

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 9, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF THE PROPOSED *SPECIAL EDUCATION STAFFING PLAN FOR 2009-2010***

ORIGINATOR: Dr. Jonathan D. Brown, Associate Superintendent, C & I

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RECOMMENDATION

That the Board of Education approves the proposed Special Education Staffing Plan for 2009-2010. This is the third reading.

Attachments

- Special Education Staffing Plan for 2009-2010
- Appendix A – Special Education Staffing
- Appendix B – Special Education Community Forum
- Appendix C – Media Advisory
- Appendix D-1 – Executive Summary
- Appendix D-2 – Professional Development Year-at-a-Glance
- Appendix E – Special Education Staffing Plan Committee
- Appendix F – Glossary of Terms
- Appendix G – List of Acronyms/Abbreviations

**BALTIMORE COUNTY
PUBLIC SCHOOLS**

**SPECIAL EDUCATION
STAFFING PLAN
for 2009-2010**

Office of Special Education
Spring 2009

SPECIAL EDUCATION STAFFING PLAN FOR 2009-2010

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SPECIAL EDUCATION STAFFING PLAN FOR 2009-2010

I. Assurance

The Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2009-2010 is developed consistent with the procedures provided by the Maryland State Department of Education (MSDE) for the purpose of ensuring that personnel and other resources are available to provide a free, appropriate, public education (FAPE) to each student with a disability in the least restrictive environment (LRE) as determined by an *Individualized Education Program (IEP)* team. In accordance with *The Code of Maryland Regulations, COMAR 13A.05.02.13D*, this staffing plan includes the following:

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

II. Introduction

Vision and Mission Statement

Vision: Baltimore County Public Schools' graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society. Within Baltimore County Public Schools, the Office of Special Education (OSE) supports the school system's vision by promoting collaborative education. This means that the community of families, educators, and support personnel will join together to ensure that young children and students (birth-to-21 years of age) with disabilities achieve in the LRE to the maximum extent appropriate.

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

Goal: The Office of Special Education seeks to improve the performance of students with disabilities and assist in narrowing the achievement gap by ensuring equal access to the curriculum and differentiated instruction in the least restrictive environment.

Philosophy and Guiding Principles

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

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

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

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

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

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

III. Maintenance of Effort

The proposed Board of Education budget for FY10 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY09. The federal passthrough grant for FY10 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								
FY05 through FY10 Board-Proposed								
Fiscal Year	General Fund Budget for Special Education ¹	Special Revenue Fund Budget for Special Education ²	Total	% Change	General Fund Operating Budget for BCPS ¹	Total Special Revenue Fund Budget ²	Total	% Change
2005	\$ 115,424,473	\$ 32,552,999	\$ 147,977,472	8.22%	\$ 922,937,045	\$ 74,893,927	\$ 997,830,972	5.70%
2006	\$ 127,149,810	\$ 36,940,320	\$ 164,090,130	10.89%	\$ 989,888,387	\$ 84,487,154	\$ 1,074,375,541	7.67%
2007	\$ 127,516,910	\$ 39,164,514	\$ 166,681,424	1.58%	\$ 1,056,091,475	\$ 88,158,694	\$ 1,144,250,169	6.50%
2008	\$ 139,150,546	\$ 36,359,258	\$ 175,509,804	5.30%	\$ 1,135,301,441	\$ 85,259,525	\$ 1,220,560,966	6.67%
2009	\$ 145,834,795	\$ 31,539,975 ³	\$ 177,374,770	1.06%	\$ 1,172,415,725	\$ 76,438,738 ³	\$ 1,248,854,463	2.31%
2010	\$ 154,947,052	\$ 32,253,212 ³	\$ 187,200,264	5.53%	\$ 1,249,397,948	\$ 73,533,825 ³	\$ 1,322,931,733	5.93%
Sources of Data								
¹ Based on modified budgets in AMS for FY2005 - FY2008, FY2009 Adopted Operating Budget, and FY2010 Proposed Budget.								
² Special Revenue includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books for FY 2005 - FY2010.								
³ Third Party Billing funded special education positions transferred to the operating budget for FY2009 and FY 2010.								

IV. Staffing Patterns for Special Education and Related Services

Determination and Monitoring of Special Education Staffing and Programs/Services

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

- Appropriate supports and related services to meet students' needs in order to be successful in the LRE.
- Services and supports required by the students' IEPs.
- Federal and state laws, regulations, and policies governing special education.
- Parental participation.

Special education staff reviewed the October 31, 2008, census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE.

The OSE is committed to collaboration with all curriculum offices to provide a coordinated instructional program to meet the diverse needs of all students with and without disabilities. Services are provided to support schools in the effective implementation of the curriculum and to meet the instructional needs of students. Additionally, the OSE works with the Department of Human Resources in the recruitment and retention of staff, and increasing the number of teachers meeting the highly qualified status.

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

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

Process for Monitoring Caseloads - Resolving Staffing Concerns

Staffing concerns may be raised by a variety of stakeholders. When parents have concerns, it is recommended that they meet with the principal of the school. When administrators have staffing concerns, a principal may choose to consult with the OSE for assistance with the utilization of staff in order to implement a student's IEP. All requests for additional staffing are routed through the area assistant superintendents to the Department of Human Resources for ultimate approval by the deputy superintendent of business services. Upon request, the OSE provides technical support in this process. Additionally, OSE monitors special education staffing needs on an ongoing basis by analyzing staff utilization charts, monthly enrollment figures in self-contained cluster programs, and the annual October child count.

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

Process for Monitoring Caseloads - Resolving Vacancies

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

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

Data Communication Timeline

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

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

- April All special education staff are sent reminders to review and finalize all completed TIENET documents prior to the end of the school year.

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

V. Number and Type of Service Providers

Special Education Services

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

Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students' IEPs in the LRE. See Appendix A for the number and type of special education staffing proposed for FY10.

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

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY10
Infants and Toddlers (I & T) (12 months - 36 months)	<p>The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children, birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family.</p> <p>Many children receive multiple services, including special instruction, related therapies, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</p>	<ul style="list-style-type: none"> • Infants and Toddlers services are provided in "natural environments," which may include the home, childcare setting, or other community setting such as a library. 	<p>Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs.</p> <p>Current ratio for Infants and Toddlers: 32.5 students 1 teacher</p>
Child Find (Age 3-Age 21)	<p>Child Find services maintain a system for locating, assessing, and identifying children from age 3 through age 21 who may have a suspected disability and may need special education and related services.</p> <p>Referrals for Child Find services for school age students (Grades K-12) are sent to the BCPS home school for the Child Find process. Referrals for Child Find services for three and four-year-old students are sent to one of the four Child Find Assessment Centers.</p>		<p>Each center includes the following: 1 FTE team leader, 1 FTE SLP, .8 FTE psychologist, .6 FTE nurse, .3 FTE OT, and .3 FTE PT. An audiologist is utilized by the Child Find center when needed.</p>

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY10
Inclusive Education (IE) (Preschool – Grade 12)	Students in need of these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include instruction in home settings or in parentally placed community preschool, prekindergarten, and licensed childcare settings; instruction in the general education curriculum with modifications; small group resource support (both pullout and push-in); co-teaching; and consultation with general education teachers.	<ul style="list-style-type: none"> ◆ Community-based supports are provided in “natural environments,” such as the home or a childcare setting for students ages 3 and 4 ◆ Inclusion in general education classes for part of or all of the school day with an evolving emphasis on co-teaching and differentiation ◆ Educational services may occur in the general education classroom or students may receive pullout services 	<p><i>Community-based:</i> 20 students 1 teacher</p> <p><i>Inclusion:</i> 12.4* students 1 teacher .5 paraeducators</p> <p>*Operating budget funds 15 to 1 ratio; supplemental passthrough grant reduces ratio to 12.4 to 1.</p>
Early Childhood Learning Support (ECLS) (Age 3 - Age 5)	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.	<ul style="list-style-type: none"> ◆ Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student 	9 students 1 teacher 1 paraeducator
Adapted Learning Support (ALS) (Grades 1 - 12)	Students in need of adapted learning support services are those whose complex learning needs impact their academic progress in core academic areas and their ability to make sufficient progress toward IEP goals in spite of significant accommodations and modifications made to the general education curriculum and/or setting. Services offered may include adaptations and modifications to the complexity and amount of the general education curriculum; specialized instructional strategies and materials; adjustments in pacing; reduction in output; and alternative methods for demonstrating skill acquisition.	<ul style="list-style-type: none"> ◆ Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student 	13 students 1 teacher 1 paraeducator
Behavior and Learning Support (BLS) (Grades 1 - 12)	Students in need of behavior and learning support services are those whose significant social, emotional, behavioral, and learning difficulties adversely impact their ability to be successful in the general education setting in school. Students requiring these services may not be achieving academically due to emotional and behavioral difficulties. 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.	<ul style="list-style-type: none"> ◆ Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student ◆ Public, separate day school 	<p><i>Self-Contained:</i> 9 students 1 teacher 1 paraeducator</p> <p><i>Public, Separate Day School:</i> 7.5 students 1 teacher 1 paraeducator</p> <p><i>Additional Support:</i> 1 behavior intervention support staff per school</p>
Communication and Learning Support (CLS) (Age 3 – Age 21)	Students in need of communication and learning support services are those who exhibit complex communication and learning needs. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include a highly structured learning environment; use of visually based strategies; emphasis on the development of language and social skills; use of sensory processing techniques; and the development of individualized behavioral strategies.	<ul style="list-style-type: none"> ◆ Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student 	9 students 1 teacher 1 paraeducator

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY10
Functional Academic Learning Support (FALS) (Age 3 – Age 21)	Students in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include instruction in functional life skills, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.	<ul style="list-style-type: none"> ♦ Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student ♦ Public, separate day school ♦ College campuses 	<p><i>Self-Contained:</i> 10 students 1 teacher 1 paraeducator</p> <p><i>Public, Separate Day School:</i> 7.5 students 1 teacher 1 paraeducator</p> <p><i>College Campuses:</i> 10 students 1 teacher 2 paraeducators</p>
Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)	Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include communication development; speech and language therapy; aural rehabilitation; instructional support; use of auditory listening devices; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.	<ul style="list-style-type: none"> ♦ Inclusion in general education for part or all of the day ♦ Itinerant services, resource services ♦ Self-contained classes 	<p><i>Self-Contained:</i> 9 students 1 teacher 1 paraeducator</p>

Related Services and Support Staff

Below is an explanation of how related services and additional support staff are provided within BCPS. Decisions regarding a student’s need for additional support services are made by IEP teams based on the services needed to implement IEPs in the LRE.

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

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), and IEP team, and Infants and Toddlers transition teams.

- The amount of time a provider is involved with consultation with school staff.
- The assessment needs of the school student population, including report writing and developing collaborative IEPs.
- The number of schools that are serviced by an individual therapist or itinerant teacher; travel time.
- The ongoing maintenance of equipment.
- The amount of time a student is involved in BCPS-sponsored after-school activities (for interpreters).
- The number of parents/guardians who are deaf/hard of hearing and request an interpreter for equal access under the Americans with Disabilities Act (ADA).

