Special Education Staffing Plan 2018-2019
SPECIAL EDUCATION STAFFING PLAN FOR 2018-2019

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I. Assurance

The *Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2018-2019* 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.
- Evaluation of the previous staffing plan.
- Evidence of public input.
- Staffing patterns of service providers of special education and related services, including para-educators.
- The number and type of service providers needed to provide FAPE to each student with a disability in the LRE.
- The methods for monitoring 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 para-educators assigned to schools.
- The number of vacancies reported and how FAPE is provided when vacancies occur.

II. Introduction

**BLUEPRINT 2.0**

**VISION**

BCPS will be among the highest performing school systems in the nation as a result of creating, sustaining, and investing in a culture of deliberate excellence for every student, every school, and every community.

**PURPOSE**

BCPS will provide for every student the highest quality 21st century education in a safe, secure, and positive environment conducive to high levels of teaching, learning, and student engagement, resulting in globally competitive students prepared for their chosen college and/or career path.

**CORE VALUES**

- Learning is BCPS’ core purpose.
- Effective teaching is the most essential factor in student learning.
- Effective leaders support learning and optimum performance at all levels.
- BCPS is committed to doing whatever it takes to ensure that every student learns and succeeds, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability.
Every student will be successful when provided high expectations and sufficient, appropriate supports.
Organizational development is essential to BCPS becoming a world-class school system.
Trusting relationships and commitment to BCPS core values will foster learning at all levels.
Students, parents/guardians, employees, community members, and all BCPS stakeholders comprise Team BCPS.
Every member of Team BCPS has value and makes important contributions towards BCPS becoming a world-class school system.
Positive and productive relationships among all members of Team BCPS are built through meaningful communication and engagement.
All members of Team BCPS are partners in creating, sustaining, and investing in a culture of deliberate excellence and vital to BCPS’ success.

GOAL 1: ACADEMICS

Every student will experience high academic achievement and continuous growth by participating in a rigorous instructional program designed to raise the academic bar and close achievement gaps so that every student will become a globally competitive citizen in a culturally diverse world.

STRATEGIC INITIATIVES:

A. Develop and implement an aligned written, taught, and assessed curriculum and assessment system based on common core standards with emphasis on literacy, numeracy, and writing in every class and built on the foundation of a 21st century teaching and learning framework.
B. Provide equitable resources for and access to world-class first instruction and high-quality educational programs.
C. Ensure a learner-centered, personalized, blended environment powered by digital learning and interactive curriculum access that is flexible anytime and anywhere.
D. Strengthen and expand early childhood education in our community to build early foundations for learning success and eliminate achievement gaps before they occur.
E. Develop and implement a Response to Intervention framework to provide early, effective assistance to students for academic interventions.
F. Implement the Differentiated-Tiered Support Model to allocate resources and supports to all schools based upon student achievement and need.

GOAL 2: SAFETY

Every school and office will be safe and secure, promote individual well-being, and provide positive, respectful, and caring environments for teaching, learning, and working.

STRATEGIC INITIATIVES:

A. Develop and implement a comprehensive, systemwide framework for safe schools and offices.
B. Strengthen and expand student support services efforts at each school and systemwide.
C. Develop and implement a positive behavior support plan to provide early, effective assistance to students for behavioral interventions.
D. Create a healthy environment that is conducive to learning and working in all schools and offices.

GOAL 3: COMMUNICATION

Every stakeholder will experience clear, timely, honest, transparent, and widely available communication about system initiatives and activities that engages them in building a culture of trust through action and establishes BCPS as a world-class school system.

STRATEGIC INITIATIVES:

A. Develop and implement effective two-way communication for internal stakeholders.
B. Develop and implement effective two-way communication for external stakeholders.
C. Cultivate innovative partnerships with members of Team BCPS to provide a sustainable system of support for every student.
D. Build and nurture a culture of high engagement and customer service to ensure pride in Team BCPS.

GOAL 4: ORGANIZATIONAL EFFECTIVENESS

BCPS will maximize organizational efficiency and effectiveness by engaging in strategic efforts that employ rigorous, relevant, and reasonable performance standards that provide for all employees’ professional growth and shared accountability for student, school, and organizational performance.

STRATEGIC INITIATIVES:

A. Develop and implement a comprehensive human resources management plan that addresses recruiting, selecting, developing, supporting, evaluating, and retaining highly qualified and effective staff at all levels of the organization.
B. Build, sustain, and invest in technology infrastructure and efforts to streamline data management and create efficiencies throughout the organization.
C. Establish a comprehensive performance management approach that ensures data-informed and evidence-based decision-making.
D. Develop and implement along-range, comprehensive facilities modernization plan that addresses the aging infrastructure and provides safe, clean, and well-equipped facilities for students and staff.
E. Develop and implement a systemwide framework to ensure efficiencies in all schools and offices throughout the organization.

SPECIAL EDUCATION MISSION

In accordance with the Blueprint 2.0, OSE 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 students with disabilities have access to a full continuum of services while being educated with nondisabled peers to the maximum extent possible.
SPECIAL EDUCATION GOAL

OSE 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 (LRE).

