

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 10, 2005

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **PROPOSED 2005-2005 SPECIAL EDUCATION STAFFING PLAN**

ORIGINATOR: Ronald Boone, Executive Director, Federal and State Programs

**RESOURCE
PERSON(S):** Judith Glass, Director of Special Education
Diane McGowan, Coordinator of Program Placement

RECOMMENDATION

That the Board of Education will review and approve the proposed 2005-2006 Staffing Plan.

COMAR 13A.05.02.14 requires local education agencies to submit a staffing plan consistent with the Maryland State Department of Education's procedures. Required components of the plan include: evidence of maintenance of effort, evidence of public input, staffing patterns of service providers, number and type of providers needed, and a description of how the Staffing Plan assures available resources so that students are provided a free, appropriate, public education in the least restrictive environment and evidence of local school board approval. The approved plan must be submitted to MSDE by July 1, 2005.

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

Towson, MD 21204

ESS Building

410-887-3660

Special Education Staffing Plan
2005-06
Executive Summary by Plan Components

- I. Assurance** - Local Schools systems are required by the Code of Maryland Regulations (COMAR) 13A.05.02.13D to develop a yearly staffing plan to ensure sufficient staff is available to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE).
 - There are no changes to this section.

- II. Vision and Mission Statement** – The Office of Special Education supports the BCPS vision to provide a quality education to all students (birth to 21 years of age) with disabilities.
 - There are no changes to this section.

- III. Philosophy and Guiding Principles** – Services provided to students with disabilities are aligned directly to the Blueprint for Progress.
 - The 04-05 Staffing Plan discussed Key Strategies for Master Plan Goal 5 only. The 05-06 Staffing Plan includes Key Strategies for Master Plan Goal 5 but adds Key Strategies for Goal 1 of the Master Plan

- IV. Determination of Special Education Staffing** – Determination of special education staffing is a collaborative process between the Office of Special Education, the Office of Position Management, Executive Directors of Schools, and school administrators after considering the needs of students, teacher responsibilities, and time required beyond direct service hours.
 - The current plan reflects a change in title of what was formerly the compliance audit process. The program review and support process follows the same procedures, staff observe implementation of IEPS and review records, but adds follow-up procedures to assure recommendations are implemented.
 - The current plan discusses the development of the Guide for Inclusive Education and the implementation of “A System-wide Professional Development Plan for Inclusive Education Practices” to provide training to all BCPS leadership groups.
 - The current plan discusses the LRE Incentive Grant, an initial step in a multi-year systemic change approach to support and improve the delivery of inclusive special education services.

- V. Data Communication Timeline** - A timeline is provided to ensure that schools are collecting and reporting accurate data.
- There are no changes to this section.
- VI. Staffing Plan Process** – A timeline is provided to document the procedures that took place during the development of the Staffing Plan.
- The timeline reflects the procedures followed in the development of the current staffing plan.
- VII. Assessment of 2004-05 Plan and Public Input** – The Staffing Plan workgroup evaluated the existing plan; discussed input obtained from the two public meetings, and examined current trends/needs within special education.
- The current plan includes three recommendations that differ from the three recommendations in the 04-05 Staffing Plan.
- VIII. Maintenance of Effort** - The funding for the special education program is documented in a chart illustrating the allocation of general funds and special revenue funds for the fiscal years 1998 through the proposed budget for 2006.
- The current plan includes the proposed budget for 2006.
- IX. Special Education Services** – Descriptions of current programs, staffing ratios, related services, and additional supports are provided which represent the continuum of services available to students with disabilities in BCPS.
- The current plan includes new descriptions of services available within the school system. The change in language reflects the philosophy that special education is a services to students, not a place.
 - The current plan includes a description and staffing guidelines for behavior intervention support teachers.
- X. Appendix - Special Education Staffing** – A comparison of staffing allocated in the FY05 Operating Budget and the staffing proposed in the FY06 Operating Budget are presented in a table format.

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Special Education Staffing Plan (DRAFT 4/22/05)
2005-06

I. Assurance

This Staffing Plan is submitted consistent with the procedures provided by the Maryland State Department of Education for the purpose of ensuring that personnel and other resources are available to provide a free appropriate public education (FAPE) to each student with a disability in the least restrictive environment (LRE) as determined by an Individualized Education Program (IEP) team. In accordance with The Code of Maryland Regulations (COMAR) 13A.05.02.13D this Staffing Plan includes:

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

II. Vision and Mission Statement

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

Within Baltimore County Public Schools, the Office of Special Education supports this vision by promoting collaborative education. This means that the community of families, educators, and support personnel will join together to ensure that students with disabilities achieve in the LRE to the maximum extent appropriate.

