%
Sources of Data								
¹ Based on modified budgets in AMS for FY2006 - FY2009, FY2010 Adopted Operating Budget, and FY2011 Proposed Budget.								
² Special Revenue includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books for FY 2006 - FY2011.								
³ Third Party Billing funded special education positions transferred to the operating budget for FY2010 and FY 2011.								

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 BCPS' 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 30, 2009, 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 OSE is committed to collaboration with all curriculum offices to provide a coordinated instructional program to meet the diverse needs of all students. 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 LRE. IDEA requires that students with disabilities 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 direct services in general education and special education classrooms. 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 Department of Physical Facilities, the Office of Strategic Planning, and OSE, with the support of the Executive Leadership Team. 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 students' IEPs. 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 in this process. Additionally, 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 compliance and the compliance resource teacher, in collaboration with the area specialists and resource teachers, conduct staff development to ensure that 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 OSE leadership staff. Each formal review may include up to three visits. During program reviews, staff members observe the implementation of IEPs, review student records, and interview service providers about the service provisions 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 provided 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 for special education positions and monitors the certification status of teachers and vacancies by school. 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 that 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. School-specific area reports 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 with the Maryland Statewide IEP form and format. 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 direct services in general education and special education classrooms. Special education staffing is determined by recommended 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 current descriptions of service models.

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 FY11.

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

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY11
Infants and Toddlers (I & T) (Birth – Kindergarten age)	<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 to kindergarten age on an Individualized Family Service Plan (IFSP). 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 and families receive multiple services, including special instruction, related therapies, family training, 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: 35 children 1 teacher</p>

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY11
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 psychologists, .6 FTE nurses, .3 FTE occupational therapists, and .3 FTE physical therapists. An audiologist is utilized by the Child Find center when needed.</p>
Inclusive Education (IE) (Preschool – Grade 12)	<p>Students in need of 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 push-in); 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 paraeducators</p> <p>*Operating budget funds 15 to 1 ratio; supplemental pass-through grant reduces ratio to 12.4 to 1.</p>
Early Childhood Learning Support (ECLS) (Age 3 - Age 5)	<p>Students in need of early childhood learning support services are those students who demonstrate significant delays 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 paraeducator</p>

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY11
Adapted Learning Support (ALS) (Grades 1 - 12)	Students 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. Students in this service delivery model are instructed using grade-level content and curriculum. Services offered may include accommodations 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.	♦ Services may be provided in the general education setting and/or the special education classroom, depending on the individual needs of the student.	13 students 1 teacher 1 paraeducator
Behavior and Learning Support (BLS) (Grades 1 - 12)	Students 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 may not be achieving academically due to emotional and behavioral difficulties and are instructed using grade-level content and curriculum. Services offered may include a structured learning environment; behavioral support in the general education setting, behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; and availability of crisis prevention and intervention.	♦ Services may be provided in the general education setting and/or the special education classroom, depending on the individual needs of the student. ♦ Public, separate day school.	Special Education Classroom: 9 students 1 teacher 1 paraeducator Public, Separate Day School: 7.5 students 1 teacher 1 paraeducator Additional Support: 1 behavior intervention support staff per school
Communication and Learning Support (CLS) (Age 3 – Age 21)	Students in need of communication and learning support services are those who exhibit complex communication and learning needs. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered 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.	♦ Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student.	9 students 1 teacher 1 paraeducator
Functional Academic Learning Support (FALS) (Age 3 – Age 21)	Students 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 functional life skills, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.	♦ 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.	

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY11
Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)	<p>Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Related services includes: itinerant services, interpreting services, voice-to-print transcription services, and audiology services. Interventions may include communication development; speech and language therapy; aural rehabilitation; instruction use of auditory listening devices; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) direct instruction through total communication with simultaneous sign language and speech presentation, 2) oral communication that may include a cued speech transliterator, oral interpreter, or voice-to-print transcriber. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.</p>	<ul style="list-style-type: none"> ♦ Inclusion in general education for part or all of the day. ♦ Services may be provided in the general education setting and/or in a self-contained class for the deaf and hard of hearing, depending on the individual communication, academic and social needs of the student. Instruction in the self-contained classes for the deaf and hard of hearing is presented through direct communication (e.g., Total Communication using simultaneous sign language and speech, American Sign Language, or oral communication) by a certified teacher of the deaf and hard of hearing. 	<p><i>Self-Contained:</i> 9 students 1 teacher, certified in deaf education and fluent in sign communication 1 paraeducator, with signing skills</p>

Related Services and Support Staff

Below is an explanation of how related services and additional support staff are provided within BCPS. Decisions regarding a student's need for 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.

The following workload/caseload factors are considered when allocations of related services and additional support staff are determined:

- The intensity of services, accommodations, and 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), IEP team, and I & T 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 students are 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 FY11
Related Services		
Adapted Physical Education (APE)	<p>Adapted Physical Education is a comprehensive program for students with disabilities who are unable to meet grade-level outcomes in physical education and require a specialized physical education program.</p> <p>BCPS utilizes a consultative model to assist physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs. In addition to working with and advocating for students, the team provides professional development to teachers, special educators, administrators and parents.</p>	3.6 FTE
Assistive Technology (AT)	<p>Assistive Technology (AT) services are available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The AT program is a countywide interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The AT staff works closely with the school team to complete the evaluation of specific technology needs, provide training and technical support to students, staff, and parents to integrate technology supports into the curriculum.</p>	5.0 FTE
Audiology (Aud)	<p>Audiology services in BCPS are provided in the clinical and educational setting and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and sound field systems for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to students, staff, and parents regarding hearing loss, hearing status, and equipment.</p> <p>Diagnostic services for Infants and Toddlers (birth to 3 years old) are provided by the Baltimore County Department of Health (BCDH). Upon identification of a hearing loss, BCDH will contact a BCPS audiologist. BCPS and BCDH audiologists will develop intervention strategies related to the hearing loss.</p>	4.0 FTE

	Description	Number of Service Providers Proposed for FY11
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.	13.0 FTE
Job Coach Services (JC)	Job coach services are provided to students that need support in employment situations, and are a part of transition services. Job coach interventions provide one-on-one or small-group support to students and employers in the job setting. The increased supervision assists the student in developing appropriate work behaviors and interpersonal communication skills.	2.0 FTE
Occupational Therapy (OT)	The goal of occupational therapy (OT) service is to enable children/students from birth-21 to be functional participants in their natural learning environments. OT services are provided to or on behalf of a student to address identified needs that require the unique expertise of an occupational therapist. These services to students, school teams, and families may include: 1.) Devising strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; and 2.) Developing activities/strategies to improved fine motor control, self-care skills or promote sensor-motor development (body awareness, postural control, eye-hand coordination.)	52.8 FTE
Physical Therapy (PT)	The goal of physical therapy (PT) service is to enable students with disabilities to achieve functional independence in the school environment. PT services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) Recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) Activities to improve large muscle control and balance, to promote sensor motor development (body awareness, postural control), and/or to promote independence in functional mobility skills.	21.6 FTE
Speech Language Services (SL)	The goal of speech language services is to identify and provide support to students who have communication deficits that affect their ability to access the curriculum. Speech language services promote success in the areas of literacy, social interaction, and learning in the school environment. A continuum of service delivery models includes collaboration with families and school staff, consultation, and individual, small group, and classroom interventions, as determined by students' communication needs.	167.4 FTE

	Description	Number of Service Providers Proposed for FY11
Transition (Trans)	Transition services are designed to assist students with disabilities to move from public school into post-secondary activities such as employment, training, education, and/or independent living. During transition planning, the student identifies the desired post-school outcomes, and the IEP team assists the student in achieving that outcome. Transition planning services begin when a student reaches age 14 in BCPS. The transition facilitator assists the team in determining appropriate transition services and activities in the areas of academics, employment, training, independent living, daily living, communication, and transportation. In addition, the transition facilitators provide information and linkages for support services for post-secondary options.	13.0 FTE
Vision (Vis)	Students who are blind or who have visual 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 students who are visually impaired. Orientation and mobility specialists provide services that assess individual 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 students with visual impairments teach specific skills, e.g., Braille, so that the students can participate in the general education curriculum with modifications and accommodations, including assistive technologies that are identified in students' IEPs.	6.0 FTE
Student Support Services (systemwide positions) *positions not funded entirely by OSE		
Behavior Intervention	Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services that assist schools in creating a quality support program employing 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.	54.0 FTE
School Counselor Services	School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of 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.	270.4 FTE

	Description	Number of Service Providers Proposed for FY11
Health 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.	178.6 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.	86.4 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. School social workers provide parent training, coordinate and provide referrals to outside community agencies, provide consultation to teachers, and provide whole classroom interventions, which include both social skills training and character education presentations. School social workers maintain appropriate documentation to review the effectiveness of interventions to assist with student achievement.	50.4 FTE

Special Area Staffing and Nurses for Public, Separate Day Schools

Special education allocations are utilized to fund art, music, physical education, library, and school counseling positions 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 allocated 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 educators, general educators, and paraeducators by providing support and additional adult assistance to individual students or groups of students with moderate/severe disabilities to meet requirements necessary for participation in the school environment. The need for additional adult support 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. In some cases, the intensity of additional adult support requires the use of staff beyond existing school staff allocations (i.e., general educator, special educator, or paraeducator).