PHILOSOPHY AND GUIDING PRINCIPLES

In BCPS, services provided to students with disabilities align directly to the Blueprint 2.0 by utilizing the key goals to achieve the strategic initiatives. 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 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.

III. Evaluation of the Special Education Staffing Plan

BCPS engaged in an independent audit process to carefully review current practices in OSE. Results of the audit were shared with community stakeholders, parents and district administrators. A final report was distributed by Public Consulting Group (PCG). (Appendix A)

Recommendations were provided for enabling the OSE to promote initiatives that support the achievement of students with disabilities. The following three recommendations were first provided as part of the 2004 Barber Report, however are cited by PGE as continuing to be the most relevant components to focus on when allocating staffing to support the achievement of students receiving special education supports and services:

- 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.

In 2015-2016, OSE developed a multi-year strategic staffing plan to address the results of the audit, in addition to areas of need identified through multiple data sources, including but not limited to State Performance Plan results, BCPS performance data, special education enrollment trends, LRE trends,
referrals to more restrictive settings, and dispute resolution data. The multi-year strategic plan included budget requests for the following positions from 2015-2016 to 2017-2018 school year.

- An increase in Infants and Toddlers teachers to ensure adequate caseload management and provision of services
- An increase in elementary special education teachers to offer a continuum of services for students with disabilities in their home schools.
- An increase in secondary special education teachers to offer a continuum of services in home schools and regional models for students with complex social-emotional needs and high functioning autism.
- An increase in related service providers (Speech and Language Pathologists, Occupational Therapists, Physical Therapists, and Vision Teachers) to address the increased need of services for students with disabilities ages birth to 21.
- An increase in para-educators for elementary and secondary schools to address the enrollment growth and services for students with disabilities.
- An increase in Transition Facilitators and job coaches to support transition activities for secondary students.
- A request for Board Certified Behavior Analysts to support school based staff in addressing complex behavioral needs of students.
- A request for IEP Chairpersons to provide oversight to IEP teams and guidance to case managers regarding IEP implementation.

The effectiveness of the 2017 Staffing Plan was assessed by reviewing performance data, LRE data, regional program enrollment, and caseload information. Additional feedback was gained through public input processes inclusive of internal and external stakeholders.

**STRENGTHS:**

- Improved analysis of staffing through assessment of multiple data sources in grades PS – 12.
- Increased staffing to support special education enrollment growth due to increased enrollment of new to county students.
- Increased staffing to support the continuum of services in elementary schools.
- Improved programmatic options to offer a continuum of services in secondary schools in additional geographic areas addressing the needs of students with high functioning autism and complex social-emotional needs.
- Increase in central office staff, Board Certified Behavior Analysts (BCBA), to address complex behavioral needs and support proactive positive behavior planning supports.
- Re-alignment of central office staff to address the differentiated support model including coaching opportunities provided by resource teachers to identified regional programs.
- Improved inter-collaborative processes with Offices of Strategic Planning, Facilities, Law, Budget, Human Resources, Student Data, and Transportation to address growth in special education enrollment.
- No appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.
- Alignment of strategic professional learning plans to areas of identified need: early childhood, literacy, autism, and transition.
NEEDS:

OSE is developing an updated multi-year strategic staffing plan to reflect current and anticipated patterns, trends, and needs. The multi-year strategic staffing plan will address the following areas of need:

- Continuum of services to provide LRE C at comprehensive elementary schools.
- Expansion of existing regional options in each geographic area to address capacity, caseloads, and special transportation needs.
- Review of recommended ratios for regional programs and separate public day schools.
- IEP Chairpersons at elementary and secondary schools.
- Review of recommended ratios for para-educator allocations.
- Related Services staffing to ensure adequate caseloads and provision of services.
- Infants & Toddlers teachers and service coordinators to address caseloads and service delivery.
- BCBAs.
- Transition Facilitators to ensure adequate support to case managers in addressing and monitoring transition activities.

IV. Public Input Process:

The Office of Communications provides notification of all public hearings, meetings, and workshops regarding the development of each year’s operating budget. Communications are shared via the BCPS Website, OSE Website, and individual school publications. Stakeholders, including parents/guardians are invited to share feedback about the proposed budget. Historically, parents/guardians of students with disabilities are well represented at the various meetings.

In addition to the public hearings, SECAC executive board members advocate for OSE budget requests throughout the year at Board of Education meetings. The SECAC Executive Board meets bi-monthly with the Director of Special Education to discuss special education initiatives and priorities. Additionally, SECAC holds multiple meetings for parents and community stakeholders which are open to the public, throughout the school year to provide information and advocate for services for students with disabilities. In a collaborative effort, SECAC provided recommendations to the Interim Superintendent and Board of Education addressing inclusivity, training, accountability, and staffing. Presentations addressed the following topics: OSE Updates, SECAC Recommendations for the Superintendent, Autism, Related Services, Executive Functioning, Multi-Tiered System of Supports, and Literacy. Agendas and topics are prepared based upon feedback provided by SECAC members and stakeholders.
SECAC Meetings 2017-2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2, 2017</td>
<td>Office of Special Education Updates/Goals for 17-18 Tips &amp; Tricks to Start the Year Right</td>
</tr>
<tr>
<td>November 6, 2017</td>
<td>Social/Emotional Development</td>
</tr>
<tr>
<td>December 4, 2017</td>
<td>Interim Superintendent, Ms. Verletta White</td>
</tr>
<tr>
<td>February 5, 2018</td>
<td>Planning for Transitions (Middle to High; High to Post-Secondary)</td>
</tr>
<tr>
<td>March 5, 2018</td>
<td>Literacy</td>
</tr>
<tr>
<td>April 9, 2018</td>
<td>Autism; Related Service Providers (Speech, OT, PT, Assistive Technology)</td>
</tr>
<tr>
<td>May 7, 2018</td>
<td>Executive Functioning; Election of New Officers</td>
</tr>
</tbody>
</table>