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

III. Philosophy and Guiding Principles

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

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

IV. Determination of Special Education Staffing

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

- Caseload and staffing decisions are based on providing appropriate supports and related services to students need in order to be successful in the least restrictive environment.
- Services and supports required by the students' IEPs are crucial factors in determining caseloads.
- Flexibility throughout the school year is important to address changes in the factors affecting caseload and staffing which may occur.
- It is necessary to comply with federal and state laws, regulations, and policies governing special education.
- Parental participation is crucial and valued.

BCPS provides a continuum of special education services ranging from consultative services to self-contained classes in separate schools. Special education staff reviewed the October 31, 2004 census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE. The Office of Special Education works with the Office of Position Management in the staff allocation process.

Parental concerns regarding staffing are directed to the principal of the school. Principals may choose to consult with the Office of Special Education for assistance with the utilization of staff in order to implement a student's IEP. All requests for additional staffing are routed through the Executive Directors of Schools to the Office of Position Management for ultimate approval by the Deputy Superintendent of Curriculum and Instruction. Upon request, the Office of Special Education provides technical support. Additionally, the Office of Special Education monitors special education staffing needs on an ongoing basis by analyzing Staff Utilization Charts, monthly enrollment figures in self-contained cluster programs, and data collected through school audits submitted by schools to MSDE every October.

Staff members from the Office of Special Education conduct school visits through the program review and support process. During the course of the school year, the Coordinator of LRE and the Specialist for Compliance, in collaboration with cluster leaders and resource teachers, conduct program reviews in schools. Formal reports of findings are shared with Executive Directors of Schools, school-based administrators, and the Office of Special Education leadership staff. Each formal review includes a minimum of three visits. During program reviews, staff observes the implementation of IEPs and review students' records. School administrators receive feedback in the form of commendations and recommendations for improvement. Consistent with recommendations for improvement, technical assistance/staff development is offered to school staff. Follow-up visits are scheduled at six month intervals to assure that recommendations are implemented.

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

The Office of Special Education works collaboratively with the Department of Human Resources to fill vacancies as they arise. The majority of vacancies occur because of resignations or retirements, with others being caused by promotions 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. The Personnel Officer for special education hiring reports that we have been able to proceed through most of the year with minimal vacancies.

BCPS remains committed to providing a continuum of special education services within each school. Our goal is to serve most students with IEPs in their home school, in the least restrictive environment. It is our goal to have 80% of students with IEPs instructed in general education classes at least 60% of the school day (LRE A+B). During the 2003-04 school year *The Guide for Inclusive Education* was piloted and revised based upon staff feedback. During the 2004-05 school year “A System-wide Professional Development Plan for Inclusive Education Practices” has been implemented to provide training to all BCPS leadership groups. In addition, professional development modules have been developed and will be available for school-based training initiatives. During the 2004-05 school year, the Office of Special Education was awarded a discretionary LRE incentive grant. The project represents an initial step in a multi-year systemic change approach to support and improve the delivery of inclusive special education services to all students with disabilities in BCPS. During this initial phase, BCPS partnered with the Maryland Coalition for Inclusive Education (MCIE) to provide technical assistance and support to four schools selected to become demonstration schools for inclusive education and collaborative teaching. In addition, a 1.0 LRE Facilitator and a 1.0 Early Childhood Facilitator were funded through the grant to support inclusive educational practices for students with disabilities.

A critical reason for providing a continuum of services at each home school is to reduce the referral of students outside their home schools into cluster programs. This goal has been outlined in a five-year plan. The five-year plan focuses on inclusive opportunities for students in early childhood settings, the use of resource rooms, and behavioral services for students with emotional disturbances and other significant behavioral concerns.