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. Staff from a variety of domains (general education, special education, related services, etc.) implement the IEP. All general educators who have students with disabilities in their classrooms are made aware of students' needs by participating in the IEP team process, as well as receiving individual copies of a "Snapshot IEP" (a summary of the IEP). General education teachers may provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2010-2011 school year, a total of 6,841.1 general education teachers (including but not limited to classroom teacher positions, librarians, mentors, ROTC, etc.) are proposed in the FY2011 budget to support the provision of FAPE. In addition, general education teachers:

- Participate and present information regarding students' academic, socio-emotional, and behavioral performance in the classroom.
- Implement and discuss strategies to assist students.
- Evaluate the effectiveness of specific team recommendations and participate in the follow-up of these recommendations.
- Participate in the development, review, and revision of students' IEPs, including assisting in the determination of appropriate positive behavioral interventions and strategies for students and the determination of supplementary aids and services, supports, and program modifications that will be provided to the student.
- Provide expertise regarding the Maryland State Curriculum.

Role of Building Administrators

Building administrators are responsible for providing the necessary leadership, coordination, and support to all teaching staff, ensuring that students are provided with FAPE. For the 2010-2011 school year, a total of 496.4 administrators are proposed in the FY11 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 are encouraged to 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. In addition, 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 OSE, in collaboration with the Special Education Citizens' Advisory Committee (SECAC), conducted two special education community forum meetings in September 2009 and February 2010 to gather public input/comment to refine/revise the special education staffing plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. Solicitations included individual family U.S. mailings, posted flyers, advertisements on the BCPS' Web site, the *Hand-In-Hand* publication, and a public release announcement. Representatives from the board of education, area assistant superintendents, curriculum office personnel, SECAC members, OSE personnel, principals, and parents/family members attended. Information received from the community forums, e-mail, telephone, and U.S. mail were reviewed and used by the Staffing Plan Workgroup Committee during the development of the 2010-2011 special education staffing plan (see Appendix B for items pertaining to the September 2009 meeting; see Appendix C for items pertaining to the February 2010 meeting). A summary of the comments from the various community forums includes:

Commendations

- Collaborative effort of IEP teams and teachers in communicating with families to help students succeed.
- School support for improved MSA and HSA scores.
- Collaborative effort of general and special educators to gain information on specific disabilities to better support students.

Recommendations

Instruction and Service

- Provide additional opportunities for inclusion.
- Increase opportunities for interaction with typically developing peers during community-based instruction sessions.
- Provide additional sensory materials in the classrooms.
- Share with parents resources available to them within the community or other agencies.
- Create after-school programs for students with disabilities.
- Use lower staff/student ratio in inclusion classes.
- Use lower staff/student ratio in special education classes for students with Autism Spectrum Disorder.
- Change IEP Team facilitation:
 - Expedite scheduling of IEP team meetings.
 - Verify IEP goals mastered prior to removal from IEP.
 - Share more with parents to make IEP team process a more collaborative effort.

Professional Development

- Offer professional development on the following topics:
 - Social skills training for students with disabilities.
 - Intervention procedures for children with disabilities.
 - Applied Behavior Analysis.
 - Autism Spectrum Disorder.
 - Differentiated instruction to facilitate inclusive opportunities.
 - Differentiated instruction in mathematics while following the curriculum.
- Provide additional professional development for the following audiences:
 - Personal assistants.
 - Administrators.
 - Special and general educators.
 - Other support staff in contact with students with disabilities.
 - Parents/guardians.

Staffing

- Increase number of special educators and paraeducators to support inclusive educational opportunities.
- Increase community-based teachers and related services providers to keep students in natural environments.
- Increase inclusion teacher positions to facilitate co-teaching.
- Increase number of available personal assistants.
- Facilitate access to related service providers.

Personal Assistants

- Increase support for hiring and retention.
- Allow attendance at IEP teams.

The following recommendations received from the community forums and public input process were included in the *BCPS Special Education Staffing Plan for 2009-2010* and acted upon during the 2009-2010 school year in the following manner:

Instruction and Service

- OSE will continue to provide professional development opportunities to increase inclusive educational practices including co-teaching.
- OSE has created systemic professional development regarding Mod-MSA and Mod-HSA.
- OSE presented on Mod-MSA, Mod-HSA, and graduation requirements to SECAC.

Professional Development

- OSE has created a professional development series to increase inclusive educational practices including co-teaching.
- The OSE and the Department of Professional Development collaboratively planned and delivered professional development to personal assistants.

Staffing

- OSE was able to reduce the staffing ratio in the Infants and Toddlers program.

Staffing Plan Process –Timeline

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

August – September 2009	Staffing plan workgroup reviews current <i>BCPS Special Education Staffing Plan for 2009-2010</i>
September 21, 2009	Public input sessions held to review current <i>BCPS Special Education Staffing Plan for 2009-2010</i> at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Vincent Farm ES (NE Area), and Charlesmont ES (SE Area).
September 2009 – February 2010	Staffing plan workgroup focuses on preparing draft of 2010-2011 plan. <ul style="list-style-type: none"> • September 17, 2009 • November 12, 2009 • January 14, 2010 • February 18, 2010
February 22, 2010	Public input sessions held to review proposed <i>BCPS Special Education Staffing Plan for 2010-2011</i> at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Vincent Farm ES (NE Area), and Charlesmont ES (SE Area).
March 8, 2010	Proposed <i>BCPS Special Education Staffing Plan for 2010-2011</i> presented to SECAC.
March 23, 2010 and March 30, 2010	Proposed <i>BCPS' Special Education Staffing Plan for 2010-2011</i> submitted to area assistant superintendents and executive leadership.
April 1 – June 1, 2010	Proposed <i>BCPS Special Education Staffing Plan for 2010-2011</i> is adjusted, if necessary, in response to County Executive and County Council budget determinations.
April 1, 2010	Proposed <i>BCPS Special Education Staffing Plan for 2010-2011</i> submitted as an exhibit item for April 20, 2010, Board meeting.
April 2010- June 2010	Board of Education provides three readings for approval of the <i>BCPS Special Education Staffing Plan for 2010-2011</i> (includes public comment opportunity).
July 1, 2010	Due date by which BCPS must have an approved <i>Special Education Staffing Plan for 2010-2011</i> .

Professional Development

High-quality professional development is essential to the BCPS' mission to provide a quality education for all students. 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*, and the *BCPS Guide to High-Quality Professional Development*. 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 will 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 students' IEPs. In order to understand various services and programs, school personnel may observe other school sites as job-embedded professional development. 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. Professional development is provided based upon data analysis and needs assessments conducted at the systemic level as well as articulated within school improvement plans.

Countywide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, and paraeducators, to learn the skills necessary to meet the diverse needs of students with disabilities (see Appendix D). School-based professional development provides opportunities for school staff to learn strategies and techniques tailored to the needs of the students with whom they work.

VII. Evaluation

A staffing plan committee was established to evaluate the *Special Education Staffing Plan for 2009-2010* and to draft the *Special Education Staffing Plan for 2010-2011*. 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 Departments of Research, Accountability and Assessment, Professional Development, and the Division of Curriculum and Instruction (see Appendix E).