SECAC Executive Board 2017-2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Stewart-Sicking</td>
<td>Chair</td>
</tr>
<tr>
<td>Hope Meisinger</td>
<td>Co-Chair</td>
</tr>
<tr>
<td>Helen Doyle</td>
<td>Secretary</td>
</tr>
<tr>
<td>PJ Shafer</td>
<td>Executive Board Mentor</td>
</tr>
<tr>
<td>Eliza Hartman</td>
<td>Executive Board Mentor</td>
</tr>
</tbody>
</table>

The Special Education Staffing Plan and budget requests are shared at a SECAC meeting, in addition to subsequent meetings with the SECAC Executive Board. SECAC Recommendations included requests to increase the special education teachers and para-educators for elementary and secondary schools to improve the continuum of services and ensure appropriate ratios for regional programs. Additionally, recommendations included the need to increase the number of BCBAs and Related Service Providers. (Appendix B, C)

Administrator input sessions are held to review special education initiatives and professional learning opportunities. Administrators provide feedback regarding the special education staffing plan specific to strengths and areas of need. During the 2017-2018 sessions, principals were well represented and provided meaningful feedback regarding systemic needs and the needs of their individual schools. Administrators expressed the need to increase the number of special education teachers and para-educators for elementary and secondary schools to address the continuum of services due to the enrollment growth of new to county students with many outside general education hours on their IEPs. Administrators also expressed the need for additional teachers and para-educators for the regional programs and for IEP Chairperson Positions as separate allocations.

The Special Education Staffing Plan and proposals are reviewed throughout the year with various BCPS stakeholders, including representatives from various offices, including but not limited to Executive Leadership, Community Superintendents, Offices of Strategic Planning, Facilities, Transportation, Climate, and Law. Budget proposals and programmatic changes are reviewed to ensure alignment of requests to identified need as noted through enrollment and LRE trends. Historical and anticipated trend patterns are reviewed to ensure that students are receiving FAPE in their LRE within their home school, or school closest to their home. These stakeholders continue to engage in strategic planning to accommodate current and anticipated needs. (Attachment D)
Baltimore County Public Schools: Special Education Staffing Plan 2018-2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting or Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Present proposed operating schedule to the Board</td>
</tr>
<tr>
<td>August–September</td>
<td>Prebudget meeting with the interim superintendent</td>
</tr>
<tr>
<td>September</td>
<td>Prebudget meetings with staff</td>
</tr>
<tr>
<td>September</td>
<td>Grants and general fund instructions to central office staff</td>
</tr>
<tr>
<td>September</td>
<td>Performance Budget training and FY20 budget planning sessions for office budgets</td>
</tr>
<tr>
<td>October–November</td>
<td>Office budget requests are due to the Office of Budget and Reporting (OBR)</td>
</tr>
<tr>
<td>January</td>
<td>Budget review by the interim superintendent</td>
</tr>
<tr>
<td>January</td>
<td>Interim superintendent presents proposed FY2020 budget to the Board – distribution of</td>
</tr>
<tr>
<td></td>
<td>the proposed budget document</td>
</tr>
<tr>
<td></td>
<td>Board public hearing on operating budget</td>
</tr>
<tr>
<td></td>
<td>Board work session on operating budget</td>
</tr>
<tr>
<td>February</td>
<td>Board votes on the FY2019 budget</td>
</tr>
<tr>
<td>March</td>
<td>Distribution of Board proposed budget document</td>
</tr>
<tr>
<td></td>
<td>County executive staff reviews BCPS budget proposal</td>
</tr>
<tr>
<td>April</td>
<td>County executive presents FY2019 budget recommendations to the county council</td>
</tr>
<tr>
<td></td>
<td>County council holds a public hearing on all county budgets</td>
</tr>
<tr>
<td>April–May</td>
<td>County council reviews budget request for all county operating and capital budgets</td>
</tr>
<tr>
<td>May</td>
<td>County council work session on BCPS budget</td>
</tr>
<tr>
<td></td>
<td>County council votes to adopt FY2019 budget</td>
</tr>
<tr>
<td>July</td>
<td>FY2019 funds available</td>
</tr>
<tr>
<td></td>
<td>Distribution of the FY19 adopted budget document</td>
</tr>
</tbody>
</table>

V. Maintenance of Effort
The proposed Board of Education budget for FY19 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY17. The federal pass-through grant for FY18 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 FY10 through FY19 Board-Proposed