	Description	Number of Service Providers Proposed for FY10
Related Services		
Adapted Physical Education (APE)	<p>Adapted Physical Education is a comprehensive program for students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. The APE consultation program assists physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs.</p> <p>The APE consultation team serves all schools on an as-needed basis and spends additional time providing professional development to teachers and educational workshops to parents.</p>	3.6 FTE
Assistive Technology (AT)	<p>Assistive technology services are available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The Assistive Technology program is a countywide, interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The AT staff complete the evaluation of specific technology needs and provide training to students, staff, and parents.</p>	5.0 FTE
Audiology (Aud)	<p>Audiology services in BCPS are provided in the clinical and educational setting, and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and sounds field systems for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to students, staff, and parents regarding hearing loss, hearing status, and equipment.</p> <p>Diagnostic services for infants and toddlers (birth to 3 years) are provided by the Baltimore County Department of Health (BCDH). Upon identification of a hearing loss, BCDH will contact a BCPS audiologist. BCPS and BCDH audiologists will develop intervention strategies related to the hearing loss.</p>	4.0 FTE

	Description	Number of Service Providers Proposed for FY10
Interpreting/Transliterating Services (Int)	Interpreting/transliterating services are provided for students and parents who are deaf and hard of hearing. Interpreting/transliterating services for students include sign language interpreters, oral interpreters, and cued speech transliterators, based on an IEP team recommendation. Interpreting services are provided to students during the instructional day, for extracurricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.	13.0 FTE
Job Coach Services (JC)	Job coach services are provided to students who need support in employment situations, and are a part of transition services. Job coach interventions provide one-on-one or small-group support and training to students and business staff. The increased supervision assists the student in developing appropriate work behavior and interpersonal communication skills.	2.0 FTE
Occupational Therapy (OT)	The goal of occupational therapy services is to enable students with disabilities to be functional participants in their educational environment. Occupational therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) helping school teams devise strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; 2) helping teachers understand the sensorimotor aspects of school activities such as writing, eating, and handling materials, in order to address problems in those areas; and 3) developing activities to improve fine motor control, to improve oral motor control for feeding, or to promote sensorimotor development (body awareness, postural control, eye-hand coordination).	52.8 FTE
Physical Therapy (PT)	The goal of physical therapy services is to enable students with disabilities to achieve functional independence in the school environment. Physical therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) activities to improve large muscle control and balance, to promote sensorimotor development (body awareness, postural control), and/or to promote independence in functional mobility skills.	21.6 FTE
Speech Language Services (SL)	The purpose of the speech and language program in BCPS is to provide services to students who have significant communication problems that affect their ability to access the curriculum. The program promotes success in the classroom, early literacy, social interaction, and learning. Speech language pathologists (SLPs) are assigned to all schools in the county, based upon individual student needs. Speech language pathologists use a continuum of service delivery models, including consultation, individual, small group, and classroom collaboration as determined by the students' IEPs.	167.4 FTE

	Description	Number of Service Providers Proposed for FY10
Transition (Trans)	Transition services are designed to assist students with disabilities to move from public school into post-school activities such as training, college, employment, independent living. During transition planning, the team identifies the need for transition goals in the areas of employment, social/emotional, daily living/health, recreation/leisure, community access, mobility, and communication. Transition services must be addressed in the student's IEP when a student reaches 14 years of age in BCPS. The transition facilitator assists the team in determining appropriate transition services and providing information for anticipated services and support services beyond the school system. The student must also be involved in the decision-making process.	13.0 FTE
Vision (Vis)	Students who are blind or who have vision impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools. Itinerant vision services are provided to students attending comprehensive schools and special schools by certified teachers of the visually impaired. Orientation and mobility specialists provide services that assess the student's ability to move independently and efficiently in the school and community and provide instruction as stated in the IEP. Primarily, itinerant teachers of the visually impaired teach specific skills, e.g., Braille, so that the students can participate in the general education curriculum with modifications and accommodations, including technologies that are identified in students' IEPs.	6.0 FTE
Student Support Services (systemwide positions) • positions not funded entirely by OSE		
Behavior Intervention	Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services that assist schools in creating a quality support program employing positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and schoolwide positive behavior support programs in an effort to maximize student success.	54.0 FTE
School Counselor Services	School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of schoolwide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with student support service teams, IEP teams, and teacher teams in a consultative role.	270.4 FTE

	Description	Number of Service Providers Proposed for FY10
Health Services	School nurses provide comprehensive school health services for all students. Included in school health services are medication administration and the performance of medical interventions that students need during the school day. School nurses are a resource for the IEP team in assessing students' health status and strategizing how to accommodate students' health needs in school. School nurses are instrumental in coordinating services for students in school by collaborating with outside agencies and health care providers. School nurses serve as case managers for students with IEPs and are responsible for writing health goals when indicated.	178.6 FTE
School Psychologist Services	School psychologists provide 12-month consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and school environments that are safe and conducive to learning. As members of the IEP team, school psychologists: 1) review response to intervention assessments/data for students suspected of having an educational disability; 2) conduct Functional Behavioral Assessments and develop Behavior Intervention Plans for behaviors significantly interfering with learning; 3) review/conduct psychological assessments of cognitive, behavioral, social/emotional, adaptive and academic functioning; 4) determine educational disabilities, write IEP goals/objectives, and develop IEPs; 5) provide therapeutic counseling on a consultative, group, or individual basis to support attainment of academic goals/objectives; and 6) provide staff development to improve learning and behavior within inclusive school environments.	85.4 FTE
School Social Work Services	School social workers provide consultative, individual, and group therapeutic counseling services for special education students with counseling or social work services indicated on their IEPs. School social workers provide psychosocial assessments to the IEP team to assist in determining social emotional needs of students and the impact of the social emotional needs on academic functioning. School social workers provide parent training, coordinate and provide referrals to outside community agencies, provide consultation to teachers, and provide whole classroom interventions, which include both social skills training and character education presentations. School social workers maintain appropriate documentation to review the effectiveness of interventions to assist with student achievement.	50.9 FTE

Special Area Staffing and Nurses for Public, Separate Day Schools

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

Recommendations for school nurses in public, separate day schools are based upon a staffing formula. As with all Baltimore County public schools, each public, separate day school receives a base allocation of one nurse. Additional nurses may be allocated based upon the percentage of students requiring nursing interventions during community instruction, and supplemental nursing indicators, including the number of procedures/medications that can only be performed by a nurse.

Role of the Personal Assistant

Personal assistants (PA) work with special educators, general educators, and paraeducators by providing support and additional adult assistance to individual students or groups of students with moderate/severe disabilities to meet requirements necessary for participation in the school environment. The need for additional adult support is determined on an individual basis by an IEP team after the use of all natural supports available within a building have been tried and deemed inadequate. In some cases, the intensity of additional adult support requires the use of staff beyond existing school staff allocations (i.e., general educator, special educator, or paraeducator).

Role of the General Education Service Providers

The majority of students with disabilities spend all or part of their day being taught by general educators. Professional and paraeducator staff from a variety of domains (general education, special education, related services, etc.) implements the IEP. All general educators who have students with disabilities in their classrooms are made aware of students' needs by participating in the IEP team process, as well as receiving individual copies of a "Snapshot IEP" (a summary of the IEP). General education teachers provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2009-2010 school year, a total of 6,899.1 general education teachers (including but not limited to classroom teacher positions, librarians, mentors, ROTC, etc.) are proposed in the FY2010 budget to support the provision of FAPE. In addition, general education teachers:

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

Role of Building Administrators

Building administrators are responsible for providing the necessary leadership, coordination, and support to teaching staff, both general and special education teachers, ensuring that students in each school are provided with FAPE. For the 2009-2010 school year, a total of 440.0 FTE administrators are proposed in the FY10 budget to support the provision of FAPE.

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

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

VI. Public Input Process

The OSE, in collaboration with the Special Education Citizens' Advisory Committee (SECAC), conducted two special education community forum meetings in September 2008 and March 2009 to gather public input/comment to refine/revise the staffing plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. Solicitations included individual family US mailings, posted flyers, advertisements on the BCPS Web site and in the *Hand-In-Hand* publication, and a public release announcement. Representatives from the board of education, area office administrators, curriculum office personnel, Special Education Citizens' Advisory Committee members, OSE personnel, principals and parents/family members attended. Information received from the community forums, e-mail, telephone, and US mail were reviewed and used by the Staffing Plan Workgroup Committee during the development of the 2009-2010 staffing plan (see Appendix B for items pertaining to the September 2008 meeting; see Appendix C for items pertaining to the March 2009 meeting). A summary of the comments from the various community forums includes:

Commendations

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

Recommendations

Instruction and Service

- Provide additional opportunities for inclusion.
- Increase opportunities for interaction with typically developing peers during community-based instruction sessions.
- Provide additional sensory materials in the classrooms.
- Share with parents resources available to them within the community or other agencies.
- Create after-school programs for students with disabilities.
- Use lower staff/student ratio in inclusion classes.
- Use lower staff/student ratio in self-contained classes for students with Autism Spectrum Disorder.
- Change IEP process:

- Expedite scheduling of IEP team meetings.
- Verify IEP goals mastered prior to removal from IEP.
- Share more information with parents to make IEP process less intimidating.

Professional Development

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

Staffing

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

Personal Assistants

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

The following recommendations received from the community forums and public input process were included in the *BCPS Special Education Staffing Plan for 2008-2009* and acted upon during the 2008-2009 school year in the following manner:

Instruction and Service

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

Professional Development

- OSE has created a professional development series to increase inclusive educational practices including co-teaching.

Staffing

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

Personal Assistants

- The proposed FY10 budget reflects an increased rate of pay for personal assistants.
- The OSE and the Department of Professional Development collaboratively planned and delivered professional development to personal assistants.

Staffing Plan Process –Timeline

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

August – September 2008	Staffing plan workgroup reviews current <i>BCPS Special Education Staffing Plan for 2008-2009</i> <ul style="list-style-type: none"> • August 20, 2008, work session • September 17, 2008, work session
September 22, 2008	Public input sessions held to review current <i>BCPS Special Education Staffing Plan for 2008-2009</i> at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Joppa View ES (NE Area), and Charlesmont ES (SE Area)
October 2008 – January 2009	Staffing plan workgroup focuses on preparing draft of 2009-2010 plan <ul style="list-style-type: none"> • October 23, 2008, work session • November 20, 2008, work session • January 22, 2009, work session • February 19, 2009, work session
March 5, 2009	Proposed <i>BCPS Special Education Staffing Plan for 2009-2010</i> posted on the OSE Web site
March 9, 2009	Public input sessions held to review proposed <i>BCPS Special Education Staffing Plan for 2009-2010</i> at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Vincent Farm ES (NE Area), and Charlesmont ES (SE Area)
March 16, 2009	Proposed <i>BCPS Special Education Staffing Plan for 2009-2010</i> presented to Special Education Citizens’ Advisory Committee
March 24, 2009 and March 31, 2009	Proposed <i>BCPS Special Education Staffing Plan for 2009-2010</i> submitted to area assistant superintendents and executive leadership
April 1 – June 1, 2009	Proposed <i>BCPS Special Education Staffing Plan for 2009-2010</i> is adjusted, if necessary, in response to County Executive and County Council budget determinations
April 1, 2009	Proposed <i>BCPS Special Education Staffing Plan for 2009-2010</i> submitted as an exhibit item for April 21, 2009, Board Meeting

April 21, May 19, and June 9, 2009	Board of Education provides three readings for approval of the <i>BCPS Special Education Staffing Plan for 2008-2009</i> (includes public comment opportunity)
July 1, 2009	Due date by which BCPS must have an approved <i>Special Education Staffing Plan for 2009-2010</i>

Professional Development

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

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

The OSE will collaborate with the content offices to address the needs of identified audiences. These audiences include both general and special educators, as well as support personnel (e.g., paraeducators, service providers, cafeteria workers, bus drivers, and attendants). The professional development plan will also consider the roles of school leaders who will supervise the implementation of instruction and appropriate accommodations. Professional development will model the use of resources for differentiation of core, supplemental, and intervention programs. A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement each student’s IEP. In order to understand various services and programs, school personnel may observe other school sites as job-embedded professional development. Collaborating with stakeholders will allow opportunities to provide professional development that enhances the use of instructional adaptations and accommodations to support the home school connection. Professional development is provided based upon data analysis and needs assessments conducted at the systemic level as well as articulated within school improvement plans.