V. Data Communication Timeline

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

- **September** **Current Verification List sent to all schools with explanation and directions. Current listing of IEPs in need of review prior to October census sent to all schools with explanation and directions. Cluster reports of IEPs current and past due totals by school sent to Cluster Leaders.**
- **October** **Current Listing (2nd request) of IEPs in need of review prior to October census sent to all schools with explanation and directions. Notification sent to special education cluster leaders listing schools with IEPs needing updating by October census.**
- **January** **Current Verification List sent to all schools with explanation and directions. Checklist Report of all active IEPs with Annual and 3 year dates sent to all schools' IEP Chairs.**
- **February** **Projected lists of students transitioning to next level (elementary to middle and middle to high) sent to all schools with explanation and directions.**
- **April** **Reminder to send IEP data sheets by end of school year.
*Additional reports sent as requested by schools.**

VI. Staffing Plan Process –Timeline

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

July 1 – November, 2004	Staffing Plan workgroup reviews current plan <ul style="list-style-type: none"> • October 15, 2004 work session • November 29, 2004, Public Input Sessions (3 sites)
November 1 – December 12, 2004	Staffing Plan workgroup focuses on preparing draft of 05-06 Plan <ul style="list-style-type: none"> • November 11, 2004, work session • December 9, 2004, work session
February, 2005	Proposed 05-06 Staffing Plan submitted to Executive Leadership
February - March, 2005	Workgroup reviews and revises proposed 05-06 Staffing Plan, as necessary
March 23, 2005	Proposed 05-06 Staffing Plan (DRAFT) submitted as an exhibit item for April 12, 2005, Board Meeting.
April 12, April 25, May 10, 2005	Board of Education provides three readings for approval of the 05-06 Staffing Plan at its April (2) and May (1) meetings. (Includes public comment opportunity.)
April 1 – June 1, 2005	Staffing Plan is adjusted, if necessary, in response to County Executive and County Council budget determinations and April public input sessions.
Monday April 18, 2005	Public input sessions held for the proposed 05-06 Staffing Plan
June, 2005	Due date for the submission of the Special Education Staffing Plan to Maryland State Department of Education is July 1, 2005. BCPS' goal is to submit the Staffing Plan prior to the due date.

VII. Assessment of 2004-05 Plan and Public Input

A Staffing Plan workgroup was established to evaluate the 04-05 plan and to draft the 05-06 Staffing Plan. Representatives serving on this workgroup included parents, school principals, related services personnel, Department of Professional Development staff, and representatives from the Office of Special Education. The workgroup recommended that the 05-06 plan include the following:

- ⌚ Continued emphasis on a service model as opposed to a program model.
- ⌚ Replacing the term “Inclusion”, which connotes that it is a “place” in general education, to a term that describes the services the students are receiving, such as “Inclusive Education”.

- ⌚ Providing a description and staffing guidelines for Behavior Intervention Support Teacher.

As the Staffing Plan workgroup continues its study of appropriate staffing allocation for the delivery of special education services to students with disabilities it will examine the need for a minimum staffing allocation for inclusive education at the elementary level and the need for additional supports and related services for students with significant communication, behavior and learning difficulties.

Two public input meetings were also held in October of 2004 and April of 2005 in order to gather additional input/comments. The Office of Special Education used a variety of ways to publicize the public input meetings in order to solicit a representative sample of stakeholders. Representatives from the Board of Education, area office administrators, curriculum office personnel, Special Education Citizens' Advisory Committee members, Office of Special Education personnel, and parents attended. Information received during public input sessions, email, telephone, and US mail, were reviewed and used by the planning committee during the development process. A similar process for the evaluation of the plan for next year is expected.

VIII. Maintenance of Effort

The approved Board of Education budget for FY06 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY05. The federal passthrough application for FY06 will continue to fund special education positions and related services with federal funds. The application will also detail staff funded through local funds. The Board of Education approved budget for FY 06 provides for an increase in local staffing for special education.

Fiscal Year	General Fund Budget for Special Education ¹	Special Education Budget for Special Revenue ²	Total	% Change	General Fund Operating Budget for BCPS ¹	Total Special Revenue ²	Total	% Change
1998	\$ 72,896,611	\$ 10,401,089	\$ 83,297,700		\$ 633,400,343	\$ 44,361,264	\$ 677,761,607	
1999	\$ 73,854,469	\$ 13,409,698	\$ 87,264,167	4.76%	\$ 653,310,052	\$ 57,048,766	\$ 710,358,818	4.81%
2000	\$ 80,164,025	\$ 14,917,733	\$ 95,081,758	8.96%	\$ 683,582,608	\$ 55,394,596	\$ 738,977,204	4.03%
2001	\$ 87,975,847	\$ 19,897,299	\$ 107,873,146	13.45%	\$ 756,471,528	\$ 73,336,327	\$ 829,807,855	12.29%
2002	\$ 95,926,970	\$ 20,111,694	\$ 116,038,664	7.57%	\$ 791,410,448	\$ 77,559,014	\$ 868,969,462	4.72%
2003	\$ 101,804,957	\$ 26,958,755	\$ 128,763,712	10.97%	\$ 815,107,270	\$ 97,490,642	\$ 912,597,912	5.02%
2004	\$ 108,030,169	\$ 28,707,002	\$ 136,737,171	6.19%	\$ 872,988,129	\$ 71,031,343	\$ 944,019,472	3.44%
2005	\$ 115,424,473	\$ 32,552,999	\$ 147,977,472	8.22%	\$ 921,428,251	\$ 74,893,927	\$ 996,322,178	5.54%
2006	\$ 128,427,883	\$ 36,070,471	\$ 164,498,354	11.16%	\$ 994,019,423	\$ 81,617,305	\$ 1,075,636,728	7.96%
Total	\$ 864,505,404	\$ 203,026,740	\$ 1,067,532,144		\$ 7,121,718,052	\$ 632,733,184	\$ 7,754,451,236	