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Budget for Special Education</th>
<th>Special Revenue Fund Budget for Special Education</th>
<th>Total</th>
<th>% Change</th>
<th>General Fund Operating Budget for BCPS</th>
<th>Total Special Revenue Fund Budget</th>
<th>Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$147,834,796</td>
<td>$52,217,651</td>
<td>$200,047,442</td>
<td>12.46%</td>
<td>$1,197,905,720</td>
<td>$1,075,588,610</td>
<td>$1,305,494,330</td>
<td>4.54%</td>
</tr>
<tr>
<td>2011</td>
<td>$150,213,418</td>
<td>$50,285,524</td>
<td>$194,094,488</td>
<td>0.22%</td>
<td>$1,211,373,834</td>
<td>$99,990,023</td>
<td>$1,311,363,857</td>
<td>0.45%</td>
</tr>
<tr>
<td>2012</td>
<td>$155,229,395</td>
<td>$38,865,053</td>
<td>$194,094,451</td>
<td>-3.09%</td>
<td>$1,226,742,597</td>
<td>$87,655,456</td>
<td>$1,314,398,053</td>
<td>0.23%</td>
</tr>
<tr>
<td>2013</td>
<td>$160,855,624</td>
<td>$34,602,827</td>
<td>$195,458,451</td>
<td>0.70%</td>
<td>$1,272,253,709</td>
<td>$74,272,536</td>
<td>$1,346,526,245</td>
<td>2.39%</td>
</tr>
<tr>
<td>2014</td>
<td>$162,659,137</td>
<td>$35,245,572</td>
<td>$197,904,709</td>
<td>1.24%</td>
<td>$1,315,883,696</td>
<td>$73,474,588</td>
<td>$1,389,358,284</td>
<td>3.08%</td>
</tr>
<tr>
<td>2015</td>
<td>$168,057,408</td>
<td>$34,911,031</td>
<td>$202,968,439</td>
<td>2.56%</td>
<td>$1,349,057,045</td>
<td>$70,386,054</td>
<td>$1,419,443,099</td>
<td>2.17%</td>
</tr>
<tr>
<td>2016</td>
<td>$171,041,339</td>
<td>$37,114,109</td>
<td>$208,155,448</td>
<td>2.56%</td>
<td>$1,396,938,133</td>
<td>$82,686,357</td>
<td>$1,479,624,490</td>
<td>4.24%</td>
</tr>
<tr>
<td>2017</td>
<td>$173,977,588</td>
<td>$41,172,278</td>
<td>$215,149,866</td>
<td>3.36%</td>
<td>$1,435,990,222</td>
<td>$87,061,826</td>
<td>$1,523,052,048</td>
<td>2.94%</td>
</tr>
<tr>
<td>2018</td>
<td>$180,087,014</td>
<td>$40,278,552</td>
<td>$220,365,566</td>
<td>2.42%</td>
<td>$1,501,743,292</td>
<td>$87,344,842</td>
<td>$1,589,088,134</td>
<td>4.34%</td>
</tr>
<tr>
<td>2019</td>
<td>$193,370,927</td>
<td>$41,147,654</td>
<td>$234,518,581</td>
<td>6.42%</td>
<td>$1,559,702,137</td>
<td>$95,300,897</td>
<td>$1,655,003,034</td>
<td>4.14%</td>
</tr>
</tbody>
</table>
VI. 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.

For SY2018-19, staffing was allocated based on census data collected in December 2017. Staffing was allocated based on the number of students in each given LRE. Staffing guidelines have been updated to allocate staffing based on ratios adjusted for LRE A, B or C.

In response to the recommendation from the PCG, the SY2018-19 Staffing Plan continues to be written with the intent to increase the placement of students with disabilities in their home schools, specifically at the elementary level. Adjustments were made to school allocations to account for students currently placed out of their home school for services in LRE B or C, who can return to their home schools to receive this same level of service in their least restrictive environment. This adjustment allowed for additional resources to be allocated supporting students needing a continuum of services in their least restrictive environment in their home school. (Appendix E)

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.
In response to a review of LRE data at the secondary level, the OSE made the recommendation to increase regional program options in comprehensive schools for the 2017-18 school year to support students with emotional and behavioral needs and students with high functioning autism. An increased number of students received services through these regional programs during the 2017-18 school year. For the 2018-2019 school year, additional teachers and paraeducators were allocated to support students with high functioning autism at the secondary level to ensure adequate ratios are maintained.

For the 2018-2019 school year, additional approved positions were allocated to identified elementary schools to ensure a continuum of services (LRE C) could be provided for students in their home schools. The positions approved for the growth factor were allocated to address the increased caseloads and services for identified schools. Additionally, three BCBAs were approved to support central office staff in providing proactive positive behavior support, professional learning, and addressing individualized needs of students as identified through the IEP team process. Additional transition facilitators were approved to support secondary special education case managers in implementing and monitoring transition activities for students.

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. Planning and delivery of special education services is an integral part of BCPS’ master plan and budget process. This is evidenced by the special education items requested and approved to improve special education services through the FY18 budget process. Special education services are also a critical component of school improvement planning. Each School Leadership Team reviews multiple data sources, inclusive of those specific to special education to address areas of need for improvement in the School Climate and Academic sections of their School Progress Plans.

