



Strategic Plan

FY24 – FY26

Historical Challenges

Turning the Curve for Students Receiving Special Education Services

- Continued needs improvement status on state accountability measures
- Systemic achievement concerns for students receiving special education services
- Disproportional identification, placement and suspension of Black/African American students
- Call for increased transparency and information sharing for families and caregivers



About this Plan

Diverse Leadership, Broad Engagement and Inclusive Planning

Strategic Planning Committee

- Conya Bailey, Department of Special Education
- Jamie Basignani, Association of Elementary School Administrators
- Paula Boykin, Department of Special Education
- Jennifer Craft, Office of English/Language Arts
- Crystal Collins, LICC
- Christy Daniel, Department of Special Education
- Yasmeen Davis, Equity and Cultural Proficiency
- Kim Ferguson, Department of Social Emotional Support
- Octavia Guthrie, BCPS Parent
- Sue Hahn, Parent Engagement/Communication
- Kyria Joseph, School Executive Director
- Marci Kogan, Baltimore County LMB
- April Lewis, Office of School Safety
- Kalisha Miller, Secondary Principal
- Allison Myers, Department of Special Education
- Megan Shay, Department of Academics
- Erin Sullivan, Office of World Language
- Julie Zielinski, SECAC

Constituent Engagement (297+ touch points)

- **Interviews** (12 participants)
- **Staff Survey** (64 participants)
- **Community Survey** (91 participants)
 - Parents/guardians (18)
 - Students receiving special education services (3)
 - Staff members from another Department (14)
 - Advocates of students with special needs (6)
 - Teachers (61)
 - School administrator (1)
 - Other (12)
- **DSE Staff Planning Meetings** (4)
- **Listening & Feedback Sessions** (70+)
 - Special Education Citizens Advisory Council (SECAC) (3 meetings)
 - Elementary, Middle, High, Magnet & Special School Principals
 - Academic Programs & Options
 - Department of Social-Emotional Support
 - Transition Services
 - TABCO/Special Education Work Advisory Group
 - Division of Curriculum & Instruction Leadership Team
 - Baltimore County Commission on Disabilities

Baltimore County Department of Special Education



Vision

All students receiving special education services are embraced by their school communities and achieve their goals in school and life.



Mission

Working collaboratively to foster the unique strengths of every student receiving special education services.



We Believe In...

- Celebrating the strengths and abilities of all our students
- Building and sustaining trusting relationships with students, families, schools, partners, and each other
- Supporting students in achieving their IEP and personal goals
- Serving our students, families, and schools with compassion and care
- Practicing equity, inclusion, and belonging
- Using evidence -based practices and data -driven decision making
- Being transparent and making continuous improvements

10-Year Shared Results

All children receiving special education services and their families and caregivers feel accepted, embraced and supported by their school and community



All educators and leaders receive rigorous, comprehensive training and professional development to effectively support students



Students and their families have a range of accessible and comprehensive supports and resources for growth and achievement



Special Education services are fully funded to enable all students receiving services to be in their least restrictive environment



All students receiving special education services meet or exceed educational outcomes to become college, career and community ready



FY24-FY26 STRATEGIC ROADMAP

3-YEAR PRIORITIES + STRATEGIES



OUR PEOPLE

Supporting our people and teams to do their best work for students, families and partners

- Provide professional development and training for new and experienced staff in other departments and schools
- Analyze and refine workload standard to ensure effective service and support
- Make budget requests to support students in their home schools
- Align staffing structure to meet the needs of students and teachers
- Support efforts to attract and retain talented and committed department and school-based staff
- Streamline fiscal management across the department
- Collaborate with HR to develop opportunities for professional growth and advancement
- Ensure continuity of support and services for students and families/caregivers



OUR SERVICES

Partnering and sharing resources to support and promote a system-wide approach to learning that puts students first

- Address disproportionate identification and placement of Black/African American students and improve policies and procedures for all historically marginalized students
- Create seamless integration between Special and General Education programs to ensure the highest quality education for all students
- Increase fidelity of service delivery models across the system
- Work with teachers, families/caregivers and partners to increase awareness of services and resources
- Increase accessibility and support for multilingual learners Learners and their families
- Collaborate with content area offices on the development of curriculum
- Expand Birth to Five services to implement evidence-based practices that improve outcomes for young children and their families
- Redefine and establish interdisciplinary student support teams to focus on individualized support
- Create a system-wide definition and process for navigating and providing a continuum of services
- Enhance Transition Services and post secondary pathways
- Expand access to extracurricular activities