Sources of data

¹ Based on modified budgets in Advantage FN for FY1999 - FY2004

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

IX. Special Education Services

BCPS provides a variety of services for students with disabilities. Special education staffing is determined by set ratios applied to student counts within specific program titles. The current Special Education Staffing Plan language reflects the philosophy that special education is a service to students, not a place. Input obtained from parents, administrators, and school-based staff was used in developing the new descriptions of service. Below is a description of each service available within the school system. 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.

Services for Infants and Toddlers (I & T)

The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health and Baltimore County Office of Social Services is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Services are provided in "natural environments" such as, the home or a childcare setting. Many children receive multiple services including special instruction, related therapies, and health services. A dedicated service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.

Early Childhood Learning Support (EC) (Ages 3-5)

Formerly Non-categorical Program

Students with IEPs in need of early childhood learning support services are those students who demonstrate significant delays that impact their ability to learn in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include: a highly structured learning environment, use of developmentally appropriate practices, specialized instruction as identified by a student's IEP team, use of multi-sensory lessons, and positive behavioral supports.

Delivery models include community based supports provided in "natural environments," such as the home or a childcare setting; inclusion in general education preschool/kindergarten classes; and self-contained classes.

Staffing Guidelines: 9:1:1

Inclusive Education (IE) (Grades 1-12)

Formerly Inclusion

Students with IEPs in need of inclusive education services are those whose learning, communication, and/or behavioral needs significantly impact academic achievement. Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related

services. Services offered may include: instruction in the general education curriculum with modifications, small group pullout resource support, co-teaching, and consultation with general education teachers.

Delivery models include inclusion in general education classes for part of or all of the school day. Educational services may occur in the general education classroom or students may receive pullout services.

Staffing Guidelines: 12.4:1:5

Adapted Learning Support (ALS) (Grades 1 -12)

Formerly Adapted Program

Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress toward IEP goals in the general education setting. Services offered may include: adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing.

Delivery models include self-contained classes and inclusion in general education classes for part of the school day, as determined by the IEP.

Self-Contained Staffing Guidelines: 13:1:1

Behavior and Learning Support (BLS) (Grades 1 -12)

Formerly ED Program

Students with IEPs in need of behavior and learning support services are those whose significant social, emotional, behavioral and learning difficulties adversely impact their ability to be successful in the general education setting in school. Students requiring these services usually have normal intelligence but may not be achieving academically due emotional and behavioral difficulties. Services offered may include: a structured learning environment, behavior management system, implementation of behavior intervention plans, social skills instruction, counseling, conflict resolution, and availability of crisis intervention.

Delivery models include self-contained classes and inclusion in general education classes for part of the school day, as determined by the IEP or public, separate day school.

Self-Contained Staffing Guidelines: 9:1:1

Public, Separate Day School Staffing Guidelines (White Oak): 7.5:1:1

Communication and Learning Support (CLS) (Age 3 – Age 21)

Formerly Autism Program

Students with IEPs in need of communication and learning support services are those whose complex communication and learning needs result from being diagnosed with Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include: a highly structured learning environment, use of visually based

strategies, emphasis on the development of language and social skills, use of sensory processing techniques and the development of individualized behavioral strategies.

Delivery models include self-contained classes.

Self-Contained Staffing Guidelines: 9:1:1

Functional Academic Learning Support (FALS) (Grade 1 – Age 21)

Formerly Functional/Life Skills Program

Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication and academic functioning. Services offered may include: instruction in a functional life skills curriculum, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.

Delivery models include self-contained classes; public, separate day school; or on college campuses.