IEP teams are responsible for the decision making regarding special education services necessary to provide meaningful access to general education curriculum. Each IEP team must include documentation of the discussion that students with disabilities are educated with nondisabled peers to the maximum extent possible as outlined in their IEPs. The provision of services is a critical factor in the assurance of FAPE for students with disabilities. Collaboration amongst special education teachers and general education teachers is essential to ensure effective implementation of students’ IEPs. Collaborative practices include, but are not limited to; participation in professional learning opportunities, planning sessions, and co-teaching opportunities. OSE works closely with content offices to provide collaborative professional learning sessions throughout the year for IEP chairpersons, Special Education Department Chairs, special education teachers, and reading specialists. An emphasis on collaborative planning and problem solving practices is promoted to support the team approach in addressing the diverse needs of all learners in each school. The OSE has a strong partnership with the Office of English Language Arts as noted through the collaborative strategic plan to address the diverse literacy needs of all learners in BCPS. The strategic plan is aligned to the Interim Superintendent’s priority and is evident in the School Progress Plan in each school. The 2017-2018 collaborative professional learning sessions provided targeted strategies to support teachers in addressing the foundational literacy skills of struggling readers and those with dyslexia.
VII. 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 both inside and outside of the general education setting. Special education staffing is determined by recommended ratios applied both to student counts per LRE and within specific programs. 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.

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Staffing Guidelines Proposed for FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants and Toddlers (I &amp; T) (12 months - 36 months)</td>
<td>The Baltimore County Infants and Toddlers Program (BCITP), an interagency program among BCPS, Baltimore County Department of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from BCITP 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. Many children receive multiple services including special instruction, related therapies, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</td>
<td>Infants and Toddlers services are provided in “natural environments,” which may include the home, childcare setting, or other community setting such as a library</td>
<td>Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs. Infants and Toddlers: 30.2 students 1 teacher</td>
</tr>
</tbody>
</table>
### Inclusive Education (IE)  
**Preschool – Grade 12**

A continuum of special education services are provided in each comprehensive school. Students in need of these services have varied disabilities and multiple needs that can be met 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 pull-out and push-in); co-teaching; and consultation with general education teachers.

- 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 universal design and student-centered learning environments

**Staffing Guidelines**

- **Community-based:**
  - 20 students
  - 1 teacher

- **Inclusion: 3 and 4-year old (IGE 3 and IGE 4)**
  - 6 students receiving special education services
  - 6 typically developing peers
  - 1 teacher
  - 1 para-educator
  - 1 additional adult support

- **Inclusion: Grades K - 12**
  - 16 students in LRE A
  - 1 teacher
  - .5 para-educator
  - 14 students in LRE B
  - 1 teacher
  - .5 para-educator
  - 10 students in LRE C
  - 1 teacher
  - .5 para-educator

### Outside of General Education Classroom (OGE)  
**Age 3 - Age 4**

Students in need of services delivered outside of the general education setting 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.

- Instruction outside of the general education classroom setting for the majority of the school day and inclusion in general education classes, as appropriate for the individual student

**Staffing Guidelines**

- **9 students**
- **1 teacher**
- **1 para-educator**

### Kindergarten Early Childhood Learning Support Classroom (ECLSK)

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.

- Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student

**Staffing Guidelines**

- **9 students**
- **1 teacher**
- **1 para-educator**
<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Staffing Guidelines Proposed for FY19</th>
</tr>
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</table>
| **Social Emotional Learning (SEL) (Grades K - 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. Services offered may include a structured learning environment; behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; and availability of crisis prevention and intervention. | • 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 | Self-Contained:  
9 students  
1 teacher  
1 paraeducator  
PUBLIC, SEPARATE DAY SCHOOL:  
7.5 students  
1 teacher  
1 paraeducator  
Additional Support:  
1 behavior interventionist is allocated to support students accessing special education services in the regional program. This staff member may also support students throughout the school. |
| **Communication and Learning Support (CLS) (Age 5 – 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  
PUBLIC, SEPARATE DAY SCHOOL:  
7.5 students  
1 teacher  
1 paraeducator  
Additional Support:  
1 behavior interventionist is allocated to support students accessing special education services in the regional program. This staff member may also support students throughout the school. |
| **Social Communication Learning Support (SCLS)** | Students with IEPs in need of social communication learning support services whose complex communication, socialization, and learning needs are a result of having high functioning Autism Spectrum Disorder. Students requiring these services typically have needs in the areas of social communication, social/emotional, executive functioning, sensory integration, social anxiety, and adaptive behavior. Services offered may include: highly structured learning environments, use of visually based strategies, emphasis on the development of language and social competency skills, use of sensory processing techniques, and the development of individualized behavioral strategies. | • Blended model of self-contained classes and inclusion in general education classes as appropriate for the individual student | 9 students  
1 teacher  
1 paraeducator  
Additional Support:  
1 behavior interventionist is allocated to support students accessing special education services in the regional program. This staff member may also support students throughout the school. |
| **Functional Academic Learning Support (FALS)** | Students in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. | • Self-contained classes for the majority of the school day and inclusion in general education classes | Self-Contained:  
10 students  
1 teacher  
1 paraeducator  
2 additional program support |
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<tr>
<td>(Grade 1 – Age 21)</td>
<td>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.</td>
<td>Education classes as appropriate for the individual student. &lt;br&gt;• Public, separate day school &lt;br&gt;• College campuses</td>
<td>1 behavior interventionist &lt;br&gt;Public, Separate Day School: 7.5 students &lt;br&gt;1 teacher &lt;br&gt;1 paraeducator &lt;br&gt;Additional Support: 1 behavior interventionist is allocated to support students accessing special education services in the regional program. This staff member may also support students throughout the school. &lt;br&gt;College Campuses: 10 students &lt;br&gt;1 teacher &lt;br&gt;2 para-educators</td>
</tr>
<tr>
<td>Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)</td>
<td>Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include communication development; speech and language therapy; aural rehabilitation; instructional support; use of auditory listening devices; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.</td>
<td>• Inclusion in general education for part or all of the day &lt;br&gt;• Itinerant services, resource services &lt;br&gt;• Self-contained classes</td>
<td>Self-Contained: 9 students &lt;br&gt;1 teacher &lt;br&gt;1 paraeducator</td>
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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 OSE, Office of Student Support Services, Office of School Climate, 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 in 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 interpreters provide services to students involved in BCPS sponsored after-school activities.
- 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).