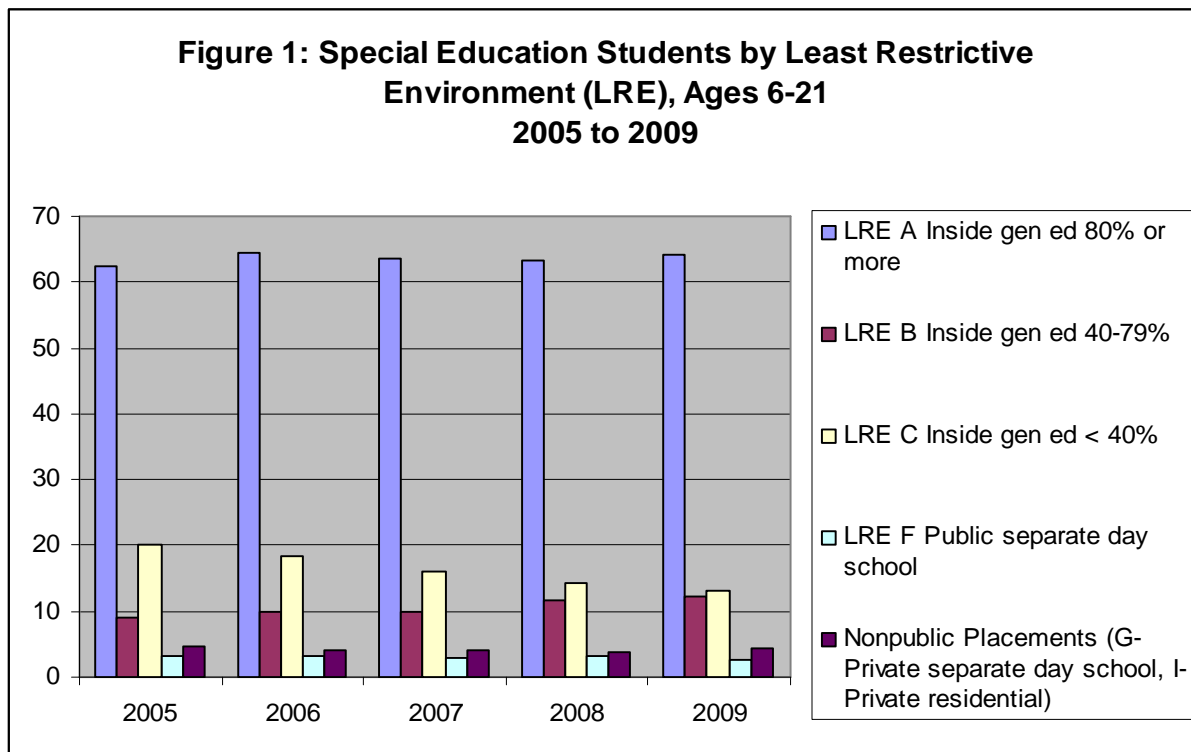
In order to determine the effectiveness of the *Special Education Staffing Plan for 2009-2010* during the 2009-2010 school year, the plan was monitored continuously. The goal is to serve most students with IEPs in their home school in the least restrictive environment while increasing student

achievement. The chart below indicates a steady increase in the percentage of students instructed in LRE A (inside general education 80 percent or more of the school day) for the last five 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 28, 2005	October 27, 2006	October 26, 2007	October 31, 2008	October 30, 2009
A	Inside gen ed 80% or more	62.3%	64.5%	63.6%	63.4%	64.3%
B	Inside gen ed 40 -79%	9.0%	9.9%	10.0%	11.7%	12.3%
C	Inside gen ed < 40%	20.0%	18.3%	16.1%	14.4%	13.1%
F	Public separate day school	3.3%	3.2%	2.9%	3.2%	2.7%
G, I	Nonpublic Placements (G - private separate day school, I - private residential)	4.6%	4.0%	3.96%	3.93%	4.4%

Data source: Office of Student Data, October Child Count



As depicted in Figure 1, the LRE data demonstrates the following patterns from October 2005 to October 2009:

- The number of students receiving service inside general education settings 80 percent or more of the school day (LRE A) has increased.

- The number of students receiving service inside general education settings between 40 percent and 79 percent of the school day (LRE B) has increased.
- The number of students receiving service inside general education settings less than 40 percent of the school day (LRE C) has decreased.
- The number of students receiving service in public separate day schools (LRE F) has decreased.
- The number of students receiving service in nonpublic settings [private separate day schools (LRE G) and private residential (LRE I)] has decreased.

Elementary School Achievement Results

- The achievement of students with disabilities from 2004 to 2009 has continued to increase in the areas of reading and mathematics at a similar rate to that of general education students.

Middle School Achievement Results

- The achievement gap between general education and special education student groups has decreased in the areas of reading and mathematics from 2004 to 2009.

High School Achievement Results

- BCPS students, both general and special education, continue to demonstrate a positive trend in striving to meet the high school assessment graduation requirements by the end of the 2010-2011 school year. For students unable to pass the individually administered assessments, alternate paths to graduation are available, including the Combined Score Option and/or the Bridge Plan for Academic Validation.

Staffing Results

Staffing allocations made during the spring of 2009 were reviewed during the school year. In accordance with the *Process for Resolving Staffing Concerns*, 10.8 additional teacher and 13.2 paraeducator positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.

Challenges continue for BCPS 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 February 2010, there are 13.5 FTE vacancies for related services (1.2 FTE for speech/language; 1.2 FTE for occupational therapy; 0.3 FTE for physical therapy). These vacancies are covered by agency personnel through contracted services.

As of February 2010, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

Evaluation Outcomes

Based on information received from the community forum in September 2009, 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:

- Improving the process of parent involvement at school-based teams.
- Exploring the possibility of expanding magnet programs to students with IEPs.
- Providing professional development for extension part C for children age's three to five.
- Expanding co-teaching opportunities to first- and second-year teachers through mentors.
- Increasing professional development opportunities in special education strategies for inclusion teachers.
- Coordinating staff education on student medical issues through communication with health service staff.

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 2010-2011 school year:

Services/Staffing

- 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.
- 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.
- Continuing to work collaboratively with general education support staff in the areas of English/language arts, mathematics, 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.

Evaluation

- Collaborating with the Department of Research, Accountability, and Assessment to evaluate the effectiveness of implemented programs.
- Collaborating with the Department of Research, Accountability, and Assessment to analyze systemic, school, and student performance data.

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.
- 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 Departments of Liberal Arts and STEM to expand the use of Kurzweil software program in instruction.

List of Appendices

Appendix A - Special Education Staffing

Appendix B - Fall Special Education Community Forums

Appendix C - Spring Special Education Community Forums

Appendix D - Professional Development

- 1. BCPS Guide to High-Quality Professional Development,**
- 2. Professional Development Year-at-a-Glance,**
Office of Special Education

Appendix E - Special Education Staffing Plan Committee

Appendix F - Glossary of Terms

Appendix G - List of Acronyms/Abbreviations

School Based Staffing - Special Education

School Based Staffing - Special Education

		2009-2010		2010-2011	
		Count	FY10	Count	FY11
		October 26,	Adopted	October 30,	Proposed
Disability Name	Ratio	2008	FTE	2009	FTE
School Based Teachers					
Communication and Learning Support	9 to 1	864	96.0	966	107.3
Outreach ¹	9 to 1	54	6.0	45	5.0
Behavior and Learning Support	9 to 1	845	93.9	800	88.9
Special Schools	7.5 to 1	268	35.7	264	35.2
Adapted Learning Support	13 to 1	1,691	130.1	1,636	125.8
Functional Academic Learning Support	10 to 1	443	44.3	413	41.3
Preschool - Early Chd Learning Support ²	9 to 1	375	41.7	393	43.7
White Oak	7.5 to 1	150	20.0	98	13.1
Inclusive Education	15 to 1	5,376	358.4	5,482	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			46.5		46.5
Crossroads			3.0		3.0
Imagine Discovery Charter School			1.0		1.0
Growth Factor			61.9		61.9
Instructional Assistants					
Instructional Assistants			447.4		447.4
Infants and Toddlers Representatives			5.0		5.0
Total Instructional and Support		10,066	1,462.5	10,097	1,462.2
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			1,479.6		1,479.3

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.