Self-Contained Staffing Guidelines: 10:1:1

Public, Separate Day School Staffing Guidelines Schools (Battle Monument, Maiden Choice, Ridge Ruxton, White Oak) Staffing Guidelines: 7.5:1:1

Learning Support for Students who are Deaf & Hard of Hearing (D & HH) (Ages 3 – 21)

Formerly Deaf & Hard of Hearing Program

Students with hearing loss may require support through: alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs) and related services. Services may include: communication development, speech and language therapy, aural rehabilitation, instructional support, use of auditory listening devices (ALD), and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) Total Communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may have other disabilities that require additional services.

Delivery models consist of a continuum of support ranging from inclusion in general education for part or all of the day, itinerant services, resource services, self-contained classes, and related services.

Self-Contained Staffing Guidelines: 9:1:1

Support Services

Below is an explanation of how additional supports are provided within the school system.

Decisions on whether students need additional support services are made by IEP teams based on the services needed to implement IEPs in the LRE.

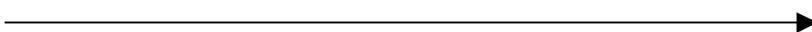
Behavior Intervention Support Teacher (BIS) Formerly Crisis Intervention

Behavior intervention support staffing is allocated for students in need of social, emotional, or behavioral support. BIS teachers assist schools in creating a quality support program that employs positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and school-wide positive behavior support programs in an effort to maximize student success. BIS teachers are available to provide direct support to students on an individual basis and during instruction in areas such as, effective coping skills, effective communication skills, social skills development, self-advocacy skills, and improving self-esteem. BIS teachers are available to provide training to staff, as needed, in effective practices of positive behavior support. All BIS teachers should be certified in crisis prevention (CPI).

The assignment of BIS teachers may be allocated to a school: (1) with a cluster or home school program for students identified in need of behavior and learning support (BLS); or (2) with a history of referring high numbers of students to a more restrictive environment due to behavior concerns.

Within schools where the numbers of students receiving BLS services may be small, the expectation is that the BIS teacher will have greater opportunity to provide school-wide support including, proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Staffing Guidelines:

Program Type	Staffing By Enrollment			
	Up to 44	45-74	75-150	150 +
Cluster or Home School Services for BLS	1.0 teacher	1.0 teacher 1.0 I.A.	2.0 teachers	2.0 teachers 1.0 I.A.
Home School to prevent out of building and/or IEP referrals	1.0 teacher 			

Special Area Staffing and Nurses for Public, Separate Day Schools

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

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

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

Instructional Assistants

Instructional assistants are assigned giving consideration to the unique needs of students in special education programs. Guidelines for the assignment of instructional assistants include the following: one instructional assistant for each self-contained class and .5 instructional assistant for each inclusion teacher in neighborhood schools. Instructional assistant positions are assigned to schools based on enrollment.

Special Education Related Services

Staffing allocation recommendations are made by the Related Services Team Leaders in collaboration with the Coordinator of Related Services, Coordinator of Student and Program Placement, Position Management and school administrators. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county. The Director of Special Education and the Executive Director of Federal and State Programs review recommendations with final approval at the Superintendent's staff level.

The following workload /caseload factors are considered when determining appropriate allocation of Related Services personnel:

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

Adapted Physical Education (APE)

Adapted Physical Education is a comprehensive program of assessment, developmental activities, physical fitness, games, sports and rhythmical movements individualized for the interests, abilities and limitations of students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. Advocacy for students with disabilities, including disability awareness, is also part of the program. APE provides positive movement experiences and opportunities for individuals with disabilities to acquire and enhance motor/fitness, cognitive, and affective behaviors. The APE

consultation program assists physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs.

The APE consultation team serves all schools on an as needed basis and spends additional time providing in-service training to teachers and educational workshops to parents.

Assistive Technology (AT)

Assistive technology is available for students identified through the IEP team process as requiring additional support for accessing their educational program. The Assistive Technology Program is a countywide interdisciplinary team comprised of a special educator, an occupational therapist and speech language pathologists. The Assistive Technology staff complete the evaluation of specific technology needs and provide training to students, staff and parents.

Audiology (Aud.)

Audiologists in BCPS provide services in the clinical and educational setting. BCPS' audiologists complete hearing screenings and assessments. Audiologists also recommend, distribute, and monitor Assistive Technology such as FM systems 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 staff and parents regarding hearing loss, the hearing status, and equipment.

Diagnostic services for infants and toddlers (birth-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.

Interpreters (Int.)