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

VII. Evaluation

A staffing plan committee was established to evaluate the *Special Education Staffing Plan for 2008-2009* and to draft the *Special Education Staffing Plan for 2009-2010*. Representatives serving on this committee included parents, school-based administrators, related services personnel, as well as staff

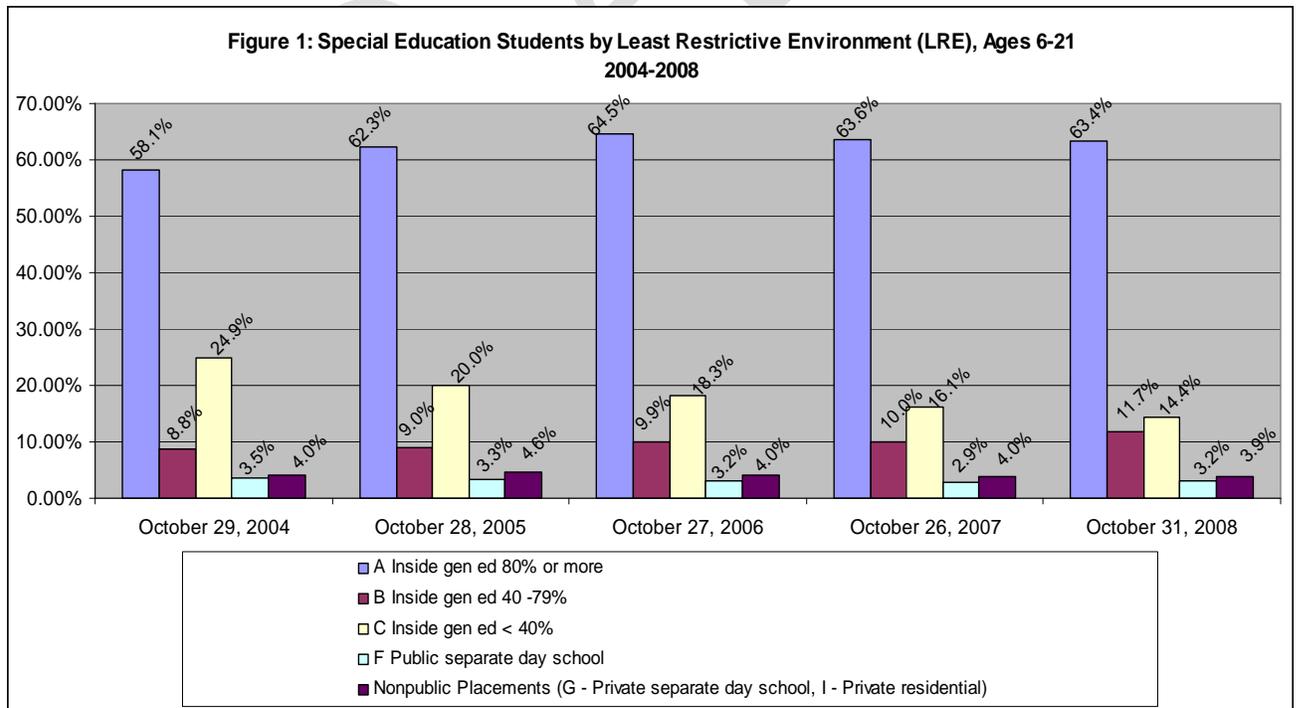
from the Offices of Student Support Services, Law, and Special Education; and the Departments of Research, Accountability, and Assessment; and Curriculum and Instruction (see Appendix E).

In order to determine the effectiveness of the *Special Education Staffing Plan for 2008-2009* during the 2008-2009 school year, the plan was monitored continuously. The goal is to serve most students with IEPs in their home school, in the least restrictive environment (LRE) while increasing student achievement. The chart below indicates a steady increase in the percentage of students instructed in LRE A (inside general education 80 percent or more of the school day) for the last four years.

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

LRE Environment (See Appendix F for definitions)		October 29, 2004	October 28, 2005	October 27, 2006	October 26, 2007	October 31, 2008
A	Inside gen ed 80% or more	58.1%	62.3%	64.5%	63.6%	63.4%
B	Inside gen ed 40 -79%	8.8%	9.0%	9.9%	10.0%	11.7%
C	Inside gen ed < 40%	24.9%	20.0%	18.3%	16.1%	14.4%
F	Public separate day school	3.5%	3.3%	3.2%	2.9%	3.2%
G, I	Nonpublic Placements (G - Private separate day school, I - Private residential)	4.0%	4.6%	4.0%	3.96%	3.93%

Data source: Office of Student Data, October Child Count



As depicted in Figure 1, the LRE data demonstrate the following patterns from October 2004 to October 2008:

- The number of students receiving service inside general education settings 80 percent or more of the school day (LRE A) has increased by 5.3 percentage points.
- The number of students receiving service inside general education settings between 40 percent and 79 percent of the school day (LRE B) has increased by 2.9 percentage points.
- The number of students receiving service inside general education settings less than 40 percent of the school day (LRE C) has decreased by 10.5 percentage points.
- The number of students receiving service in public separate day schools (LRE F) has decreased by 0.3 percentage points.
- The number of students receiving service in nonpublic settings [private separate day schools (LRE G) and private residential (LRE I)] has decreased by 0.1 percentage points.

Additionally, as part of the evaluation process, *Maryland School Assessment (MSA)* and *Alternate Maryland School Assessment (Alt-MSA)* performance data for elementary and middle schools and *High School Assessment (HSA)* and *Modified High School Assessment (Mod-HSA)* results were reviewed. The 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEA)* of 1997 aligned with *NCLB* and clarified that all students with disabilities are to have access to instruction focused on the same skills and knowledge as all other students. The achievement of students with disabilities will be measured through the same district and statewide assessment programs as used for all students, including an alternate assessment for those students with significant cognitive disabilities who are unable to participate in the general assessment. The key to addressing student achievement is to maintain the same high expectations for students with disabilities as those held for all students. Students with disabilities must have access to a rigorous curriculum, highly qualified teachers, and an array of strategies and interventions that will improve learning.

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

Elementary School Achievement Results

Figure 2:

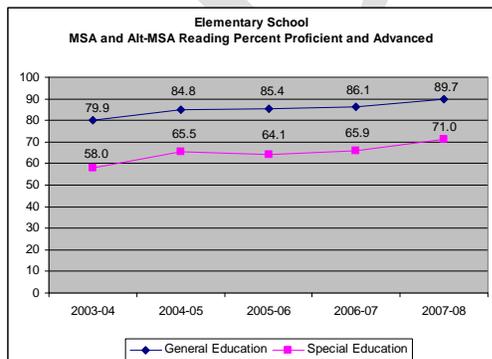


Figure 3:

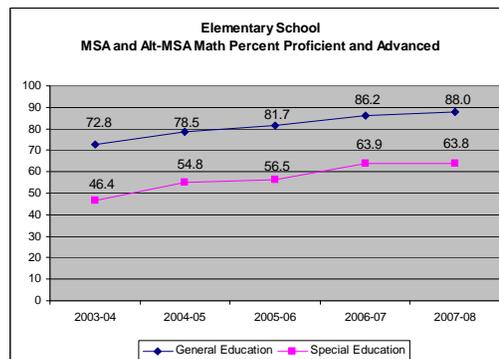


Figure 4:

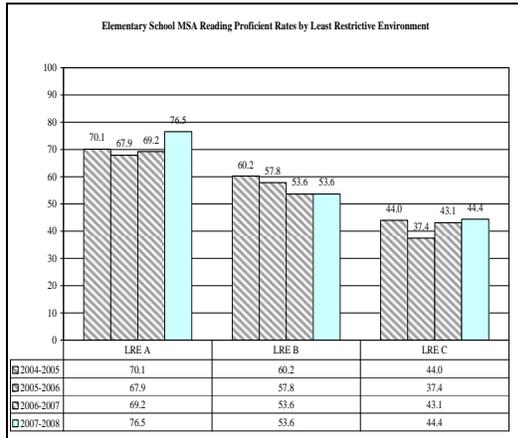


Figure 5:

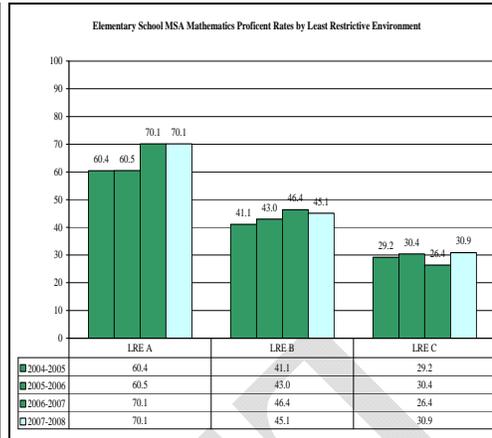
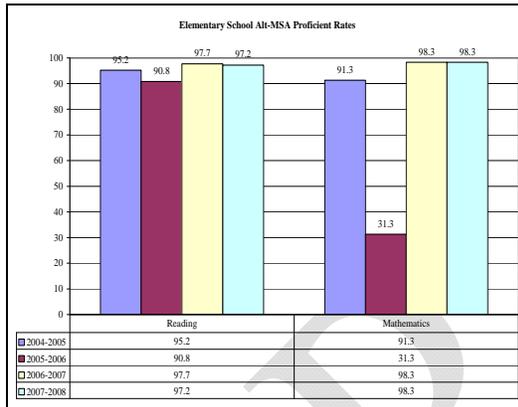


Figure 6:



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

In the area of reading, Figure 2 shows a 13.0 percentage point increase in the percentage of students with disabilities scoring proficient and advanced from 58.0 percent in 2003-2004 to 71.0 percent in 2007-2008. During the same period, the reading achievement gap between general education and special education student groups has decreased from 21.1 percentage points to 18.7 percentage points, a 2.4 percentage point decrease. Likewise, in the area of mathematics, Figure 3 shows an increase from 46.4 percent proficient and advanced in the special education subgroup from 2003-2004 to 63.8 percent proficient in 2007-2008, a 17.4 percentage point increase. During this same span, the mathematics achievement gap between students receiving special education services and general education students decreased by 2.2 percentage points.

The increased student achievement in elementary schools demonstrates a significant level of improvement for students with disabilities. From 2002-2003 to 2007-2008, the rate of improvement for students receiving special education services has been greater than that of their non-disabled peers.

In the areas of reading and mathematics, Figures 4 and 5 show increased student performance on MSA when students accessed special education services with LRE A as compared to LRE C. The

higher performance level of students accessing services in LRE A as compared to LRE C is a consistent trend for four years. In 2007-2008, students receiving special education services in LRE A, performed 32.1 percentage points better in reading than students receiving special education services in LRE C. During this same year, students receiving special education services in LRE A, performed 39.2 percentage points better in mathematics than students receiving special education services in LRE C.

Students participating in the Alt-MSA assessment have also continued to demonstrate increased achievement in both reading and mathematics. Figure 6 shows a 2.0 percentage point increase in the percentage of students with disabilities scoring proficient and advanced in reading from 95.2 percent in 2004-2005 to 97.2 percent in 2007-2008. Likewise, in the area of mathematics, Figure 6 shows an increase from 91.3 percent proficient and advanced in 2004-2005 to 98.3 percent in 2007-2008, a 7.0 percentage point increase.

Middle School Achievement Results

Figure 7:

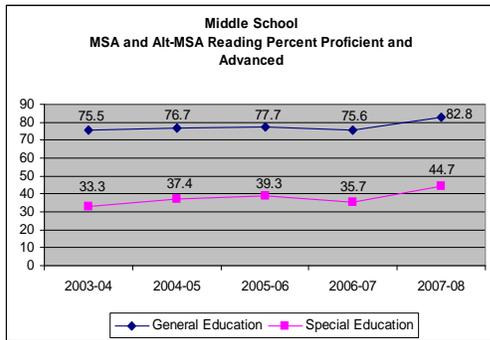


Figure 8:

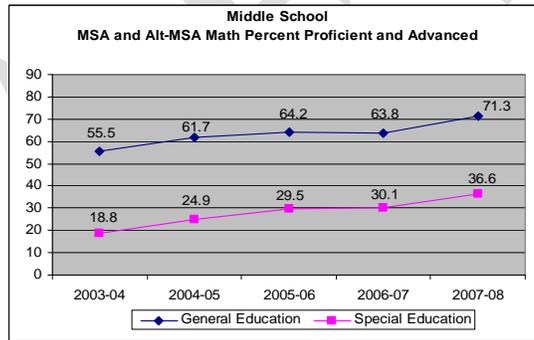


Figure 9:

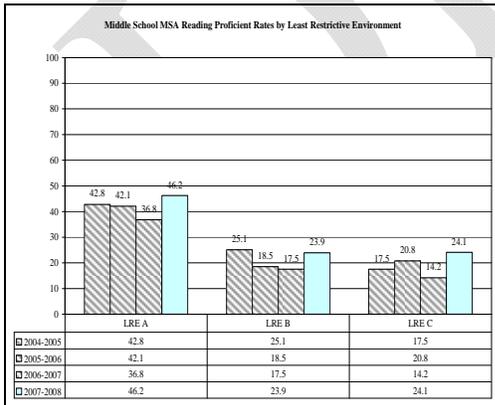


Figure 10:

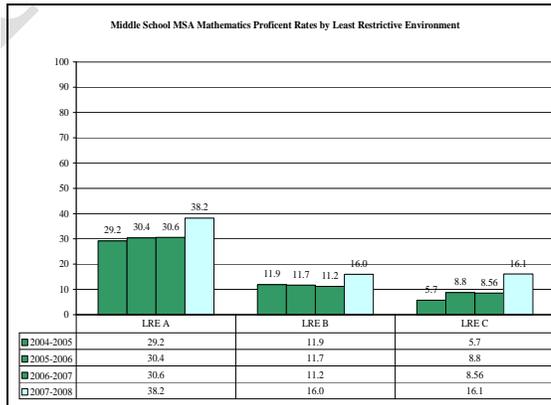
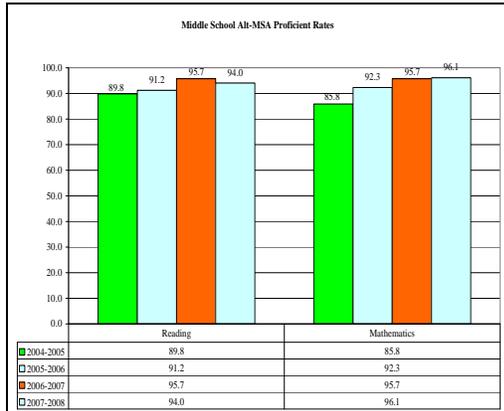


Figure 11:



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

In the area of reading, Figure 6 shows an increase in the special education subgroup in the percentage scoring proficient and advanced from 33.3 percent in 2003-2004 to 44.7 percent in 2007-2008, an 11.3 percentage point increase. The reading achievement gap between general education and special education student groups has decreased by 4.1 percentage points, from 42.2 percentage points to 38.1 percentage points during the same time period. Similarly, in the area of mathematics, Figure 7 shows an increase in the special education subgroup from 18.8 percent scoring proficient and advanced in 2003-2004 to 36.6 percent scoring proficient and advanced in 2007-2008, a 17.8 percentage point increase. During this same span, the mathematics achievement gap between students receiving special education services and general education students decreased by 2.0 percentage points.