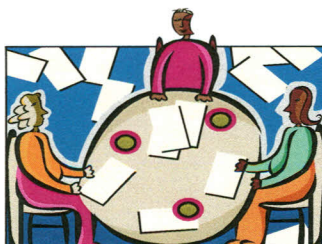
		2009-2010 Count October 26, 2008	FY10 Adopted FTE	2010-2011 Count October 30, 2009	FY11 Proposed FTE
Disability Name	Ratio				
Centralized Support Teachers ³					
Adapted PE			3.6		3.6
Infants and Toddlers ⁴		957	25.0	1,051	25.0
Transition Facilitators			10.0		10.0
Communication and Learning Support			2.0		2.0
NW/SW Regional Team			3.0		3.0
School Support Resource Teachers			3.5		3.5
All Day Kindergarten - Early Chd Learning Support			2.0		2.0
Non-Public Placement			1.0		1.0
Child Find Resource Teachers			1.0		1.0
Total Centralized Support Teachers			51.1		51.1
Non-Public Placement		525		510	
Speech Language Only		2,760		2,746	
Total Child Count		13,351		13,353	

3. Centralized Support Teachers are funded by the Special Education Office. See page 197.

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

SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 21, 2009



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' (BCPS) Special Education Staffing Plan for 2010-2011*. These community sessions also provide an opportunity for parent input on other issues regarding special education.

What is a 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 forums 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.
- Padonia International Elementary, 9834 Greenside Drive, Cockeysville, MD 21030.
- Vincent Farm Elementary School, 6019 Ebenezer Road, Baltimore, MD 21162.

Why is community input needed?

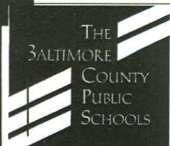
- To provide comments/recommendations for changes to the draft of the *BCPS' Special Education Staffing Plan for 2010-2011*.
- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

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

- The community can provide written comment through March by sending an e-mail 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 current *BCPS' Special Education Staffing Plan for 2009/2010* 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
(BCPS)

Special Education Community Forum

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

When?

**Monday, September 21, 2009
7 p.m. to 8 p.m.**

Where?

*Choose one
of five
convenient
locations*

Charlesmont Elementary (Library)
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.

Padonia International Elementary (Library)
9834 Greenside Drive ▪ Cockeysville, MD 21030.

Vincent Farm Elementary (Library)
6019 Ebenezer Road. ▪ Baltimore, MD 21162.

- ❖ Provide comments and recommendations for changes to the draft BCPS' Special Education Staffing Plan for 2009-2010.
- ❖ Express opinions and discuss issues regarding special education services provided by Baltimore County Public Schools.

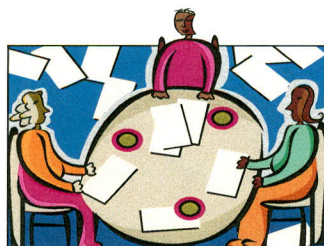
If you are unable to attend but have information you would like to share,
please send an e-mail to: STAFFINGPLAN@BCPS.ORG

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

YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, February 22, 2010



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' (BCPS) Special Education Staffing Plan for 2010-2011*. These community sessions also provide an opportunity for parent input on other issues regarding special education.

What is a 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 forums 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.*
- *Padonia International Elementary, 9834 Greenside Drive, Cockeysville, MD 21030.*
- *Vincent Farm Elementary School, 6019 Ebenezer Road, Baltimore, MD 21162.*

Why is community input needed?

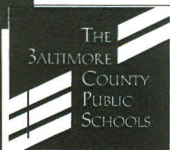
- To provide comments/recommendations for changes to the draft of the *BCPS Special Education Staffing Plan for 2010-2011*.
- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

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

- The community can provide written comment through March by sending an e-mail 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 current *BCPS' Special Education Staffing Plan for 2009-2010* visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 3/5/10.

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 BCPS' Special Education Staffing Plan for 2010-2011.
- ❖ 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, February 22, 2010
7p.m. to 8 p.m.

Where?

*Choose one
of five
convenient
locations*

Charlesmont Elementary (Library)
7800 W. Collingham Drive ▪ Baltimore, MD 21222.

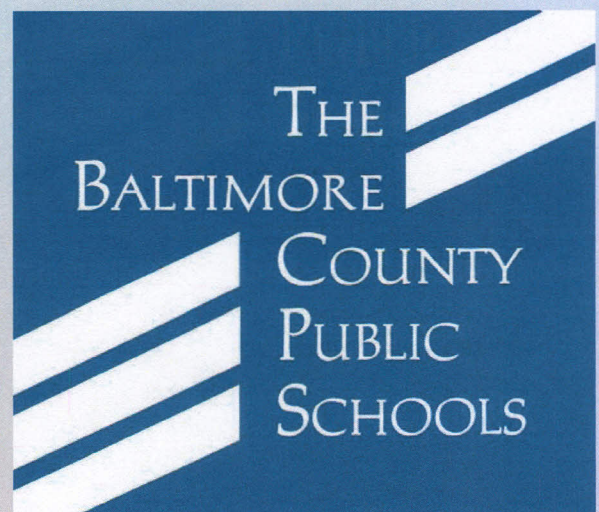
Church Lane Elementary (Library)
3820 Fernside Road ▪ Randallstown, MD 21133.

Dogwood Elementary (Gymnasium)
7215 Dogwood Road ▪ Baltimore, MD 21244.

Padonia International Elementary (Library)
9834 Greenside Drive ▪ Cockeysville, MD 21030.

Vincent Farm Elementary (Library)
6019 Ebenezer Road. ▪ Baltimore, MD 21162.

Guide to High-Quality Professional Development



Guide to High-Quality Professional Development for Baltimore County Public Schools

BALTIMORE COUNTY PUBLIC SCHOOLS

**GUIDE TO HIGH-QUALITY
PROFESSIONAL DEVELOPMENT**

Prepared under the direction of

Dr. Joe A. Hairston
Superintendent

Division of Curriculum and Instruction

Baltimore County Public Schools
Towson, Maryland 21204
October 2009

Guide to High-Quality Professional Development for Baltimore County Public Schools

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Towson, Maryland 21204

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Towson, Maryland
2009

BALTIMORE COUNTY PUBLIC SCHOOLS

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, Maryland 21204-3711

July 2008

Dear Reader:

In accordance with our foundational document, the *Blueprint for Progress*, the leaders and staff of Baltimore County Public Schools are committed to preparing all students for success in college, careers, and life. We recognize that the quality of the educational experiences we provide depends in large measure on the preparation of our staff and support of stakeholders. For that reason, we are focused on the continual improvement of our professional development initiatives.

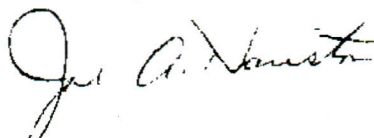
This Guide to High Quality Professional Development for Baltimore County Public Schools was created in response to recommendations from the 2007 curriculum management audit of the school system conducted by Phi Delta Kappa Curriculum Management Services, Incorporated. This audit, initiated by Baltimore County Public Schools, was designed to support the system in its quest for excellence.

The audit report recommended that the school system establish and implement central control and coordination of all professional development including the identification of needs, systemic delivery of services, and evaluation of effectiveness in raising student achievement.

The comprehensive plan presented on these pages provides the organizational structure for this central control and coordination and was developed in collaboration with a diverse group of stakeholders including school-based and central office personnel.

The development and implementation of this plan represent additional steps forward for our school system in ensuring a high-quality and rigorous academic experience for all students in every school, every day.

Sincerely,



Joe A. Hairston
Superintendent

Guide to High-Quality Professional Development for Baltimore County Public Schools

OVERVIEW

Baltimore County Public Schools (BCPS) is committed to ensuring high-quality professional development for all of its educational stakeholders. BCPS has developed the Guide to High-Quality Professional Development (Guide to HQPD) to outline systemic processes and procedures to guide the planning, implementation, and evaluation of professional development initiatives. The efforts summarized in this guide are intended to provide:

- Central control and coordination of all professional development.
- Professional development opportunities to meet organizational, group, and individual learning needs in a systemic manner.
- Systemic and coordinated delivery of needed knowledge and skills focused on improvement of student achievement.
- Systems of evaluation to determine the effectiveness of professional development in terms of learner achievement.

(Phi Delta Kappa International, 2007)

PURPOSE

The Guide to HQPD is designed to ensure the quality and alignment of BCPS professional development initiatives with systemwide goals to improve student learning. It is a guiding document for use by all educational stakeholders responsible for providing professional development within BCPS.