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<tr>
<th>Related Service</th>
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<th>Number of Service Providers Proposed for FY19</th>
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<tbody>
<tr>
<td>Adapted Physical Education (APE)</td>
<td>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. 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</td>
<td>3</td>
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<tr>
<td>Related Service</td>
<td>Description</td>
<td>Number of Service Providers Proposed for FY19</td>
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<tr>
<td>Assistive Technology (AT)</td>
<td>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.</td>
<td>4.8</td>
</tr>
</tbody>
</table>
| Audiology (Aud)              | 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.  

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. | 4.0                                           |
<p>| 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 transliterates, 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. | 16.0                                          |</p>
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<tr>
<td>Job Coach Services (JC)</td>
<td>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.</td>
<td>4.0</td>
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<tr>
<td>Occupational Therapy (OT)</td>
<td>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.)</td>
<td>63.4</td>
</tr>
<tr>
<td>Physical Therapy (PT)</td>
<td>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.</td>
<td>25.2</td>
</tr>
<tr>
<td>Speech Language Services (SL)</td>
<td>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.</td>
<td>185.9</td>
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<tr>
<td>Related Service</td>
<td>Description</td>
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| Music Therapy   | As a related service, music therapy service (MT) assists students to be functional participants in their educational environment. Music therapists provide direct and consult services to a student when assessed to show that music therapy is needed to assist in gaining progress toward their IEP goals and objectives. Music therapy may include:  
  - Providing and modeling songs to teachers to help with specific IEP objectives.  
  - Providing ideas to assist with MT relaxation techniques and those to assist with regulation and sensory needs.  
  - Use of music and music activities to help a student achieve on their IEP.  
  - Music therapy services are provided by nationally board-certified music therapists who are employed by BCPS. Music therapists are part of the transdisciplinary team who use music therapy interventions to assist with IEP objectives provided by other team members for a student. | 1.0 |
| Art Therapy     | Art therapy services provide students with strategies to assist them with being functional participants in their educational environment. Art therapists provide direct and consult services to a student when assessed to show that art therapy is needed to assist in gaining progress toward their IEP goals and objectives. Art therapy may include:  
  - Providing verbal and nonverbal interventions to teachers to help with specific IEP goals.  
  - Providing interventions to assist with self-regulation, cognitive perceptual integration and sensory needs.  
  - Use of graphic tools to improve fine motor skills, group skills, and availability for learning.  
  - These strategies are used to enhance the skills of students that are important for daily life, along with academic IEP goals and objectives. | 1.0 |
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<tbody>
<tr>
<td>Transition (Trans)</td>
<td>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.</td>
<td>14.0</td>
</tr>
<tr>
<td>Vision (Vis)</td>
<td>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.</td>
<td>7.0</td>
</tr>
<tr>
<td>Board Certified Behavior Analyst (BCBA)</td>
<td>Board certified behavior analysts (BCBA) services are utilized to provide advice, consultation, and guidance regarding student behavior issues. The BCBA supports school teams with the collection, organization, and analysis of data that assists with the development of individualized programming for students. The BCBA will provide professional development to personnel focused on using Applied Behavior Analysis (ABA) to support students in need of an intensive level of behavioral support.</td>
<td>6.0</td>
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### Student Support Services