In the areas of reading and mathematics, Figures 9 and 10 show increased student performance on MSA when students accessed special education services with LRE A as compared to LRE C. The higher performance level of students accessing services in LRE A as compared to LRE C is a consistent trend for four years. In 2007-2008, students receiving special education services in LRE A, performed 22.1 percentage points better in reading than students receiving special education services in LRE C. During this same year, students receiving special education services in LRE A, performed 22.1 percentage points better in mathematics than students receiving special education services in LRE C.

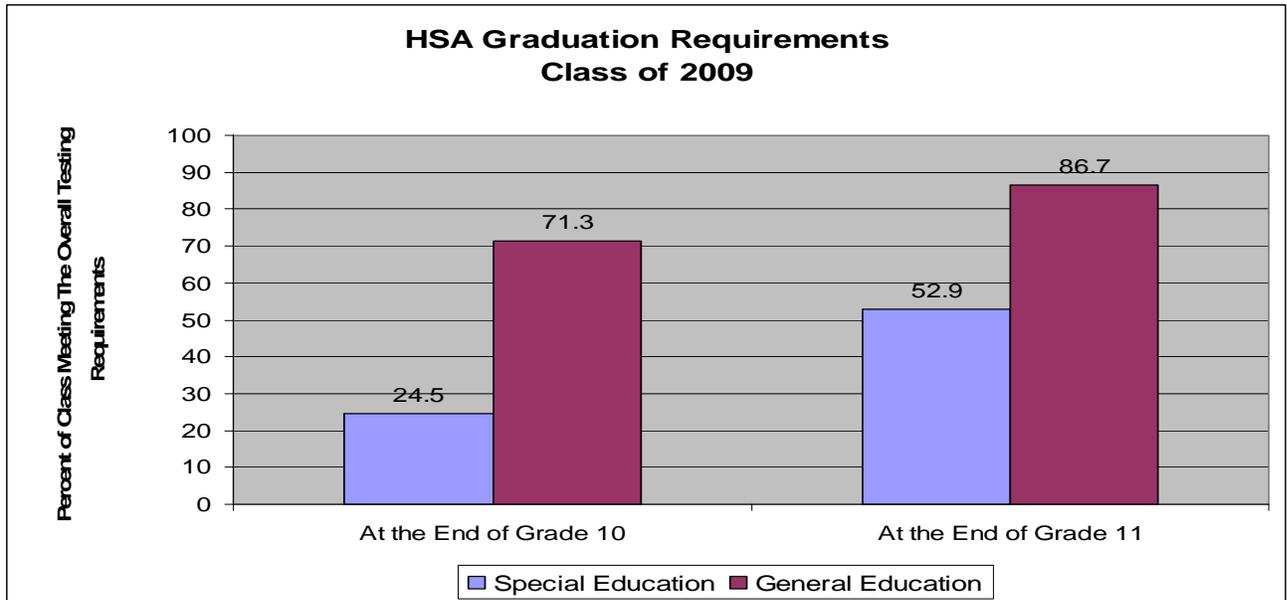
Students participating in the Alt-MSA assessment have also continued to demonstrate increased achievement in both reading and mathematics. Figure 6 shows a 4.2 percentage point increase in the percentage of students with disabilities scoring proficient and advanced in reading from 89.8 percent in 2004-2005 to 94.0 percent in 2007-2008. Likewise, in the area of mathematics, Figure 6 shows an increase from 85.8 percent proficient and advanced in 2004-2005 to 96.1 percent in 2007-2008, a 10.3 percentage point increase.

While increases in student achievement are positive, an increased rate of improvement is needed to ensure that 100 percent of students will be scoring in the proficient or advanced range by 2012.

High School Achievement Results

Another component of the monitoring process evaluates high school achievement, including the comparison of the numbers of special education students and general education students meeting the high school assessment graduation requirements (see Figure 12) and student performance disaggregated by content area (see Figure 13).

Figure 12:

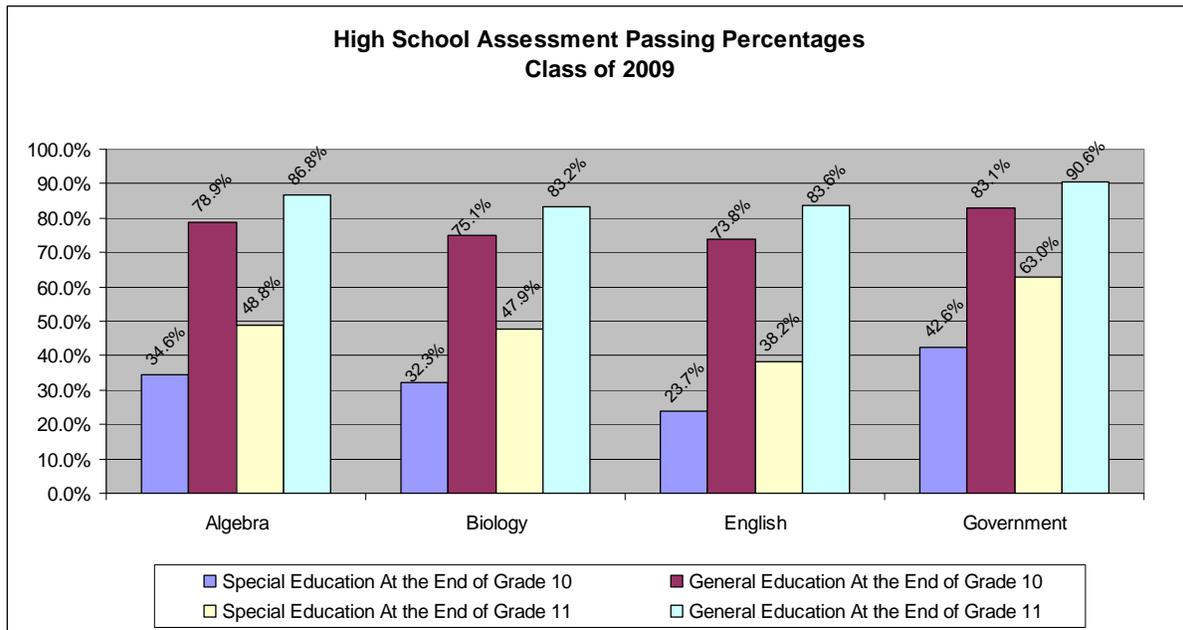


Data source: Department of Research, Accountability, and Assessment; Cognos

The results in Figure 12 represent the graduating class of 2009 at the end of Grades 10 and 11. At the end of the 2006-2007 school year or at the end of Grade 10, the special education subgroup had 24.5 percent of students meeting the HSA graduation requirements as compared to 71.3 percent for general education students. At the end of the 2007-2008 school year or at the end of grade 11, the number of students in the special education subgroup meeting the HSA graduation requirement was 52.9 percent, an increase of 28.4 percentage points.

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

Figure: 13



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

The results in Figure 13 represent diploma-bound students in the graduating class of 2009 at the end of Grade 10 and Grade 11. At the end of Grade 10, 78.9 percent of the general education students and 34.6 percent of the students receiving special education services had passed the Algebra/Data Analysis HSA. At the end of Grade 11, the percent of general education students passing the Algebra/Data Analysis HSA increased to 86.8 percent, an increase of 7.9 percentage points, while the percent of students receiving special education services passing increased to 48.8 percent, an increase of 14.2 percentage points. In the area of biology, 51.1 percent of the general education students and 32.2 percent of the students receiving special education services had passed the Biology HSA by the end of Grade 10. By the end of Grade 11, 83.2 percent of general education students and 47.9 percent of the students receiving special education services passed the Biology HSA. In English, 73.8 percent of the general education students and 23.7 percent of the students receiving special education services passed the English HSA at the end of Grade 10. By the end of Grade 11, general education students demonstrated an increase of 9.8 percentage points in passing the English HSA. Students receiving special education services demonstrated an increase of 14.5 percentage points during this same time. By the end of Grade 10, 83.1 percent of the general education students and 42.6 percent of the students receiving special education services had passed the Government HSA. By the end of Grade 11, the percent of general education students passing the Government HSA increased to 90.6 percent, a 7.5 percentage points, while the percent of students receiving special education services passing increased to 63.0 percent, an increase of 20.4 percentage points.

BCPS students, both general and special education, continue to demonstrate a positive trend in striving to meet the high school assessment graduation requirements by the end of the 2009-2010 school year. In order to ensure that this positive progress continues, the quality and intensity of the instructional programs should undergo continuous evaluation and monitoring to meet the needs of all learners.

Staffing Results

Staffing allocations made during the spring of 2008 were reviewed during the school year. In accordance with the *Process for Resolving Staffing Concerns*, 10.8 additional teacher and 13.2 paraeducator positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.

The Department of Human Resources reported, at the outset of the 2008-2009, one vacancy for a special education teacher. By February 2009, the number of reported vacancies was 3.5 FTE due to resignations, retirements, illnesses, and additional staffing allocations. Of the 3.5 FTE vacancies, 0.5 FTE is for the provision of special education services in a self-contained class; these professional positions require highly qualified status. These vacancies are filled by long-term substitutes until qualified candidates are located and hired. Special education has been identified as a critical shortage area by the Maryland State Board of Education. No students were moved to other classrooms or other schools because of the unavailability of staff.

Challenges continue for BCPS in securing occupational therapists, physical therapists, and speech-language pathologists. There is a critical shortage of these related service providers throughout the nation. As of February 2009, there are 19.3 FTE vacancies for related services (9.5 FTE for speech/language; 9.1 FTE for occupational therapy; 0.7 FTE for physical therapy). These vacancies are covered by agency personnel through contracted services.

As of February 2009, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

Evaluation Outcomes

Based on information received from the community forums in September 2008 and March 2009, monitoring of current staffing allocations, and school feedback, the staffing plan committee discussed themes for consideration with a focus to improve achievement for students with disabilities in the least restrictive environment. Topics included:

- Expanding the provision of services and analyzing the current staffing for children in the Infants and Toddlers program.
- Increasing the availability of inclusive service options for the early childhood population.
- Expanding the provision of services and analyzing the current staffing guidelines for students on the autism spectrum.
- Reducing the number of students with disabilities receiving special education services in the regular education setting less than 40 percent of the school day.
- Increasing the number of home school programs for students receiving adapted learning support services at the middle school level.
- Improving support to schools with behavioral and learning support services.
- Improving the quality and effectiveness of instructional models in self-contained classes.
- Increasing the capacity of a staff to implement co-teaching models and differentiated instruction.

- Intensifying and targeting professional development for special education and general education teachers in best practices for inclusive education and improving the achievement of students with disabilities.