Interpreting/transliterating services are provided for students and parents who are deaf and hard of hearing. Interpreting/transliterating services include sign language interpreters, oral interpreters, and cued speech transliterators, based on an IEP team recommendation. Interpreting services are provided to students during the instructional day, for extra-curricular activities (e.g., school-sponsored athletic teams, school clubs, school concerts, etc.), as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.

Occupational Therapy (OT)

Occupational therapy practitioners address neurophysiological, sensori-neuromotor, and developmental delays, which are negatively impacting a student's ability to acquire skills and to benefit from his/her educational program. As part of the school team, occupational therapists assess students, determine the need for any services, accommodations, and/or adapted equipment, and participate in the development of the IEP. Occupational therapists also participate in the determination of technology-related needs, consult with school personnel, families, and other service providers, and participate in transition planning for middle and high school students.

Physical Therapy (PT)

The purpose of the physical therapy program is to enable students with disabilities to achieve functional independence in the school environment. Physical therapists provide direct and indirect services to students as recommended by the IEP Team in order to implement the student's educational program. Services may include recommending strategies, modifications, and adaptive aids in order to improve school performance and to include disabled students in school activities. Physical therapists also develop activities to improve large muscle control and balance to promote sensori-motor development (body awareness, postural control), and /or to promote independence in functional skills.

Speech Language Services (SL)

The purpose of the speech and language program in BCPS is to provide service to students who have significant communication problems that affect their ability to access the curriculum. The program promotes success in the classroom, early literacy, social interaction and learning. Speech language pathologists [SLPs] are assigned to all schools in the county based on individual school need. Speech language pathologists use a continuum of service delivery models including consultation, individual, small group and classroom collaboration as determined by the students' IEPs.

Transition (Trans.)

Transition services are designed to help students with disabilities move from public school into post-school activities such as training, college, employment, independent living, etc. During transition planning the team identifies the need for transition goals in the areas of: employment, social/emotional, daily living/health, recreation/leisure, community access, mobility and communication. Transition services must be addressed in the student's IEP when a student reaches fourteen years of age. The Transition Facilitator assists the team in determining appropriate transition services and providing information for anticipated services. The student must also be involved in the decision making process.

Vision (Vis.)

Students who are blind or who have vision impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools. Certified vision teachers provide specialized itinerant services to students attending comprehensive schools. Their primary roles are to: teach specific skills (e.g. Braille) so that the students can participate in the general education curriculum and to assist with the modifications and accommodations, including technologies that are identified in students' IEPs. In addition to their role assessing, diagnosing and providing necessary services as outlined on a student's IEP, Related Service providers are also directly involved in collaborating with faculty, staff and families for regular education students in the specified discipline.

X. Appendix – Special Education Staffing

Special Education Staffing

Disability Name	Ratio	2004-2005 Count October 31, 2003	FY05 Budget FTE	2005-2006 Count October 31, 2004	FY06 Proposed FTE
School Based Teachers					
Autism	9 to 1	526	58.4	595	66.1
Outreach ¹	9 to 1	36	4.0	62	6.9
Emotionally Disturbed	9 to 1	1,162	129.1	1,161	129.0
Special Schools	7.5 to 1	316	42.1	284	37.9
Functional/Adaptive	13 to 1	2,820	216.9	2,497	192.1
Life Skills	10 to 1	528	52.8	531	53.1
Preschool ²	9 to 1	458	42.1	533	49.4
White Oak	7.5 to 1	165	22.0	161	21.5
Inclusion	15 to 1	4,582	305.5	4,821	321.4
Alternative Schools			6.0		6.0
Crisis Intervention			29.0		29.0
Special Area/Special Schools			33.6		33.6
All Day Kindergarten			15.0		28.0
Growth Factor			5.0		7.0
Subtotal		10,593	961.5	10,645	981.0
Centralized Support Teachers					
Adapted PE			3.6		3.6
Infants and Toddlers ³		825	21.0	863	21.0
Transition			10.0		10.0
Autism Support			1.0		1.0
NW/SW Regional Team			3.0		3.0
School Support Resource Teachers			3.0		3.0
TOTAL			1,003.1		1022.6
Non-Public Placement		509		492	
Speech Language Only		2,910		2,910	
Total Child Count		14,012		14,047	

1. College community outreach programs exist at 4 college sites and are staffed by site at a maximum ratio of 9 students per Oct 31 Enrollment.
2. Preschool is staffed for 9 to 1 for full day and 18 to 1 for half day.
3. Infants and Toddlers are not counted in the total; MSDE counts these children separately.