OUR CULTURE

Collectively creating and embedding a culture of trust, inclusion, belonging and service

- Assess our culture and make shifts to fully embody our commitment to equity, inclusion and belonging
- Develop and adopt a service-minded approach to support schools, other departments, and families
- Support family and caregiver connections and advocacy efforts
- Ensure consistent and equitable resources for students in all schools
- Build and strengthen relationship and trust with families and schools
- Increase collaboration across departments and with partners and families/caregivers and celebrate progress and success
- Provide clear and consistent communication with our colleagues, families, and school communities
- Offer and promote events and programs for students and their families/caregivers

FY24 - FY26 Performance Measures

Holding Ourselves Accountable for Improved Outcomes



Our People

Supporting our people and teams to do their best work for students, families and partners

- Special Education Staffing Plan updated by end of Q2 to reflect updated staffing allocation standards
- 10% increase in average special education teacher retention
- Budget requests for position increase aligned with student growth and need for IEP facilitators
- Design and deploy staff satisfaction survey (FY24); 80% of staff indicate increased job satisfaction (FY25)
- 25% decrease in mediation filings



Our Services

Partnering and sharing resources to support and promote a system-wide approach to learning that puts students first

- Improved scores on MSDE Report Card Data*
 - 5% annual increase in unit assessment data
 - Annual increase in MAP achievement and growth (TBD)
- 100% of elementary schools are supported by an IEP facilitator
- 100% of Special Education and General Education educators report having the resources and support to implement curriculum
- Quarterly information sessions for parents on IEP process and services per year regionally and in Welcome Centers; 50% increase in participation over baseline
- Decrease disproportionate placement of Black/African American students through improved placement procedures developed in summer FY24 and rolled out in Q1
- 50% increase in participation in extra-curricular school-based activities by students receiving special education services
- 100% of eligible 3 + 4-year-old students have access to services in their home school



Our Culture

Collectively creating and embedding a culture of trust, inclusion, belonging and service

- 100% of department-level staff participate in “customer service” trainings annually
- Design and deploy parent satisfaction survey; minimum of a 30% response rate; 80% report needs were met/expectations exceeded
- Design and deploy school satisfaction survey; 80% of schools report needs were met/expectations exceeded
- 100% of parent and school requests receive responses within 48 hours
- Monthly system-wide special education communications to all parents
- Cross-functional work groups launched in Summer and Q1; workgroup meetings schedule monthly.

FY24 Prioritized Strategies

Focusing in for Impact

OUR PEOPLE

Supporting our people and teams to do their best work for students, families and partners

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- Make budget requests to support students in their home schools
- Align staffing structure to meet the needs of students and teachers

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From Planning to Action

Seamlessly Shifting to Implementation

Launch Steps	Details	Timing
Management planning with DSE Leadership Team and staff	<ul style="list-style-type: none">• Prioritize Strategies to implement in year 1, 2, and 3• Develop Tactics to advance each Strategy• Build out implementation and management tools• Continue to engage with internal and external partners to refine Tactics with a focus on collaboration	May-July
DSE staff training on implementation and management tools	<ul style="list-style-type: none">• Convene DSE staff to provide training on implementation and management tools	August
System-wide rollout of the Plan	<ul style="list-style-type: none">• Disseminate internal and external communications announcing the Plan and new direction and approach• Hold Department meetings to confirm implementation steps, tools for collaboration, and integrated Year 1 Strategies• Hold meetings with internal and external partners to confirm implementation steps, tools and opportunities for collaboration and Year 1 Strategies	September-October

Early 'Wins'

Building Momentum for Long -Term Progress

- Professional learning communities to support job alike professional learning
- Collaborating with content area offices to improve access to general education standards
- Redefining family support position to increase parent/caregiver advocacy, involvement and communication
- Aligning resources to increase interdisciplinary support for General and Special Education students
- Monthly newsletter to parents/caregivers and regional information sessions with families
- Partnering with community advocates to address unique needs of families and students with disabilities
- Expanding access to extracurricular activities
- Pilot expanded 18-21 services in two high schools with goal to increase yearly
- Expanding grade level curriculum access in Integrated Service regional models
- Tiered professional learning to support new special educators throughout the upcoming school year
- Creating look-for tools to support consistency of service delivery models
- Customer service training with Department of Special Education staff