In response to the identified needs and the commitment of BCPS to close the achievement gap for students with disabilities while receiving services in the least restrictive environment, the following supports and initiatives are recommended for the 2009-2010 school year:

Services/Staffing

- Expanding inclusive opportunities for three-year-olds with IEPs by redirecting current self-contained models to include typically-developing peers.
- Continuing to support early childhood inclusion by providing differentiated, small-group instruction to students with disabilities, as well as students who are at risk for future academic difficulties.
- Increasing the number of home school-adapted learning support programs to complete the countywide roll-out for all middle school students to receive adapted learning support services in the least restrictive environment in their home school.
- Expanding the use of resource room support in home schools, rather than more restrictive placements in self-contained service models to support students with disabilities.
- Relocating cluster classes to support consistency of instruction and a continuum of special education services in one schoolhouse.
- Collapsing six cluster classes in comprehensive schools and three cluster classes in public separate day schools.
- Increasing the salary for personal assistants.
- Continuing to monitor and evaluate best practices for the allocation of staffing.

Curriculum and Instruction

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

Evaluation

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

Professional Development

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

List of Appendices

Appendix A - Special Education Staffing

Appendix B - Fall Special Education Community Forums

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Appendix D - Professional Development

- 1. BCPS Guide to High Quality Professional Development, Executive Summary**
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Appendix E - Special Education Staffing Plan Committee

Appendix F - Glossary of Terms

Appendix G - List of Acronyms/Abbreviations

Special Education Staffing

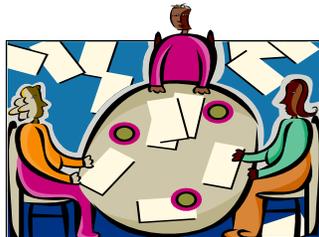
Disability Name	Ratio	2008-2009 Count October 26, 2007	FY09 Budget FTE	2009-2010 Count October 31, 2008	FY10 Proposed FTE
School Based Teachers					
Communication and Learning Support	9 to 1	786	87.3	864	96.0
Outreach ¹	9 to 1	52	5.8	54	6.0
Behavior and Learning Support	9 to 1	924	102.7	845	93.9
Special Schools	7.5 to 1	263	35.1	268	35.7
Adapted Learning Support	13 to 1	1,382	106.3	1,691	130.1
Functional Academic Learning Support	10 to 1	359	35.9	443	44.3
Preschool - Early Chd Learning Support ²	9 to 1	601	55.6	375	41.7
White Oak	7.5 to 1	131	17.5	150	20.0
Inclusive Education	15 to 1	5,483	365.5	5,376	358.4
Alternative Schools			6.0		6.0
Behavior Intervention Support			32.0		32.0
Special Area/Special Schools			33.6		33.6
All Day Kindergarten - Early Chd Learning Support			46.5		46.5
Crossroads			3.0		3.0
Imagine Discovery Charter School					1.0
Growth Factor			61.9		61.9
Instructional Assistants					
Instructional Assistants			636.5		646.0
Total Instructional and Support		9,981	1,631.2	10,066	1,656.1
School-Based Administration					
Principal - Special Education			4.0		4.0
Assistant Principals - Special Education			4.0		4.0
School-Based Clericals - Special Education			9.1		9.1
Total Administrative			17.1		17.1
Total Positions - Special Education			1,648.3		1,673.2
1. College community outreach programs exist at 5 college sites and are staffed by site at a maximum ratio of 9 to 1.					
2. Preschool is staffed at a ratio of 9 to 1 for full-day and 18 to 1 for half-day.					
Disability Name	Ratio	2008-2009 Count October 26, 2007	FY09 Budget FTE	2009-2010 Count October 31, 2008	FY10 Proposed FTE
Centralized Support Teachers³					
Adapted PE			3.6		3.6
Infants and Toddlers ⁴		942	25.0	957	25.0
Transition Facilitators			10.0		10.0
Communication and Learning Support			2.0		2.0
NW/SW Regional Team			3.0		3.0
School Support Resource Teachers			3.0		3.5
All Day Kindergarten - Early Chd Learning Support			2.0		2.0
Non-Public Placement			1.0		1.0
Child Find Resource Teachers			1.0		1.0
Total Centralized Support Teachers			50.6		51.1
Nonpublic Placement		531		525	
Speech Language Only		2,870		2,760	
Total Child Count		13,382		13,351	
3. Centralized support teachers are funded by the Office of Special Education. See page 157.					
4. Infants and Toddlers are not counted in the total; MSDE counts these children separately.					

Data Source: BCPS, Proposed Operating Budget Fiscal Year 2010

YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 22, 2008



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

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved *Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2008-2009*. This input will be used to refine/revise the current staffing plan in preparation for drafting the *BCPS Special Education Staffing Plan for 2009-2010*. These community sessions will also provide an opportunity for parent input on other issues regarding special education.

What is a staffing plan?

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

Where are the community forums being held?

- *Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.*
- *Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.*
- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.*
- *Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128.*
- *Padonia International Elementary, 9834 Greenside Drive, Cockeysville, MD 21030.*

Why is community input needed?

- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.
- To provide comments/recommendations for the *BCPS Special Education Staffing Plan for 2009-2010*.

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

- The community can provide written comment through February 2009 by sending an e-mail to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204.

To preview the current *BCPS Special Education Staffing Plan for 2008-2009*, visit:

www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

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

Hand-In-Hand

Fall 2008
Volume 16
Issue 1

Parents and Educators Working Together

A joint publication of the Special Education Citizens' Advisory Committee (SECAC) and the Baltimore County Public Schools, Office of Special Education
Its purpose is to provide families and staff with information related to children with disabilities.

The Special Education Citizens' Advisory Committee (SECAC)

Mary Baskar, Chairperson

410-453-6644

MARYAF@aol.com

Sharon R. Saroff,

Vice Chairperson

SEDRA@pobox.com

PJ Shafer, Secretary

PJShafer@lpl.com

Join our Yahoo Group,

BaltoCo-SECAC@yahoogroups.com

Meeting Dates 2008-09

September 8, 2008

October 13, 2008

November 10, 2008

December 8, 2008

January 12, 2009

February 9, 2009

March 9, 2009

April 20, 2009

May 11, 2009

June 1, 2009

7-9 p.m.

All meetings are open to the public.

Meetings are held in Room 114
of the ESS Building on the

Greenwood Campus,
6901 Charles Street,
Towson, MD 21204

Parent Comments Needed

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved *BCPS Staffing Plan for 2008-09*. This input will be used to update the current staffing plan in preparation for drafting the *BCPS Special Education Staffing Plan for 2009-10*. These community sessions will also provide an opportunity for parent input on other issues regarding special education.

Meetings will take place on **Monday, September 22, 2008,**
from 7:00 to 8:00 p.m. at these locations:

- * *Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133*
- * *Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222*
- * *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244*
- * *Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128*
- * *Padonia International Elementary, 9834 Greenside Drive, Cockeysville, MD 21030*

Community members who are not able to attend may provide written comment through February 2009 by sending an e-mail to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools', Office of Special Education at 6901 Charles Street, Towson, MD 21204.

If you want to know more about special education services and staffing, you can find it in the *BCPS Staffing Plan for 2008-09*. The plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of Free, Appropriate, Public Education (FAPE).

To preview the *BCPS Special Education Staffing Plan for 2008-09*, visit:
WWW.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

New members welcome!

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

Chairperson,

Mary Baskar for details:

410-453-6644

Please join the Special Education Citizens' Advisory Committee (SECAC)

Membership is open to parents, students, family members, educators, community representatives, disability organizations, administrators, and all other interested persons. The committee is responsible for advising and making recommendations to the Board of Education on matters pertaining to students with disabilities in Baltimore County.



MEDIA ADVISORY

Office of Communications

6901 Charles Street
Towson, MD 21204
410.887.5908
www.bcps.org

IMMEDIATE RELEASE
February 25, 2009

Contact: Renard Adams, 410-887-3660
Charles Herndon, 410-887-6111

Input sought on staffing plan through five special education community forums

Meetings to be held at 5 schools on March 9

What: Five community forums have been scheduled to give parents and the public an opportunity to provide feedback regarding the proposed Baltimore County Public Schools Special Education Staffing Plan for 2009-2010. These meetings will also serve as opportunities for parents to share opinions and viewpoints on other special education issues.

When: All meetings will take place from **7:00 p.m. to 8:00 p.m. on Monday, March 9, 2009.**

Where: Meetings will be held at the following five locations:

- ◆ **Charlesmont Elementary School**, 7800 W. Collingham Drive, Dundalk
- ◆ **Church Lane Elementary School**, 3820 Fernside Road, Randallstown
- ◆ **Dogwood Elementary School**, 7215 Dogwood Road, Woodlawn
- ◆ **Padonia International Elementary School**, 9834 Greenside Drive, Cockeysville
- ◆ **Vincent Farm Elementary School**, 6019 Ebenezer Road, White Marsh

Background:

The annual staffing plan is designed to document information and procedures used by Baltimore County Public Schools to recommend the number and types of service providers needed to ensure the provision of Free, Appropriate Public Education (FAPE).

Appendix C

Parents who cannot attend the community forums may still provide feedback by sending an e-mail to staffingplan@bcps.org, or by mailing their written comments to the BCPS Office of Special Education, 6901 Charles Street, Towson, MD 21204.

To preview the current BCPS Special Education Staffing Plan for 2009-10, visit the following Web site after March 5, 2009:

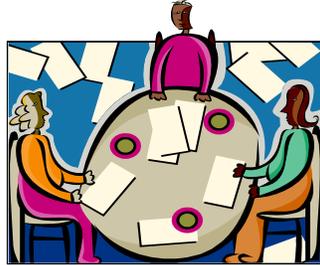
www.bcps.org/offices/special_ed/staffing_plan.html.

As the nation's 26th largest school district, Baltimore County Public Schools educates nearly 104,000 students each year. Over the past several years, BCPS has increased academic rigor – creating a culture of higher expectation and broader opportunity for all. As a result, BCPS has consistently raised student achievement. Supporting this success is the *Blueprint for Progress*, a foundational document developed under the leadership of Superintendent Dr. Joe A. Hairston, which unites staff and stakeholders with common beliefs, priorities, and goals. In addition, BCPS continues to garner national and international recognition for its use of technology to support and enhance teaching and learning, commitment to making all students college-ready, and the excellence of its high schools and fine arts instruction.

#

YOU ARE INVITED TO ATTEND THE UPCOMING
SPECIAL EDUCATION COMMUNITY FORUM

Monday, March 9, 2009



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

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the proposed *Baltimore County Public Schools Special Education Staffing Plan for 2009-2010*. These community sessions also provide an opportunity for parent input on other issues regarding Special Education.

What is a staffing plan?

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

Where are the community forums being held?

- *Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.*
- *Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.*
- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.*
- *Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204.*
- *Vincent Farm Elementary, 6019 Ebenezer Road, Baltimore, MD 21162*

Why is community input needed?

- To provide comments/recommendations for changes to the draft of the *BCPS Special Education Staffing Plan for 2009-2010*.
- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

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

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

To preview the current *BCPS Special Education Staffing Plan for 2008-2009*, visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 3/5/09

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



Baltimore County Public Schools
(BCPS)

Special Education Community Forum

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

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

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

STAFFINGPLAN@BCPS.ORG

or write to us:

Baltimore County Public Schools Staffing Plan
Office of Special Education
6901 Charles Street
Towson, MD 21204-3711

When?

**Monday, March 9, 2009
7 p.m. to 8 p.m.**

Where?

*Choose one
of five
convenient
locations*

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

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

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

Padonia International Elementary (Library)
9834 Greenside Drive ▪ Cockeysville, MD 21130.