The Guide to HQPD outlines criteria and expectations for high-quality professional development. The purpose of this guide is to serve as a road map for the planning, implementation, and evaluation of all professional development initiatives. High-quality professional development for all stakeholders is essential to the BCPS mission to provide a quality education for all students.

Guide to High-Quality Professional Development for Baltimore County Public Schools

PROFESSIONAL DEVELOPMENT VISION, MISSION, AND COMMITMENTS

Vision

Baltimore County Public Schools creates, develops, and sustains a professional learning community that values continuous learning and improvement and includes all stakeholders as teachers and learners.

Mission

The mission of the Department of Professional Development is to provide and guide high-quality growth opportunities for all employees as they develop and apply the knowledge and skills necessary to ensure that all students learn.

Commitments

High-quality professional development begins with a structured planning process. This process requires all educational stakeholders responsible for providing professional development to analyze data to determine needs, prepare meaningful professional development plans, monitor participation in professional development offerings, and evaluate the change in participant learning by observing behavior and examining student performance. High-quality professional development addresses the context, process, and outcomes of professional learning.

Context

1. Powerful professional development takes place in learning communities committed to continuous improvement and ongoing inquiry.
2. Adequate resources are required to support adult learning and collaboration.
3. Technology is an important component in the delivery of professional development.

Process

1. Professional development reflects systemwide priorities, policies, and procedures.
2. Professional development organizational components guide the three phases of the change process: initiation (introductory phase), implementation (ongoing support phase), and institutionalization (embedded practice and review phase).
3. The Professional Development Cycle begins with a needs assessment that reviews student achievement data, the needs of diverse learners, and input from stakeholders.
4. Yearlong professional development plans identify objectives based on system needs and expected results for student achievement.
5. Professional development activities are aligned with high-quality standards and adult-learning principles.

Guide to High-Quality Professional Development for Baltimore County Public Schools

6. Rigorous evaluations assess the impact of professional development on job performance and student learning.

Outcomes

1. Professional development is collaborative, continuous, standards-focused, research-based, and intellectually rigorous.
2. Professional learning opportunities lead to changes in participant behavior and increases in student achievement.
3. Professional development activities provide educators with the knowledge and skills needed to involve families and community members as active partners in meeting the needs of all students.
4. Results are documented using an internal auditing process, such as the *ISO 9001:2000 Model*.

Guide to High-Quality Professional Development for Baltimore County Public Schools

HOW TO USE THE GUIDE TO HQPD

The Guide to HQPD provides a framework for assessing systemwide needs, planning professional learning activities, and evaluating professional development initiatives. This guide outlines the organizational, technology-based components that have been developed to ensure consistency, effective planning, and systemwide coordination.

PROFESSIONAL DEVELOPMENT ORGANIZATIONAL COMPONENTS

The prioritizing, planning, delivering, and evaluating of high-quality professional development require robust infrastructure and organizational systems. The design and implementation of user-friendly systems provide mechanisms for structuring the collection, analysis, and reporting of necessary data. This information is gathered through an online submission, approval, registration, and evaluation process and is compiled in a data warehouse system. The professional development organizational components guide and ensure:

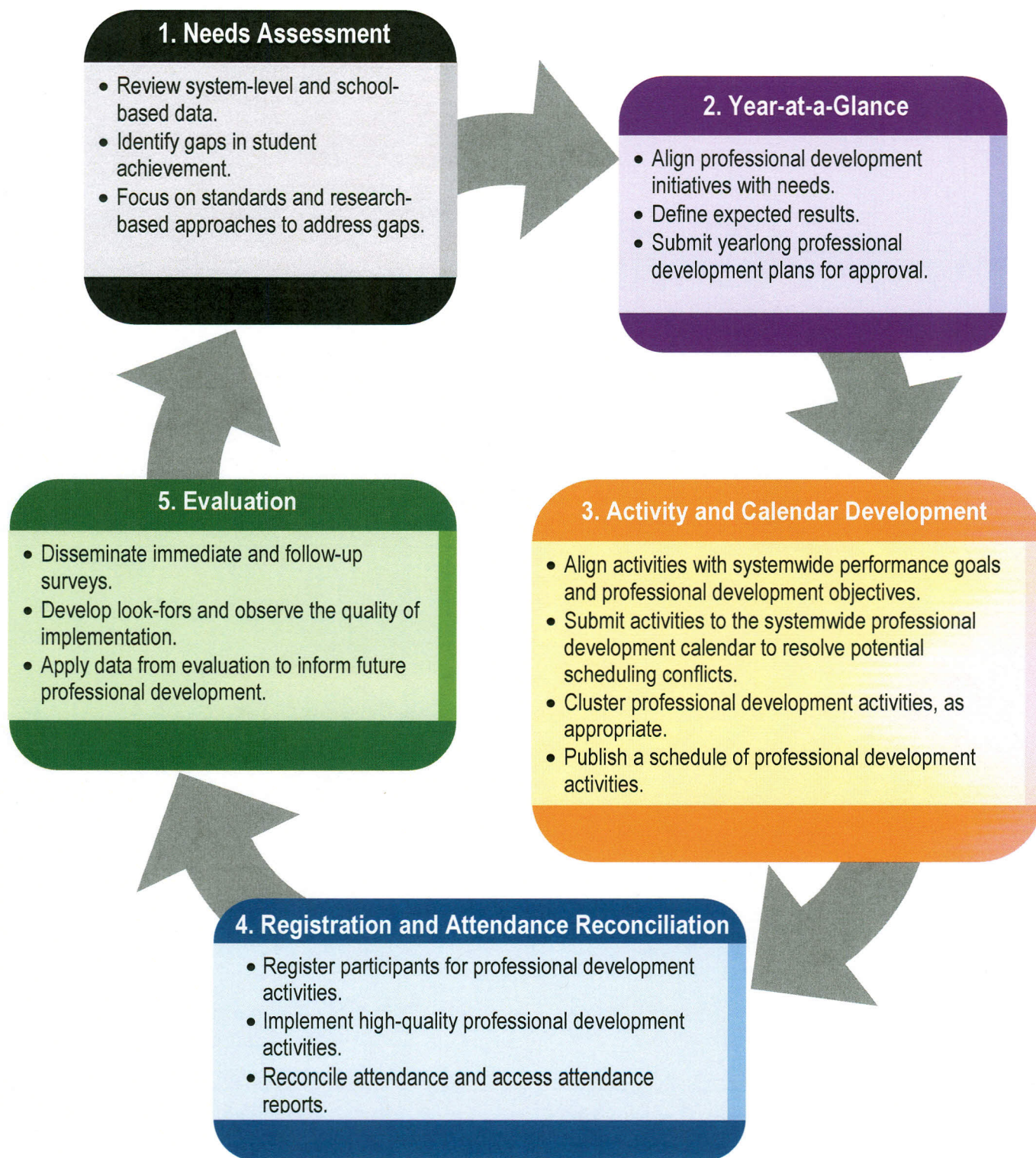
- Alignment of the professional development initiatives with system priorities and state standards.
- Thoughtful planning of outcomes, indicators, activities, and ongoing support.
- Calendar posting and resolution of potential scheduling conflicts.
- Registration and attendance reconciliation, linked to reimbursement (where applicable).
- Data analysis through needs assessments, session and follow-up surveys, and observations.