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<tr>
<th>Student Support Service</th>
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<th>Number of Service Providers Proposed for FY19</th>
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<tbody>
<tr>
<td>Behavior Intervention</td>
<td>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 school wide positive behavior support programs in an effort to maximize student success.</td>
<td>92</td>
</tr>
<tr>
<td>School Counselor Services</td>
<td>School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of school wide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with student support service teams, IEP teams, and teacher teams in a consultative role.</td>
<td>317.5</td>
</tr>
<tr>
<td>Health Services</td>
<td>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 providing direct services in school settings and collaborating with external providers.</td>
<td>School Nurses: 184.4</td>
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<td></td>
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<td>Health Assistants: 40.3</td>
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<tr>
<td>Student Support Service</td>
<td>Description</td>
<td>Number of Service Providers Proposed for FY19</td>
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<tr>
<td>Student Support Service</td>
<td>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.</td>
<td></td>
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<tr>
<td>School Psychologist Services</td>
<td>School psychologists provide 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.</td>
<td>106.1</td>
</tr>
<tr>
<td>School Social Work Services</td>
<td>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.</td>
<td>96.7</td>
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### Student Support Service
- **system wide positions**
- **positions not funded entirely by OSE**

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<tr>
<th>Description</th>
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<tr>
<td>School social workers maintain appropriate documentation to review the effectiveness of interventions to assist with student achievement.</td>
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### 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 ADDITIONAL ASSISTANT

Additional assistants (AA) work with special educators, general educators, and para educators by providing support and additional adult assistance to individual students or groups of students with 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 para educator). BCPS utilized 1136.5 Additional Adult Assistants during the 2016-2017. Additional Adult Assistants are mostly utilized to address the needs of early childhood, elementary schools, and separate public day schools. These positions are mostly utilized to support students with complex behavioral needs as identified on their IEPs.

### 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. A variety of staff (general educators, special educators, related service providers, etc.) may implement the IEP. All general educators who have students with disabilities in their classrooms are made aware of students’ needs either by participating in the IEP team process, or through consultation with the student’s case manager or special education teacher to review the student’s IEP. For the 2017-18 school year, a total of 7,219.7 general education teachers (including but not limited to classroom teacher positions) are proposed in the FY2018 budget to support the provision of FAPE. In addition, general education teachers:

- Serve as the teacher of record.
- 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 implementation of core curriculum standards.
- Co-teach/team teach with special education teachers.

ROLE OF SCHOOL ADMINISTRATORS

School administrators are responsible for providing the necessary leadership, coordination, and support to all teaching staff, ensuring that students are provided with FAPE. For the 2018-2019 school year, a total of 447 administrators are proposed in the FY19 budget to support the provision of FAPE.

School 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.

School 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.

PROFESSIONAL DEVELOPMENT

The OSE provided countywide professional development to IEP Chairpersons, special education teachers of regional programs, behavior intervention staff, and new special education teachers. Further countywide training was provided to all special educators on writing high quality IEPs aligned to standards with a focus on goal development. The OSE provided targeted professional development in assessment and instruction, Orton-Gillingham (OG) training, Reflective Coaching, Child Outcome Summaries, Restorative Practices, Positive Behavior Intervention and Supports, Crisis Prevention & Intervention, Integration of Services, Communicative Competence, and Applied Behavior Analysis (ABA). Coaching opportunities were provided to support the implementation of learned strategies such as OG, ABA, and Communicative Competence. Focused professional learning was provided to staff of the new SELS and SCLS secondary regional programs. The 2018-2019 Professional Learning Plan will continue to support teachers and support staff in their continuous growth, while positively impacting student outcomes. (Appendix F)

The OSE has continued providing ongoing professional learning opportunities for para-educators. A variety of workshops were facilitated to enhance capacity regarding data collection, instructional best practices for students with autism, technology basics, understanding and managing challenging behaviors, and visual supports to encourage student success.
VIII. Process for Monitoring Caseloads to Ensure Implementation of IEP

Special education positions are allocated based upon the LRE ratios and program to ensure adequate management of caseloads for special education teachers. In addition to an organizational document provided by Office of Position Management, each principal receives a guidance document which details how the special education teachers, behavior interventionists, and para-educators should be utilized to ensure FAPE and appropriate management of caseloads. Additional guidance documents are provided to each school administrator identifying the allocation and related service provider positions. OSE staff monitor special education enrollment and services on a monthly basis to ensure provision of FAPE and services to students with disabilities. Adjustments to allocations are made as necessary.

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 community superintendents to the Department of Human Resources and for ultimate approval by the Director. Upon request, the OSE provides technical support in this process. Additionally, the OSE monitors special education staffing needs on an ongoing basis by analyzing monthly enrollment figures, enrollment in self-contained regional programs, and the annual October child count.

Staff members from the OSE conduct school visits through the Differentiated Support Request model and the Program Review and Support Process (PRASP). OSE staff review the guidance documents with administrators at the onset of the school year to ensure appropriate utilization of staffing, caseload assignments, and scheduling to address provision of services. As determined by need, OSE staff provide technical assistance and support in the development of master schedules and individualized student schedules. Additionally, during the course of the school year, the supervisor of compliance and the compliance specialist and resource teachers, in collaboration with the zone 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 community superintendents, executive directors, school-based administrators, and the OSE leadership staff. 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 to assure that recommendations are implemented.