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

**Guide to High Quality
Professional Development**
Executive Summary





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

Executive Summary



BALTIMORE COUNTY PUBLIC SCHOOLS

GUIDE TO HIGH QUALITY PROFESSIONAL DEVELOPMENT

Prepared under the direction of

Dr. Joe A. Hairston
Superintendent

Division of Curriculum and Instruction

Copyright 2008
Baltimore County Public Schools
Towson, Maryland 21204

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Secretary-Treasurer and Superintendent of Schools

Towson, Maryland
2008

BALTIMORE COUNTY PUBLIC SCHOOLS

Executive Summary

The Guide to High Quality Professional Development (HQPD) for Baltimore County Public Schools (BCPS) is designed to ensure the quality of all professional development initiatives and the alignment of those initiatives with systemwide goals to improve student learning. BCPS developed the guide in response to the Curriculum Management Audit conducted in 2006 by Phi Delta Kappa (PDK) International. In the 2007 audit report, Exhibit 1.4.2 identified 18 characteristics of a comprehensive professional development program, and rated BCPS as inadequate on 11 of the 18 characteristics. Referencing the criteria for which professional development was rated inadequate, the auditors recommended that BCPS develop and implement policies, rules, and plans, which provide:

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

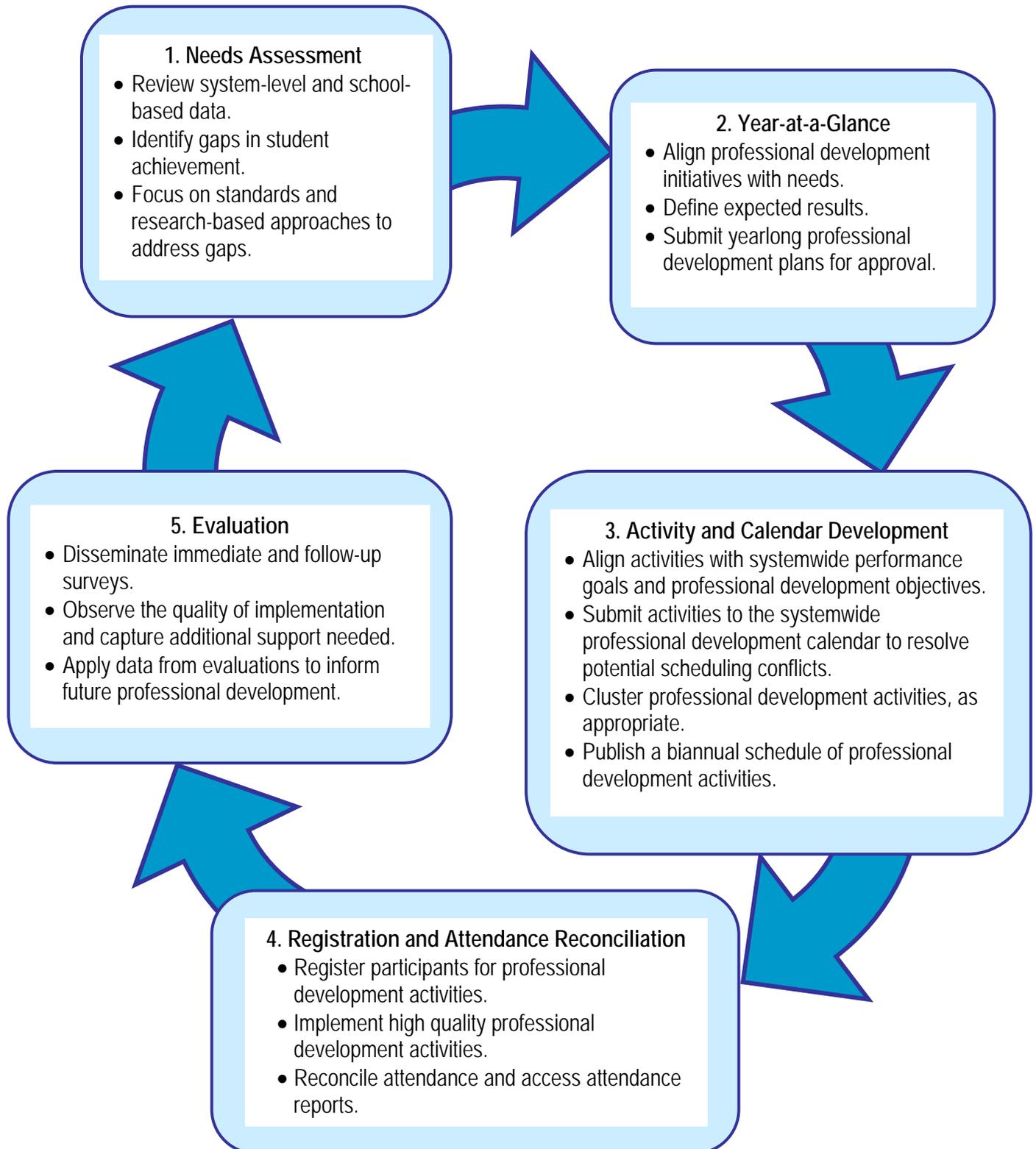
To address these recommendations, BCPS formed a Professional Development (PD) Workgroup, which consisted of a variety of stakeholders including school-based and central office administrators, teachers, and parents. This workgroup assisted the Department of Professional Development in analyzing the current state of professional development and in composing the Guide to HQPD. The PD Workgroup will continue to serve as a clearinghouse for approving all professional development plans submitted by offices within Curriculum and Instruction and Business Services.

The Guide to HQPD outlines the criteria, expectations, and support for the planning, implementation, and evaluation of all professional development initiatives. The Professional Development (PD) Cycle (illustrated in the following graphic) delineates five organizational components designed to ensure that all professional development will meet standards of high quality.

1. Needs Assessment – Schools and offices will examine system-level and school-based data sources to identify student achievement gaps and priority needs. Using a root-cause analysis model and focusing on standards and research-based approaches, offices and schools will determine the professional knowledge, skills, and strategies required to address the gaps and priority areas.
2. Professional Development Year-at-a-Glance – Schools and offices will use the information from the needs assessment to create a yearlong professional development plan. Schools will include their professional development activities in their School Improvement Plan. Offices will submit their plan to the Professional Development Workgroup for approval.

3. Activity and Calendar Development – Schools and offices will plan and schedule high quality professional development activities. Offices will submit activity requests through the systemwide professional development calendar. A biannual, searchable catalog of professional development activities will be published and disseminated to school staff.
4. Registration and Attendance Reconciliation – Schools and offices will collect and document accurate participation data. Participants will register for systemwide professional development offerings. School leaders may access reports identifying the staff who attended professional development activities.
5. Evaluation – Schools and offices will use a variety of evaluation tools to measure the effectiveness of professional development offerings. Professional development activities will be consistently evaluated according to standardized expectations for high quality implementation.

Upon its full implementation, each component of the PD Cycle will be Web-based to facilitate accessibility and reporting. The processes and procedures defined in the PD Cycle apply to all educational stakeholders responsible for delivering professional development. The Department of Professional Development will provide comprehensive training to ensure that all users become familiar with the Guide to HQPD and fully understand each component of the PD Cycle. The end result of the PD Cycle, as described in the Guide to HQPD, will be to direct and maintain high quality professional development for all employees, an essential component of the BCPS mission to provide a quality education for all students.

PROFESSIONAL DEVELOPMENT CYCLE

Professional Development Year-at-a-Glance: Office of Special Education

INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
School Support and Compliance						
Program Review And Support Process	General compliance supervision system that monitors IDEA and COMAR implementation within BCPS. BFP Goal 5, a BFP Goal 6, 6.1, 6.3 BFP Goal 7	<ul style="list-style-type: none"> • School-based one-to-one activity. • The initial program review and one follow-up visit. • Special education teachers, IEP chairs, related service providers. 	Full-day	School staff will have a better understanding of how to reach full compliance with regulations. Future staff development is able to be focused as a result of the review.	Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher	
First-Year IEP Chair Training	Provision of an overview of the legal requirements needed to gain an understanding of the role and responsibilities of IEP chairs. BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3	<ul style="list-style-type: none"> • Small group interaction/multi-sensory. • 13 meetings for new IEP chairs. • First-year IEP chairs. 	8/12/08 Full-day	New IEP chairs will have a deeper understanding of their role and responsibilities.	general counsel Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher	Operating
New IEP Team Chair Training	Provision of an overview of the legal requirements needed to gain an understanding of the role and responsibilities of IEP chairs.	<ul style="list-style-type: none"> • Small group interaction/multi-sensory. • 13 meetings for new IEP chairs. • First- and second-year IEP chairs. 	5/15/09 Full-day	New IEP chairs will have a deeper understanding of their role and responsibilities.	general counsel Sharon Floyd, Supervisor of Compliance	Operating

*Offices will be prompted to indicate if the initiative is curriculum-related.

Appendix D-2

INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
	BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3				Pam Weitz, Compliance Support Teacher	
Monthly IEP Team Chair Support	Continuous professional development on various legal requirements and nuances. BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3	<ul style="list-style-type: none"> • Small group discussion/use of learning/teach others. • 10 (1-per-month) • First-and second-ear IEP chairs 	August 2008 – May 2009	First- and second-year IEP chairs skills will increase resulting in a gain of confidence and a decrease in compliance violations.	Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher	Operating
Countywide IEP Chair Training	Update of compliance and legal requirements and changes to the computer-based IEP system and implications for instruction. BFP Goal 3, 3.2 BFP Goal 5, a BFP Goal 6, 6.1, 6.3	<ul style="list-style-type: none"> • Division by elementary, middle and high. • 6 meetings. • IEP chairs 	10/7/08 10/13/08	All IEP chairs will have the most up to date information regarding the regulations and requirements of IDEA and COMAR.	Sharon Floyd, Supervisor of Compliance Pam Weitz, Compliance Support Teacher Renard Adams, Coordinator of School Support and Compliance	Operating

*Offices will be prompted to indicate if the initiative is curriculum-related.

Appendix D-2

INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
Exit Document Training	Case managers and school counselors must be able to assist students with disabilities to develop a companion document which contains information to allow the student to transition to the world of work or higher education. BFP Goal 5, 5.3	<ul style="list-style-type: none"> • Computer-based. • 2 opportunities. • High school special education case managers and school counselors. 	10/23/08 1/23/09	Students with disabilities will have a companion document upon exiting the school system which bridges the gap between high school and the next learning opportunity.	transition team leader Sharon Floyd, Supervisor of Compliance	Operating
Mod-MSA/Mod-HSA Professional Development	Provision of the state requirements needed to determine eligibility of student’s participation on statewide assessments. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	<ul style="list-style-type: none"> • Small-group interaction. • 3 opportunities. • IEP chairs, special education department chairs. 	10/29/08 10/30/08	Students will have accurate documentation on IEPs to support their participation in the appropriate assessment pathway.	Nancy Feeley, Supervisor of Instruction Sharon Floyd, Supervisor of Compliance Renard Adams, Coordinator of School Support and Compliance	Operating
New Special Education Teacher Training	To provide information, policies and procedures specific to special education programming	<ul style="list-style-type: none"> • Conference. • 1 session followed by attendance at countywide new teacher orientation and professional 	8/11/08 Full-day session	Participants receive an overview of special education case management,	Nancy Feeley, Supervisor of Instruction	Operating

*Offices will be prompted to indicate if the initiative is curriculum-related.

Appendix D-2

INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
	and instruction. BFP Goal 3, 3.2	development activities for 2008-09 school year. • New special education teachers.		differentiation, classroom management and working with paraeducators.	specialists resource teachers	
Writing Effective Assessments Using Woodcock-Johnson III Tests of Achievement	To identify the components of writing an effective educational assessment including purpose, legal requirements, written components, and useful outcomes of an effective educational assessment. BFP Goal 3, 3.2 BFP Goal 5, a	• Conference, self reflection, data analysis, data dialogue, and small group interactions • 5-part professional development series: background information, behavior, reading, written expression, and mathematics. • New special education teachers.	9/15/08 10/13/08 10/28/08 11/10/08 12/15/08 Half-day sessions	Participants will demonstrate their understanding of writing an effective educational assessment utilizing the components outlined in each of the five sessions.	specialists, resource teachers	Operating
Informal Assessments to Use When Completing an IEP	To identify the various types of assessments and be able to list uses and purposes of informal assessments. BFP Goal 3, 3.2 BFP Goal 5, a	• Conference, self reflection, data analysis, data dialogue, small group interactions. • 1 professional development session on using informal assessments to assess progress in: language arts, mathematics, and behavior. • New special education teachers.	1/27/09	Participants will be able to describe the relationship between assessment and the development of measurable IEP annual goals and short-term objectives.	specialists, resource teachers	Operating
Middle and High School Co-teaching Initiative	To improve the effectiveness and implementation integrity of the co-teaching model	• Conference, self-reflection, data analysis, data dialogue, small group interactions, school/classroom visitation, book	11/12/08 2/2/09 4/15/08	Participants will demonstrate an increased understanding of collaboration, six co-	Renard Adams, Coordinator of School Support and	Operating Grand funding

*Offices will be prompted to indicate if the initiative is curriculum-related.