The Guide to HQPD includes the development and implementation of the following technology-based components:

1. Needs Assessment
2. Professional Development Year-at-a-Glance
3. Activity and Calendar Development
4. Registration and Attendance Reconciliation
5. Evaluation

Guide to High-Quality Professional Development for Baltimore County Public Schools

PROFESSIONAL DEVELOPMENT CYCLE



Professional Development 2010-2011 Year-at-a-Glance: Special Education

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT	EXPECTED RESULTS	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
		<ul style="list-style-type: none"> PD Objective Delivery Method(s) Audience(s) 	<ul style="list-style-type: none"> What will be different as a result of this professional development? How will the results be measured? 			
21st Century Teaching and Learning: Differentiating Instruction with Targeted Information Resources and Tools Sponsored by Library Information Services	Academic rigor Differentiated instruction Instructional best practices Integrating digital content Integrating technology resources Technology and information literacy	Integrate learner-centered strategies and targeted information resources and tools to meet the needs of diverse learners. DeliveryMethod(s): Other: Hybrid Audience(s): Teachers, Teachers, Principals, Assistant Principals, Department Chairs, Technology Integration Teachers, Paraeducators, Special Education, C & I Staff, Mentors, Resource Teachers	Teachers will be able to differentiate instruction through the use of learner-centered strategies and targeted information resources and tools. Surveys, observations, and reflections.	Della L Curtis , Sharon Grimes , Frances Glick	Assistive Technology , AVID\College Board , Career and Technology Education , English and Reading , Curriculum and Instruction , Gifted and Talented Education and Magnet Programs , Language Arts , Mathematics, PreK-12 , Science PreK-12 , Social Studies, Elementary , Social Studies, Secondary , Special Education	Grant: Title II
21st Century Teaching and Learning: Increasing Student Engagement with Promethean Interactive Technologies Sponsored by Library Information Services	Other: Technology purchasing data from schools requiring targeted professional development	Design rigorous learning experiences that incorporate interactive technologies to promote student learning, differentiation, and engagement. DeliveryMethod(s): Other: Hybrid Audience(s): Teachers, Teachers, Department Chairs, Technology Integration Teachers, Technology Liaisons, Special Education	Student engagement will result in higher student performance as measured by MSA and HSA and student dropout data. MSA, HSA, and Student Dropout Data	Della L Curtis , Sharon Grimes , Frances Glick	AVID\College Board , Special Education , Title I , Mathematics, PreK-12 , English and Reading , Science PreK-12 , Social Studies, Secondary , Social Studies, Elementary	Operating, Grant: Title II
Centralized Summer	Student graduation/drop out rate	Train all centralized summer school administrators, faculty, and staff involved	Successful implementation of the centralized summer	Michael Kulansky	Elementary Programs , Special	Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> PD Objective Delivery Method(s) Audience(s) 	EXPECTED RESULTS <ul style="list-style-type: none"> What will be different as a result of this professional development? How will the results be measured? 	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
School Training Sponsored by Alternative Education, Dropout Prevention and Summer School		in the implementation of centralized summer school DeliveryMethod(s): Workshop, Meeting Audience(s): Teachers, Assistant Principals, Paraeducators, School-based	school program observations, checklists, parent surveys, evaluation forms, report cards		Education , Assessment , Science PreK-12 , Social Studies, Secondary , Health Education , Language Arts , Title I , Mathematics, PreK-12	
Evening High School Training Sponsored by Alternative Education, Dropout Prevention and Summer School	Student graduation/drop out rate	To train all evening high school administrators, faculty, and staff involved in the implementation of evening high schools countywide DeliveryMethod(s): Workshop, Meeting Audience(s): Teachers, Assistant Principals, Paraeducators	Successful implementation of the evening high school program observations, checklists, parent surveys, evaluation forms, report cards	Robert Tune	Mathematics, PreK-12 , Special Education , Science PreK-12 , Social Studies, Secondary , English and Reading , Health Education , Language Arts, Secondary	Operating
Alt-MSA, Autism						
Professional Development Series for Teachers and Staff of Students with Significant Disabilities: Best Practices for Instruction and Compliance	Compliance Instructional best practices Differentiated instruction	Training for new and experienced staff working with students with significant disabilities and autism. DeliveryMethod(s): Workshop, Other: Staff Meetings Audience(s): Teachers, Principals, Assistant Principals, Parents, Paraeducators, New Employees, Special Education, Resource Teachers	Students will make progress toward their IEP goals. Quarterly reports Students will achieve proficient or advanced on the Alt-MSA assessments. Alt-MSA scores Educators will maintain all aspects of compliance. Meet case management requirements	Sara G. Egorin-Hooper , Donna Gosnell		Operating, Grant: MSDE Alt-MSA Grant, Grant: Special Education Title II Autism Spectrum Disorders
Placement and Birth-to-Five						
Capacity Building for	Student graduation/drop out rate	Nonpublic schools will effectively implement BCPS curriculum and evidence	To increase academic rigor HSA/MSA Data	Debra Brooks , Andrea Parrish ,	Curriculum and Instruction , School	Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> PD Objective Delivery Method(s) Audience(s) 	EXPECTED RESULTS <ul style="list-style-type: none"> What will be different as a result of this professional development? How will the results be measured? 	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Nonpublic Schools Professional Development Series	Instructional best practices Academic rigor Differentiated instruction	based instructional practices in order for students to meet BCPS graduation DeliveryMethod(s): Workshop, Classroom visitation / observation, Data dialogue Audience(s): Teachers, Principals, Assistant Principals	Alignment of nonpublic courses with BCPS courses Student Transcripts Alignment of nonpublic graduation requirements with BCPS. Student Transcripts Student Transition Plans	Nancy S Feeley , Candace Riddle , Karen Cole	Counseling , Research, Accountability, and Assessment , Student Data	
Capacity Building for Servicing Students with Disabilities in the Least Restrictive Environment	Supporting students who receive special education services General education and special education collaboration Response to intervention Instructional best practices Other: Ensuring greater access to the general education curriculum	To ensure students with disabilities receive services in the least restrictive environment. DeliveryMethod(s): Workshop, Data dialogue, Classroom visitation / observation Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, C & I Staff	To increase the capacity of schools to offer a continuum of services Countywide and Schoolwide LRE Data Out of Home School Referral Data To provide increased opportunities for students with disabilities to receive services in their home school Countywide and Schoolwide LRE Data	Debra Brooks , Nancy S Feeley , Andrea Parrish	Student Support Services , Curriculum and Instruction	Operating
Utilizing Evidence-based Practices and Interventions to Improve Outcomes for Children Birth to Five and Their Families	Instructional best practices Compliance Parent involvement	Provide professional development series to improve the quality of instruction and use of evidence-based interventions for the purpose of improving out DeliveryMethod(s): Online resources, Conference, Workshop, Meeting Audience(s): Teachers, Principals, Assistant Principals, Parents, Paraeducators, Paraeducators, Nurses, C & I Staff, Occupational Therapists, Physical Therapists, Psychologists,	Improved outcomes for children receiving early intervention or preschool special education services. Progress at exit data as measure by the Early Childhood Accountability System or Infants and Toddlers Exit Data Improve outcomes for families of children receiving early intervention or preschool special education	Paula Boykin , Nicol Elliott , Sally Chapman , Debra Brooks , Candace Riddle		Operating, Grant: Part B 619, Part C and Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> PD Objective Delivery Method(s) Audience(s) 	EXPECTED RESULTS <ul style="list-style-type: none"> What will be different as a result of this professional development? How will the results be measured? 	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
		Speech Pathologists	<p>services.</p> <p>Annual data reported via MSDE early intervention and parent involvement surveys</p> <p>Improve consistency of quality instruction and ensure equal access to BCPS approved curriculum for all students.</p> <p>Percentage of children with IEPs entering kindergarten "fully ready" as defined by the MMSR</p>			
PreK-12						
Algebra for All: Developing Algebraic Thinking to Algebra I and Beyond Sponsored by Mathematics, PreK-12	<p>Other: To increase student achievement on the Algebra Data Analysis HSA.</p> <p>Other: To increase student achievement on the MSA in mathematics Grades 3-8.</p> <p>Other: To increase student achievement on PSAT and SAT.</p> <p>Other: To increase student achievement on AP assessments.</p> <p>Content knowledge</p> <p>Instructional best practices</p>	<p>Build capacity to develop algebraic thinking across all grades preK-12 to ensure equitable access to and successful completion of the Algebra I curric</p> <p>DeliveryMethod(s): Webinar, Workshop, Course, Seminar / Institute, Online resources, Meeting</p> <p>Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, Mentors, Instructional Coach</p>	<p>Teachers will deliver appropriate, rigorous algebra instruction aligned with the written curriculum.</p> <p>Use of observation tools (e.g., Look-For checklists) utilized during classroom visits and formal/informal observations.</p> <p>Teachers will build student conceptual understanding from the concrete to the abstract through lesson planning and instruction.</p> <p>Review of lesson plans to identify instructional strategies/activities that build understanding.</p> <p>Observation of concept development during classroom visits and formal/informal observations.</p>	John Staley , Maria Everett , Patricia Baltzley , Cindy Dennis , Rorrie Fortier	Special Education	Grant: Title II FY10, Title II FY11, Operating