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. BCPS hosts many job fairs throughout the year to recruit special education teachers, related service providers, and support staff. In addition to those held throughout the year, there is one specific Special
Education Job Fair held each February to recruit special education teachers and related service providers. BCPS also participates in various consortium fairs and recruitment fairs at various colleges and universities throughout the United States. Additional recruitment efforts are made to address critical shortage areas such as speech and language pathologists and Deaf and Hard of Hearing teachers. Conditionally certified teachers receive professional development, tuition reimbursement, and information on certification opportunities, such as cohorts conducted by colleges and universities. HR also monitors conditional teachers’ compliance with certification requirements.

The OSE works collaboratively with HR 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 HR, 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.

Concurrent with national trends, BCPS has periodically contracted with approved vendors, specifically in the areas of speech-language and vision, to ensure the provision of FAPE and qualified service providers.

When vacancies occur in special education or related services, every effort is made to recruit and provide certified teachers or providers. OSE works closely with the Department of Human Resources to ensure FAPE is provided. Central office staff support school administrators in maximizing resources when vacancies arise. As of June 2018, the following vacancies were reported: 5.6 Special Education Para-Educators, 4.0 Special Education Teachers – Self-Contained, 17.5 Special Education Teachers – Inclusion, 0.3 Speech and Language Pathologists, and 0.4 Occupational Therapists. If vacancies occur for a significant period of time, even with the utilization of substitutes, IEP Teams will convene to discuss and coordinate compensatory services.

**DATA COMMUNICATION TIMELINE**

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Timeline Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>By July 1, all schools have current verification listings available in the Student Planning System (SPS), 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 SPS.</td>
</tr>
<tr>
<td>October</td>
<td>All special education staff have access to the verification listing in SPS. IEP Chairs and special education department chairs are sent reminders regarding IEPs in need of review, prior to the last Friday in October.</td>
</tr>
<tr>
<td>January</td>
<td>All schools have their current verification listing available to them in SPS. School specific area reports of IEPs current and past due totals are available in SPS.</td>
</tr>
<tr>
<td>February</td>
<td>Projected lists of students transitioning to the next level (early childhood to elementary, elementary to middle, and middle to high) are sent to all schools with explanations and directions. IEP Chairs and Special Education Department Chairs</td>
</tr>
</tbody>
</table>
Baltimore County Public Schools: Special Education Staffing Plan 2018-2019

<table>
<thead>
<tr>
<th>Month</th>
<th>Timeline Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>All special education staff are sent reminders to review and finalize all completed SPS documents prior to the end of the school year.</td>
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</table>

**IX. Continuous Staffing Plan Review Process**

In order to determine the effectiveness of the *Special Education Staffing Plan for 2018-2019*, the plan will be monitored continuously throughout the school year. The goal is to serve most students with IEPs in their home school in the least restrictive environment while increasing student achievement.

The Special Education Staffing Plan 2018-19 was written with the goal of providing services to students in their least restrictive environment. For many students, providing LRE means receiving services in their home schools. The OSE remains committed to ensuring an appropriate continuum of services are available at all levels within the system, including services for students whose needs cannot be met in their home school. Staffing practices have been revised to allow for appropriate resources to be allocated to support students needing a continuum of services in their least restrictive environment in their home school as well as supporting regional programs at the secondary level as necessary. The 2018-2019 Staffing Plan will be reviewed at OSE Leadership Meetings and appropriate adjustments will be made to ensure the provision of FAPE for all students with disabilities. Additionally, OSE leadership will meet quarterly with BCPS stakeholders to analyze progress and plan for the 2019-2020 Special Education Staffing Plan.

<table>
<thead>
<tr>
<th>Month</th>
<th>Timeline Considerations</th>
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</thead>
<tbody>
<tr>
<td>June – August</td>
<td>OSE prepares multi-year strategic staffing plan and budget requests. Progressions are finalized. Adjustments to allocations are made as needed. Related services staffing is allocated to schools.</td>
</tr>
<tr>
<td>September – October</td>
<td>Child count is conducted by school based personnel and Student Data. Child Count is finalized and submitted to MSDE. OSE presents the staffing plan and budget requests to SECAC. Staffing trends are assessed based on student enrollment. Staffing Plan is reviewed by OSE Leadership.</td>
</tr>
<tr>
<td>November – December</td>
<td>Staffing trends are assessed based on student enrollment. Staffing allocations are shared with Executive Leadership and Office of Position Management.</td>
</tr>
<tr>
<td>January - February</td>
<td>Special education teachers and para-educator staffing allocations are provided to principals.</td>
</tr>
<tr>
<td>March- April</td>
<td>OSE collaborates with school based staff to review progressions.</td>
</tr>
<tr>
<td>May</td>
<td>The County Executive Budget is approved. Approved positions are allocated to identified schools.</td>
</tr>
</tbody>
</table>

Further public input will be sought throughout the year to ensure all stakeholders continue to be considered as BCPS moves forward with increased services delivery for students in their least restrictive environment. Input will be acknowledged in the 2018-2019 Special Education Staffing Plan.
List of Appendices

Appendix A: PCG Audit Priorities
Appendix B: Hand in Hand Newsletter
Appendix C: SECAC Recommendations
Appendix D: Special Education Staffing
Appendix E: Continuum of Services
Appendix F: Professional Learning Plan
Appendix G: List of Acronyms/Abbreviations
Appendix H: Glossary of Terms