Appendix D-2

INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
	<p>in 7 targeted schools to ensure equal access to curriculum and differentiated instruction:</p> <ul style="list-style-type: none"> • Kenwood HS. • Parkville HS. • New Town HS. • Loch Raven Academy. • Southwest Academy. • Deep Creek MS. • Deer Park MS. <p>To improve the achievement of students with disabilities in LRE through supporting schools' efforts in implementing effective collaboration and co-teaching across content areas. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a</p>	<p>study, peer coaching, mentoring. 2 full-day professional development, quarterly trainings and biweekly site-based meetings.</p> <ul style="list-style-type: none"> • Teams of general and special education teachers, administrators, department chairs, team leaders, content resource teachers, central office resource teachers. 	<p>Full-day and half-day trainings</p>	<p>teaching models and differentiation through lesson plan development and implementation.</p> <p>Participants will be able to utilize data from MSA/HSA, short cycles and benchmark assessments to assist them in instructional programming.</p> <p>Participants will improve the integrity of co-teaching model.</p>	<p>Compliance</p> <p>Nancy Feeley, Supervisor of Instruction</p> <p>LRE RTs</p> <p>content area RTs</p>	
<p>Language Essentials for Teachers of Reading and</p>	<p>To improve the effectiveness and implementation of high quality reading instruction</p>	<ul style="list-style-type: none"> • Conference. • 2 professional development sessions to: <ul style="list-style-type: none"> - Address challenges of 	<p>9/22/08 9/26/08 10/20/08 10/29/08</p>	<p>Participants will have an increased understanding of research-based principles of reading development,</p>	<p>Nancy Feeley, Supervisor of Instruction</p>	

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Spelling (LETRS) Modules 1 and 2	in elementary, and middle schools with Adapted Learning Support Programs to ensure equal access to curriculum and differentiated instruction and improve student performance on MSA in reading. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	learning how to read, and the speech sounds of English and language essentials for teaching reading. - Explore latest brain research regarding teaching beginning reading and how to incorporate research practices and principals into daily instruction. - Adapted Learning Support elementary and middle school teachers who teach language arts, or <i>Foundations</i> .		reading differences, and reading instruction.	resource teachers	
Adapted Learning Support Program Seminar	To improve the effectiveness and implementation of high quality reading instruction in elementary, and middle schools with Adapted Learning Support Programs to ensure equal access to curriculum and differentiated instruction and improve student performance on MSA in reading.	<ul style="list-style-type: none"> • Conference, self-reflection, data analysis, data dialogue, small group interactions, school/classroom visitation, peer coaching, and mentoring. • Elementary quarterly professional development sessions to: <ul style="list-style-type: none"> - Improve the integrity of instruction in language arts programs including <i>Foundations</i> and Houghton Mifflin. - Utilize Houghton Mifflin supplementary resources. 	11/11/08 11/12/08 2/3/09 4/15/09 4/16/09 5/22/09 5/27/09 Half-days	Participants will incorporate effective reading strategies and resources in daily lesson planning to meet the diverse learning needs of students with disabilities. Participants will utilize data to guide instructional programming.	Nancy Feeley, Supervisor of Instruction resource teachers	

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Adapted Learning Support Program Seminar (continued)	BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	<ul style="list-style-type: none"> - Incorporate multi-sensory techniques for sound/symbol association. - Analyze data to differentiate instruction. - Build fluency and add connected text. • Middle School quarterly professional development sessions to: <ul style="list-style-type: none"> - Improve the integrity of instruction in language arts. - Analyze data to differentiate instruction in language arts. - Incorporate IEP goals into daily instruction. - Increasing rigor in Steps 5 and 6. - Adapted Learning Support elementary and middle school teachers who teach language arts, or <i>Foundations</i>. 				
Adapted Learning Support Initiative	To implement 4 th edition of <i>Language!</i> to meet the diverse learning needs in targeted Adapted Learning Support classes in the following elementary	<ul style="list-style-type: none"> • Conference, small group interactions, self reflection. • 3 full-days professional development sessions to receive the initial <i>Language!</i> training. • Quarterly follow-up training will 	9/4/08 9/5/08 9/11/08	Participants will be trained in the implementation of the <i>Language!</i> program.	Renard Adams, Coordinator of School Support and Compliance	Operating

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	schools: • Baltimore Highlands ES. • Edmondson Heights ES. • Hebbville ES. • Mars Estates ES. • Middlesex ES. • Riverview ES. • Warren ES. • Winfield ES. • Woodmoor ES. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	be provided as listed under Adapted Learning Support Seminar. • Adapted Learning Support teachers.			Jean Wilson, Coordinator of Elementary Language Arts Marcella Franczkowski, Coordinator of Placement and Birth to Five	
Nonviolent Crisis Intervention Training Program	To provide initial training and annual refresher courses in nonviolent crisis intervention. BFP Goal 3, 3.2 BFP Goal 4, 4.2 BFP Goal 5, a	• Conference. • Full-day and half-day professional development sessions to provide training on a nonviolent program that emphasizes early intervention and methods for preventing and managing disruptive behavior. • 18 half-day sessions for refresher annual training, and 2 full-days initial training. • Administrators, behavior	9/25/08 9/26/08 10/1/08 10/2/08 10/3/08 10/23/08 10/24/08 10/28/08 10/30/08	Participants complete initial training or the refresher annual training in nonviolent crisis intervention.	Nancy Feeley, Supervisor of Instruction Robin Bosley, Supervisor of Related Services resource teachers	Operating

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		interventionists, special educators.				
Special Education Building Representatives, Department Chairs, and Team Leader Meetings	To receive important information regarding special education compliance and instructional issues. BFP Goal 1, 1.1 BFP Goal 3, 3.2 BFP Goal 5, a	<ul style="list-style-type: none"> • Conference, small group interactions. • 3 half-day professional development sessions to: <ul style="list-style-type: none"> - Update instructional and compliance issues. - Network with schools within each geographical area. - Establish articulation process for students moving from elementary to middle school and from middle school to high school. 		Participants will have received important information regarding instruction and compliance to meet the needs of students with disabilities.	specialists resource teachers	Operating
Placement and Birth-To-Five						
Improving child outcomes for children birth to three years-of- age.	Based on feedback from families and providers and results from research-based interventions, professional development strategies targeting communication and social development in young children is needed for	<ul style="list-style-type: none"> • Delivery Methods: Workshop presentations with peer coaching and onsite follow-up. • Number of Opportunities: 3 sessions. (sensory motor -1, PRT – 2) 	Oct. 2008 - April, 2009 Nov. 10, 2008, with onsite	Improved child outcomes as measured by progress at exit assessment. Improved family outcomes as measured by results by 2007 MSDE Family Survey – Early Intervention.	Paula Boykin, Birth-to-Five Supervisor Sally Chapman, I&T Specialist	Infants and Toddlers Grant Funds

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	early intervention providers and families. BFP Goal 1	<ul style="list-style-type: none"> • Audience: All BCITP providers, early intervention assistants and families. 	follow-up by area.		Health Dept. supervisor and team leaders	
Improving family outcomes, birth to three years-of-age.	Based on results from the 2007 MSDE Family Surveys, professional development on integrating the information and utilization of BCITP’s <i>Family Welcome Guide</i> and the Family Survey is needed for early intervention providers and families. BFP Goal 6	<ul style="list-style-type: none"> • Delivery Methods: Workshop presentations; onsite trainings and follow-up. • Number of Opportunities: 5 onsite sessions; 1 workshop. • Audience: All BCITP providers; service coordinators and families. 	Sept. 2008-January 2009 Nov. 10, 2008, with onsite follow-up by area.	Improved family outcomes as measured by results by 2007 MSDE Family Survey. Increased rate of family surveys completed and returned from 21% to 30%.	Paula Boykin, Birth-to-Five Supervisor Sally Chapman, I&T Specialist Health Dept. supervisor and team leaders Parent Coordinators	Infants and Toddlers Grant Funds
Early Childhood (preschool)	Based on LRE data and input from early childhood teachers and central office personnel, professional development on academic rigor is needed for classroom teachers, paraeducators, and related service	<ul style="list-style-type: none"> • Delivery methods: workshop presentations with school based, onsite follow-up visitation. • # of PD Opportunities: 6 group sessions during school year (Oct., Jan., and March. • Audiences: Teachers, 	Oct. 2008 through Mar. 2009 9/19/08 10/30/08 11/6/08 Jan., Mar., and Apr.	Improve consistency of quality instruction and ensure equal access to BCPS approved curriculum for all students.	Paula Boykin, Birth-to-Five Supervisor Nicol Elliott, Child Find Specialist	Title II Funds Preschool Carryover Grant

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	providers who support children with IEPs. BFP Goal 1	paraeducators, related service providers.	2009, TBA			
Early Childhood (preschool)	Based on Maryland Model for School Readiness (MMSR) data results, Early Childhood Accountability System (ECAS) data, and feedback from preschool and prekindergarten teachers and related service providers, professional development regarding the integration of assessment and instruction is needed for early childhood teachers and related services providers. BFP Goal 1	<ul style="list-style-type: none"> • Delivery methods: workshop presentation for new teachers and new related service providers. • # of PD Opportunities: one session • Onsite follow-up and mentoring for teachers who attended initial group session provided last year or this year. • Audiences: teachers, related service providers. 		<p>Improve child outcome data for children with IEPs as measured by the ECAS and the MMSR kindergarten data.</p> <p>Current data: 2007-08 46% of BC children who have IEPs enter kindergarten “fully ready.”</p> <p>73% of all BC kindergarten children enter “fully-ready.”</p>		MMSR/ECAS Grant Preschool Carryover Grant
Early Childhood (LRE)	Based on LRE data and IEP team outcome information, professional development on decision making in the LRE is	<ul style="list-style-type: none"> • Data analysis with data dialogues; presentation and discussion of early childhood service delivery models. 	Sept. 08 – May 09 9/15/08 10/14/08 11/19/08	<p>Improve LRE decision-making for our youngest students.</p> <p>Improve child outcome data</p>	Paula Boykin, Birth-to-Five Supervisor Nicol Elliott,	N/A

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	needed for special educators, psychologists, related service providers, and service coordinators who participate in IEP team meetings for students transitioning from Infants and Toddlers. BFP Goal 1	<ul style="list-style-type: none"> • 7 sessions during the school year. • Audience: Child Find Assessment Center staff and Infants and Toddlers staff. 	1/15/09 2/20/09 3/16/09 4/24/09	for children with IEPs.	Child Find Specialist Sally Chapman, I&T Specialist	
Leadership training series for individuals in the C&I offices who supervise, but do not work in schoolhouses. (Pilot series with Office of Special Education.)	Based on feedback from central office, Infants and Toddlers, and Child Find personnel, professional development on observation and evaluation and supporting adult learners is needed for Office of Special Education coordinators, supervisors, specialists and team leaders. BFP Goal 8	<ul style="list-style-type: none"> • Delivery Methods: Workshop presentations with peer coaching and follow-up from supervisors. • Number of Opportunities: 5 sessions <ul style="list-style-type: none"> - appraisal process - adult learners, coaching/mentoring - high quality professional development. • Audience: All OSE coordinators, supervisors, specialists and team leaders. • Resource teachers to be included in the last three sessions. 	8/27/08 11/13/08 12/3/08 1/9/09 2/4/09 3/4/2009 (inclusion weather make-up session)	Individuals acquire the necessary information and support to be effective BCPS supervisors and leaders in order to support students who receive special services.	Barbara Bisset, Coordinator, Leadership Dev. Paula Boykin, Birth-to-Five Supervisor	Infants and Toddlers Grant Funds Office of Special Education Grant Funds

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Improve instructional strategies to prepare students to retake the High School Assessments (HSA).	Students placed in nonpublic schools are achieving below expected standards on the HSAs. 14.6% of potential graduates of the 08-09 school year have reached the 1602 composite score. BFP Goal 1 BFP Goal 5	<ul style="list-style-type: none"> BCPS will provide large group activities to the nonpublic content area teachers and administrative staff. A one half day session will be provided for each content area assessed: English, Algebra, Biology, and Government. 	Activities to be provided by 11/26/08	Nonpublic teachers are expected to increase knowledge of strategies for HSA acceleration classes. The goal is to increase the number of students in Grade 12 who have met the HSA composite score requirement of 1602 by 80%.	Professional staff from OSE nonpublic office, content area resource teachers and staff from Maryland Association of Nonpublic Special Education Facilities. (MANSEF)	MANSEF
Related Services, Alt-MSA, and Autism						
<i>Kurzweil 3000</i> Elementary, Middle and High School Kurzweil Project - Government, biology, Concepts of Physical	Student achievement. Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.12		computer lab training: 9/10/08 11/5/08 12/17/08 1/7/09 2/12/09 3/25/09 4/15/09 5/6/09	Staff will integrate technology within daily instruction of the curriculum. Students will achieve academic success as measured by school-based and high stakes testing.	Marsye Kaplan, Related Services, Assistive Technology Team Leader	Title II