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	<p>Academic rigor</p> <p>Student engagement</p> <p>Assessment aligned to instruction</p> <p>General education and special education collaboration</p> <p>Monitoring of taught curriculum</p>		<p>Review of student work. Teachers will use data to assess student understanding and inform their instruction.</p> <p>Use of data tools (e.g., assessTrax reports, Skills Analysis sheets) to analyze short cycle assessment data.</p> <p>Use of data tools (e.g., assessTrax reports) to analyze benchmark assessment data.</p> <p>Review of lesson plans to identify instructional decisions made from data analysis.</p> <p>Teachers will utilize effective pedagogical strategies (including differentiation and authentic, active practice) to reach and engage all students.</p> <p>Review of lesson plans to identify instructional strategies/activities that build understanding.</p> <p>Observation of pedagogical practices during classroom visits and formal/informal observations.</p>			
Teaching and Learning in the Mathematics Classroom	Other: To increase student achievement on the Algebra Data Analysis HSA	Build capacity to teach for conceptual understanding and procedural fluency in order to ensure the effective implementation of the written curriculum.	Teachers will deliver appropriate, rigorous mathematical instruction aligned with the written curriculum.	Maria Everett , John Staley , Patricia Baltzley , Cindy Dennis , Rorrie	AVID\College Board , Gifted and Talented Education and Magnet Programs , Special	Operating, Grant: Title II FY10, Title II FY11

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Sponsored by Mathematics, PreK-12	<p>Other: To increase student achievement on the MSA in mathematics Grades 3-8</p> <p>Other: To increase student achievement on PSAT and SAT</p> <p>Other: To increase student achievement on AP assessments</p> <p>Academic rigor</p> <p>Content knowledge</p> <p>Student engagement</p> <p>Data analysis to inform instruction</p> <p>Instructional best practices</p> <p>Assessment aligned to instruction</p> <p>General education and special education collaboration</p> <p>Supporting English Language Learners</p> <p>Response to intervention</p>	<p>DeliveryMethod(s): Course, Seminar / Institute, Webinar, Workshop, Online resources, Meeting, Other: cohort</p> <p>Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, Mentors, Instructional Coach</p>	<p>Use of observation tools (e.g., Look-For checklists) utilized during classroom visits and formal/informal observations.</p> <p>Teachers will build student conceptual understanding from the concrete to the abstract through lesson planning and instruction.</p> <p>Review of lesson plans.</p> <p>Observation of concept development during classroom visits and formal/informal observations.</p> <p>Review of student work.</p> <p>Teachers will utilize effective pedagogical strategies (including differentiation and authentic, active practice) to reach and engage all students.</p> <p>Review of lesson plans.</p> <p>Observation of pedagogical practices during classroom visits and formal/informal observations.</p> <p>Teachers will use data to assess student understanding and inform their instruction.</p> <p>Use of data tools (e.g., assessTrax reports, Skills Analysis sheets) to analyze short cycle assessment data.</p>	Fortier	Education , World Languages	

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			<p>Use of data tools (e.g., assessTrax reports) to analyze benchmark assessment data.</p> <p>Participation in data dialogues.</p> <p>Review of lesson plans to identify instructional decisions made from data analysis.</p>			
Professional Development and Training						
Systemwide PD for Schools Sponsored by Professional Development	Instructional best practices	<p>School-based staff will learn and apply instructional best practices through systemwide PD opportunities, including Professional Study Days.</p> <p>DeliveryMethod(s): Online resources, Workshop, Webinar</p> <p>Audience(s): Teachers, Principals</p>	consistent communication of systemwide expectations survey	Thelma Tucker-Smith , Jane Merrill	AVID\College Board , Career and Technology Education , Dance Education , Gifted and Talented Education and Magnet Programs , Health Education , Instructional Technology , Language Arts, Elementary , Language Arts, Secondary , Library Information Services , Mathematics, PreK-12 , Music , Physical Education , School Counseling , Science PreK-12 , Social Studies, Elementary , Social Studies, Secondary ,	Operating

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					Special Education , Special Programs, PreK-12 , Title I , Visual Arts , World Languages , Health Services , Psychological Services , Pupil Personnel Office	
Professional Growth and Partnerships						
Continuing Professional Development Courses Sponsored by Professional Development	Recertification	<p>Teachers will successfully complete programs of study in order to meet individual recertification and continuing professional development needs.</p> <p>DeliveryMethod(s): Course, Book study, Lesson study</p> <p>Audience(s): Teachers, Principals, Assistant Principals, School Counselors/Guidance, Nurses, C & I Staff</p>	<p>recertified employees</p> <p>teaching certificates will be renewed</p> <p>salary advancements</p> <p>teachers will obtain salary advancements</p>	Jeanne Imbriale	Assistive Technology , Alternative Education, Dropout Prevention and Summer School , Athletics , Career and Technology Education , Dance Education , Instructional Technology , Health Education , Health Services , Language Arts, Secondary , Language Arts, Elementary , Library Information Services , Mathematics, PreK-12 , Music , Physical Education , World Languages , Visual Arts , Science PreK-12 , Safe and Drug-Free	Operating

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					Schools , Social Studies, Elementary , Social Studies, Secondary , Gifted and Talented Education and Magnet Programs , Special Education , Technology Education	
Related Services						
Related Service Providers: Best Practices for Instruction and Compliance	Instructional best practices Compliance	Training for new, experienced, and contractual related service staff based on their area of certification and licensure. DeliveryMethod(s): Workshop, Other: Staff Meetings Audience(s): Teachers, New Employees, Special Education, Occupational Therapists, Physical Therapists, Speech Pathologists	Students will make progress toward their IEP goals. Service Logs Quarterly Reports Providers will maintain all aspects of compliance. Compliance with IEP timelines and requirements Compliance with Third Party Billing requirements	Robin Bosley , Marsye Kaplan		Operating, Grant: Special Education Title II Assistive Technology
School Support and Compliance						
Capacity Building for Effective Co-Teaching Professional Development Series	Other: Students with disabilities' performance on the HSA trails general education performance. Other: Co-teaching is being implemented at secondary schools and Principals have identified need for ongoing training and support. General education and	The objective of this initiative is to increase the implementation of effective, evidenced-based co-teaching models. DeliveryMethod(s): Other: Face-to-Face, Workshop, Data dialogue, Classroom visitation / observation Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, C & I Staff	To increase curricular access for students with disabilities in inclusive settings. MSA/HSA performance Benchmarks/short cycles To increase the capacity of C&I Staff and Department Chairs to support and monitor effective, evidenced-based co-teaching approaches. PD feedback,	Nancy S Feeley , Michele Murphy , Margaret Cummins , Shaunta Lindsey , Caroline Sobott	Curriculum and Instruction	Grant: MSDE HSA Grant 2009-2010, Operating, Grant: MSDE HSA Grant

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	special education collaboration Differentiated instruction Instructional planning		observational data To ensure the implementation of effective, evidenced-based co-teaching approaches PD feedback, observational data during classroom visits			
Countywide IDEA Compliance Professional Development Series for IEP Chairs	Other: MSDE required system of general supervision for compliance with IDEA and COMAR. Other: Ongoing professional development needed for IEP Chairs and Special Education Resource Teachers.	To ensure ongoing compliance with IDEA regulations in schools. DeliveryMethod(s): Other: Face-to-Face Audience(s): Department Chairs, Resource Teachers	Ongoing compliance with IDEA regulations. PRASP monitoring results MSDE compliant findings.	Sharon Floyd , Pamela Weitz , Margaret Cummins , Shaunta Lindsey		Operating
Special Education Instructional Best Practices Professional Development Series	Other: Need for ongoing professional development regarding differentiation. Other: Need for ongoing professional development regarding classroom management. Other: Need for ongoing professional development regarding data-collection and analysis for instructional decision making. Other: Need for ongoing	To provide ongoing support and professional development to special education teachers, DeliveryMethod(s): Other: Face-to-Face Audience(s): Special Education, Special Education, Resource Teachers	To increase special educator's capacity to implement best practices for students. PD Feedback ongoing classroom observational data	Nancy S Feeley , Michele Murphy , Candace Riddle , Shaunta Lindsey , Caroline Sobott		Operating, Grant: Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> PD Objective Delivery Method(s) Audience(s) 	EXPECTED RESULTS <ul style="list-style-type: none"> What will be different as a result of this professional development? How will the results be measured? 	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	professional development regarding IEP implementation.					
Secondary						
New/Revised Secondary Reading Curriculum: Grades 6 to 12 Sponsored by Language Arts, Secondary	Response to intervention Supporting English Language Learners Academic rigor Content knowledge Cooperative learning Culturally responsive teaching Instructional best practices Differentiated instruction Data analysis to inform instruction Implementation of new or revised curriculum Instructional planning Interdisciplinary instructional strategies Learning styles and preferences Monitoring of taught	Participants will acquire the skills, knowledge and support necessary to implement the new Reading Curriculum in Grades 6 to 8. In addition, participa DeliveryMethod(s): Classroom visitation / observation, Workshop, Looking at student work, Lesson study, Meeting, Mentoring, Peer coaching, Online resources, Book study Audience(s): Teachers, Teachers, Principals, Assistant Principals, Department Chairs, Department Chairs, Resource Teachers, Instructional Coach, Instructional Coach	Teachers will implement the revisions to the reading curricula with fidelity. Observation, survey, and data analysis	Cecilia Roe , Julia Sullivan , Katrina Stevens , Peter Taylor	Special Education , Instructional Technology , Library Information Services	Operating, Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT	EXPECTED RESULTS	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
		<ul style="list-style-type: none"> PD Objective Delivery Method(s) Audience(s) 	<ul style="list-style-type: none"> What will be different as a result of this professional development? How will the results be measured? 			
	curriculum Student engagement Supporting students who receive special education services Technology and information literacy					
Teacher Development						
New Teacher Induction Sponsored by Professional Development	Other: teacher retention Content knowledge Cooperative learning Differentiated instruction Classroom management Culturally responsive teaching Implementation of new or revised curriculum Instructional planning Parent involvement Supporting English Language Learners Assessment aligned to instruction Supporting students who	Newly hired teachers will design and implement instruction that aligns with written and assessed curriculum and meets the needs of all students DeliveryMethod(s): Workshop, Seminar / Institute, Mentoring, Classroom visitation / observation, Other: Orientation Audience(s): Teachers	instruction aligns w/ written, assessed curriculum survey observation increased teacher retention retention data	Deborah Piper	Health Education , Instructional Technology , Liberal Arts , Library Information Services , Mathematics, PreK-12 , Music , Physical Education , Science PreK-12 , Social Studies, Elementary , Social Studies, Secondary , Visual Arts , Special Programs, PreK-12 , Language Arts, Secondary , Language Arts, Elementary , Career and Technology Education , Science, Technology, Engineering &	Operating, Grant: Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT	EXPECTED RESULTS	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
		<ul style="list-style-type: none"> PD Objective Delivery Method(s) Audience(s) 	<ul style="list-style-type: none"> What will be different as a result of this professional development? How will the results be measured? 			
	receive special education services				Mathematics (STEM) , Special Education , World Languages , Gifted and Talented Education and Magnet Programs , School Counseling , Health Services , Safe and Drug-Free Schools , Dance Education	
Paraeducator Professional Development Sponsored by Professional Development	Other: interpersonal skills Other: connecting with students Classroom management Supporting students who receive special education services Technology and information literacy General education and special education collaboration	Paraeducators will use effective interpersonal, communication, and management skills to support classroom instruction and meet the needs of all student DeliveryMethod(s): Seminar / Institute, Workshop, Other: orientation Audience(s): Paraeducators	Interpersonal skills support co-teaching survey observation Classroom management skills decrease classroom disruptions survey observation Increased use of strategies to engage students survey observation Collaboration will increase monitoring of student progress survey observation	Deborah Piper , Jennifer Dunkle	Special Education	Operating, Grant: Title II

* Items highlighted in gray have not been authorized. Items highlighted in light yellow have been authorized but have not received final approval.

** This document was generated from a web-based report. Additional formatting may be required.

Special Education Staffing Plan Workgroup 2010-2011		
Name	Title	Office/Organization
Adams, Renard	Coordinator	Department of Research, Accountability & Assessment
Brooks, Debra	Coordinator	Department of Special Education, Placement and Birth to Five
Baskar, Mary	President	Special Education Citizens' Advisory Committee (SECAC)
Considine, Jean	Parent Coordinator	Office of Special Education
Cowles, Stephen	Associate General Counsel	Law Office
Cox, Maryanne	Fiscal Officer	Division of Curriculum and Instruction
Hart, Michelle	Parent	Community
Hartman, Elisa	Parent	Community
Johnson, Shawnda	Accountant II	Division of Curriculum and Instruction
Kidder, Margaret	Coordinator, Psychological Services	Office of Student Support Services
Lawton, Pat	Director	Office of Special Education
Lembo, Melissa	Assistant to Area Assistant Superintendent	Northeast Area Office
Lemon, Marlo	Parent	Community
Lindsey, Shaunta	Coordinator	Office of Special Education, School Support and Compliance
Macer, Merry	Supervisor	Department of Professional Development
Mullen, Laura	Parent	Community
Murray, Samantha	Research Specialist	Department of Research, Accountability & Assessment
Price, Rebecca	SLP/ Intern	Carney/Pine Grove Elementary
Reid, Sandra	Principal	Pine Grove Middle School
Saroff, Sharon	Parent	Community
Siebenhaar, Janice	Resource Teacher	Office of Mathematics Pre K-12
Williams, Lance	Coordinator, Alt-MSA and Related Services	Office of Special Education
Vogel, Pat	Principal	Westowne Elementary School

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, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science 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 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, mathematics, and science. The MSA test measures basic as well as higher-level skills.

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

This test, which has replaced the Maryland School Performance Assessment Program (MSPAP), provides educators, parents, and the public valuable information about student, school, school system, and state performance.

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 Program (IEPs).

Least Restrictive Environment (LRE) codes for ages 6-21

LRE A - In general education settings 80 percent or more of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services inside general education settings 80 percent or more of the school day.

This may include students with disabilities placed in:

- Classes with special education/related services provided within general classes.
- Classes with special education/related services provided outside general classes.
- Classes with special education services provided in resource rooms.

LRE B - In regular education settings between 40 percent and 79 percent of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings between 40 percent to 79 percent 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. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be included.

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 general education class.

LRE C - In general education settings less than 40 percent of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings less than 40 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be

included.

This category may include students placed in:

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

LRE D – Homebound placement (Home and Hospital). Students, ages 6-21, who receive special education instruction at home. Students with disabilities whose parents have opted to home school them and who receive special education at the public expense should not be included.

LRE F - Public separate day school. Students, ages 6-21, who receive special education and related services for greater than 50 percent 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. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private separate day facility that does not house programs for students without disabilities.

LRE I - Private residential facility. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private residential facility.

List of Acronyms/Abbreviations

AAA – Additional Adult Assistance	HSA – High School Assessment
AAS – Additional Adult Support	IA – Instructional Assistant
ADA – Americans with Disabilities Act	I&T – Infants and Toddlers
ALD – Auditory Listening Device	IDEA – Individuals with Disabilities Education Act
ALS – Adapted Learning Support	IE – Inclusive Education
Alt-MSA – Alternative Maryland School Assessment	IEP – Individualized Education Program
APE – Adaptive Physical Education	IFSP – Individual Family Service Plan
AT – Assistive Technology	IST – Instructional Support Team
AUD – Audiology	JC – Job Coach Services
AYP – Adequate Yearly Progress	LRE – Least Restrictive Environment
BCPS – Baltimore County Public Schools	MSA – Maryland School Assessment
BIS – Behavior Intervention Support	MSDE – Maryland State Department of Education
BLS – Behavior Learning Support	OSE – Office of Special Education
CLS – Communication and Learning Support	OT – Occupational Therapy/Therapist
COMAR – Code of Maryland Regulations	PA – Personal Assistant
DHH – Deaf and Hard of Hearing	PRASP – Program Review and Support Process
ECLS – Early Childhood Learning Support	PT – Physical Therapy/Therapist
ELL – English Language Learner	SECAC – Special Education Citizens' Advisory Committee
FALS – Functional Academic Learning Support	SL – Speech Language Services
FAPE – Free, Appropriate Public Education	SLP – Speech Language Pathologist
FTE – Full-Time Equivalent	SST – Student Support Team
FY – Fiscal Year	STARS – Student Tracking and Registration System
Gen Ed – General Education	TIENET – Technology for Improving Education (software)