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Science, general ed curriculum K-12						
<p><i>Kurzweil 3000</i>: Regional Focus Group Meetings</p> <p>Kurzweil Project - Government, biology, Concepts of Physical Science</p>	<p>Student achievement. Staff technical skills. Technology integration.</p> <p>BFP Goal 1, 1.1, 1.12</p>	<ul style="list-style-type: none"> • Hands-on make and take session focusing on building functional, interactive communication skills. • 1-session scheduled. • New speech/language pathologists. 	<p>Sept. 2008 - June 2009</p>	<p>Staff will integrate technology within daily instruction of the curriculum.</p> <p>Students will achieve academic success as measured by school-based and high stakes testing.</p>	<p>Marsye Kaplan, Related Services, Assistive Technology Team Leader</p>	<p>Title II</p>
<p>Kurzweil 3000: High School Social Studies and Science</p> <p>Kurzweil Project - Government, biology, Concepts of</p>	<p>School-based understanding of how to use and integrate the <i>Kurzweil 3000</i> software program.</p> <p>BFP Goal 1, 1.1, 1.12</p>	<ul style="list-style-type: none"> • Hands-on make and take session focusing adapting the early childhood curriculum. • 1-session scheduled. • Early childhood teachers. 	<p>Sept. 2008 through June 2009</p>	<p>Increase in use of the software and hardware provided.</p> <p>Increase in student achievement as seen on both school-based assessment and HSA.</p>	<p>Marsye Kaplan, Related Services, Assistive Technology Team Leader</p> <p>Jodi Lavin, Special Education,</p>	<p>Title II</p>

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Physical Science					Science RT Julie Somers, Secondary Social Studies RT	
<i>IntelliTools Classroom Suite</i> Support of students with reading and writing challenges.	Support student achievement for those struggling with reading and writing challenges: Diploma-bound Certificate-bound. Staff technical skills. Technology integration. BFP Goal 1, 1.4	<ul style="list-style-type: none"> • Presentation/discussion. • 10-monthly scheduled sessions. • Functional Academic Learning Support Programs (FALS) teachers. • Communication and Learning Support Programs (CLS) teachers. 	10/30/08 11/19/08 2/25/09 3/24/09 4/29/09 5/7/09	Staff will customize and integrate technology within the daily instruction of the curriculum. Students will meet IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Heather Rasmussen	
<i>Boardmaker</i> Support of students with communication and significant learning challenges.	Support student achievement for those struggling with communication, reading and, writing challenges Diploma-bound Certificate-bound Staff technical skills.	<ul style="list-style-type: none"> • Computer lab hands-on training. • 4-sessions. • Teachers of the elementary CLS programs. • Teachers of the elementary D/HH cluster program 	11/25/08 12/8/08 2/18/09 3/18/09 4/23/09 5/12/09	Staff will create functional, interactive communication systems, and adapt the curriculum to meet student IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Jeanne	

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	Technology integration. BFP Goal 1, 1.4				Noorisa	
<i>Clicker 5</i> Support of students with reading and writing challenges.	Support student achievement for those struggling with reading and writing challenges: Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.4	<ul style="list-style-type: none"> • Computer lab hands-on training- <i>Clicker 5</i> software. • 6-scheduled sessions. • Special educators, technology support staff, paraeducators, and central office staff. 	10/16/08 3/189/09 4/30/09	Staff will customize and integrate technology within the daily instruction of the curriculum. Students will meet IEP goals and objectives.	Related services, assistive technology resource staff, Debby Gerson and Cathy Overtoom	
Accessibility Features of Microsoft Word Use Microsoft Word to adapt the curriculum.	Support students identified with learning disabilities impacting the ability to read, write, and access the curriculum. Staff technical skills impacting use and integration of the programs. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> • Hands-on computer lab training to focus on the use of Microsoft Word to adapt the curriculum. • 1-scheduled session. • General and special educators, technology support personnel, paraeducators, and central office staff. 	11/20/08	Staff will be able to customize and adapt the curriculum using Microsoft Word. Students will meet IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader	

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Digital Story Telling Use Microsoft PowerPoint to create talking books and adapt the curriculum.	Support student achievement for those struggling with reading and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> Hands-on computer lab training to focus on the use of Microsoft PowerPoint to create talking books and adapt the curriculum. 1-scheduled session. General and special educators, technology support personnel, paraeducators, and central office staff. 	1/14/09	Staff will be able to create talking books to reinforce literacy goals and objectives using Microsoft PowerPoint. Students will meet IEP goals and objectives.	Related services, assistive technology resource staff, Jeanne Noorisa	
Word Prediction Use word prediction software to support students' written communication skills.	Support student academic success that is impacted by a written communication disability. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> Hands-on computer lab training will focus on the use of word prediction software. 2-sessions scheduled. Special educators, occupational therapists, central office staff. 	1/28/08 3/28/09	Staff will make appropriate decisions regarding the recommendation of word prediction software for students exhibiting physical and/or language based written communication disabilities. Students will improve their ability to generate written information.	Related services, assistive technology resource staff, Jan Kurtz	
SASSI Adapting the elementary curriculum with a wide	Support students identified with learning disabilities impacting the ability to read, write, and access the curriculum.	<ul style="list-style-type: none"> Hands-on computer lab training will focus on using a variety of instructional and assistive technology software programs to adapt the Grade 2 and Grade 4 curriculum. 	1/22/09 2/19/09	Staff will be able to adapt the curriculum using a wide variety of software programs to meet individual needs as identified by IEP goals and	Marsye Kaplan, Related Services, Assistive Technology	NA

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variety of software programs emphasizing differentiated instruction.	Staff technical skills impacting use and integration of the programs. BFP Goal 1, 1.1, 1.12	<ul style="list-style-type: none"> • 2-scheduled sessions. • General and special educators, paraeducators, central office staff, technology support personnel. 		objectives. Students will engage in a wide variety of software activities adapted to meet their unique strengths and needs.	Team Leader	
Weaving the Threads of Communication Support of students with communication and significant learning challenges.	Support student achievement for those struggling with communication, reading, and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.4	<ul style="list-style-type: none"> • Computer lab hands-on training • <i>Weaving the Threads of Communication</i> • 2-sessions scheduled. • This training is being made available to schools housing the FALS and CLS classes. • FALS/CLS staff, speech/language pathologists, related services staff. 	9/11/08 9/24/08	Staff will have an increased understanding the process of communication and how to create functional, interactive communication systems to meet student IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Jeanne Noorisa, C. Overtoom, H. Rasmussen, Jan Kurtz	
Make and Take Support of students with communication and significant learning challenges.	Support student achievement for those struggling with communication, reading, and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration. BFP Goal 1, 1.1, 1.4	<ul style="list-style-type: none"> • Hands-on make and take session focusing on building functional, interactive communication skills. • 1-session scheduled. • New speech/language pathologists. 	1/9/09	Speech/language pathologists will have an increased understanding the process of communication and how to create functional, interactive communication systems to meet student IEP goals and objectives.	Marsye Kaplan, Related Services, Assistive Technology Team Leader and Jeanne Noorisa	

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INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
<p>Make and Take Early Childhood Teachers</p> <p>Hands-on make and take session focusing adapting the early childhood curriculum.</p>	<p>Support student achievement for those struggling with communication, reading, and writing challenges Diploma-bound Certificate-bound Staff technical skills. Technology integration.</p> <p>BFP Goal 1, 1.1, 1.4</p>	<ul style="list-style-type: none"> • Computer lab hands-on training. • 4-sessions. • Teachers of the elementary CLS programs. • Teachers of the elementary D/HH cluster program 	<p>1/26/09</p>	<p>Staff will have an increased understanding of how to adapt the curriculum using visual strategies to support comprehension, concept development, increase literacy experiences and build communication. Students will achieve increased success in accessing the curriculum and building a basis for further learning.</p>	<p>Marsye Kaplan, Related Services, Assistive Technology Team Leader, Jeanne Noorisa, C. Overtoom, H. Rasmussen, D. Gerson</p>	
<p>FALS/CLS Staff Work Sessions</p> <p>Integrating the VSC and the Alt-MSA into daily instruction for students.</p>	<p>Student Achievement. Staff Knowledge.</p> <p>BFP Goal 1, 1.4, 1.5</p>	<ul style="list-style-type: none"> • Presentation/discussion. • 10-monthly scheduled sessions. • Functional Academic Learning Support Programs (FALS) teachers. • Communication and Learning Support Programs (CLS) teachers. 	<p>8/20/08 9/11/08 10/16/08 11/13/08 12/4/08 1/15/09 2/19/09 3/12/09 4/20/09 5/28/09</p>	<p>Integrating the VSC and the Alt-MSA into daily instruction for students.</p>	<p>Sara Egorin-Hooper, Alt-MSA/ Autism, Supervisor</p>	

*Offices will be prompted to indicate if the initiative is curriculum-related.

Appendix D-2

INITIATIVE*	IDENTIFIED NEED(S) Cite: • Data Source(s) • <i>Blueprint for Progress</i> Goal	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • # of PD Opportunities • Audience(s)	TIME FRAME MM/YY – MM/YY	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE • Name • Position	FUNDING SOURCE
<p>Introduction to Promethean Interactive Technology</p> <p>Differentiated instructional strategies for students who need interactive and visual access to curricular information.</p>	<p>Student Achievement. Staff Knowledge. Technology Integration.</p> <p>BFP Goal 1</p>	<ul style="list-style-type: none"> • Computer lab hands-on training. • 4-sessions. • Teachers of the elementary CLS programs. • Teachers of the elementary D/HH cluster program. 	<p>10/7/08 10/15/08 10/29/08 11/5/08</p>	<p>Increased student access to the curriculum and interaction within the classroom setting. Integration of technology into the presentation of instruction.</p>	<p>Sara Egorin-Hooper, Alt-MSA/ Autism, Supervisor</p> <p>D. Curtis, Library Information Services, Coordinator</p>	<p>Title II</p>

*Offices will be prompted to indicate if the initiative is curriculum-related.

**Special Education Staffing Plan Committee
2009-2010**

Name	Title	Office/Organization
Adams, Renard	Coordinator, Compliance and School Support	Office of Special Education
Bailey, Carl	Committee Member	Special Education Citizen's Advisory Committee
Baskar, Mary	President	Special Education Citizen's Advisory Committee
Briganti, Nancy	Principal	Maiden Choice School
Brockman, Melanie	Parent	Community
Considine, Jean	Parent Coordinator	Office of Special Education
Cowles, Stephen	Staff Attorney, Compliance	Superintendent of Schools' Law Office
DiDonato, Melissa	Specialist, Public Placement	Office of Special Education
Dwyer, Patricia	Special Education Department Chair	Loch Raven High School
Franczkowski, Marcella	Coordinator, Placement and Birth to Five	Office of Special Education
Gieron, Karen	Supervisor, Elementary	Language Arts Pre K-12
Hart, Michelle	Parent	Community
Hartman, Elisa	Parent	Community
Johnson, Shawnda	Accountant II	Office of Special Education
Kidder, Margaret	Coordinator	Office of Psychological Services
Landon, Charles	Resource Teacher	Department of Research, Accountability, and Assessment
Lawton, Pat	Director	Office of Special Education
Martin, Penelope	Principal	Deer Park Middle Magnet School
Mullen, Laura	Parent	Community
Nelson, Kelli	Parent	Community
Saroff, Sharon	Parent	Community
Shafer, P. J.	Parent	Community
Siebenhaar, Janice	Resource Teacher	Office of Mathematics Pre K-12
Tucker-Smith, Nicole	Coordinator	Department of Professional Development
Vogel, Pat	Principal	Westowne Elementary School

Glossary of Terms

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

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

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

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

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

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

Algebra	412	English 2	396
Biology	400	Government	394

Maryland School Assessment (MSA) - The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about reading, mathematics, and science. The MSA test measures basic as well as higher level skills.

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

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

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

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

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

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

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

This may include students with disabilities placed in:

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

LRE B - In regular education settings between 40 percent and 79 percent of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings between 40 percent to 79 percent of the school day.

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

This category may include students placed in:

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

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

included.

This category may include students placed in:

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

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

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

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

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

List of Acronyms/Abbreviations

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