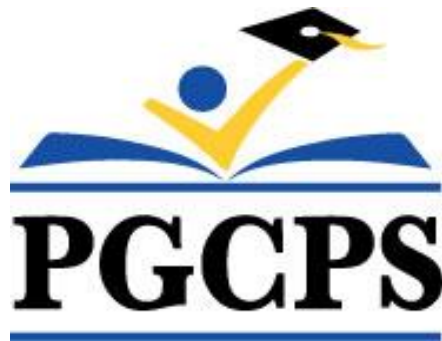
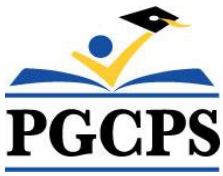


# Special Education Staffing Plan 2018 – 2019



Department of Special Education  
Prince George's County Public Schools

Approved by the Prince George's County Board of Education on September 18, 2018



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Prince George's County Public Schools  
Special Education Staffing Plan  
SY 2018 – 2019

**I. OVERVIEW**

**A. Assurance**

This Staffing Plan is submitted consistent with the procedures provided by the Maryland State Department of Education (MSDE) for the purpose of documenting the process that each jurisdiction uses to determine the numbers and types of service providers to ensure provision of a Free Appropriate Public Education (FAPE) to each student with a disability in the Least Restrictive Environment (LRE). It includes:

- Evidence of public input;
- Evidence of maintenance of effort within the meaning of 34 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort;
- Staffing patterns and the types of providers needed; and
- Description of how state regulatory requirements will be met.

**B. Background**

Public agencies are required to submit a staffing plan to MSDE along with their annual Local Application for Federal Funds. The plan documents the data input procedures used by the school system to determine the numbers and types of service providers needed to ensure provision of FAPE to each student with a disability in the LRE. It describes the process that will be used to staff schools to meet the special education service needs of students in the upcoming school year. The staffing plan provides a procedural framework to ensure that MSDE requirements are met, including any Corrective Action Plans (CAPs) related to the provision of services for students with disabilities.

**C. Mission Statement**

The mission of the Department of Special Education is:

- To provide specialized instruction and related services to children and students with disabilities from birth to age 21;
- To ensure that the rights of students with disabilities are protected and that federal and state regulatory requirements are met; and
- To provide support to parents, guardians, and families of children and students with disabilities.

## D. Vision Statement

To ensure that students with disabilities graduate college, career, and community-ready by providing a continuum of services, specialized instruction, and related services.

## E. County Demographics

The official October 1, 2017 count for students with disabilities ages 3-21, receiving special education services in Prince George’s County Public Schools, was 14,999 or 11.46% of the total enrollment of 130,814.00 students. A six-year enrollment trend of the count of these students is below.

**Table 1 – Snapshot of October Child Count for each year.**

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
14,420	14,440	14,355	14,668	14,887	14,999

**Table 2 – Students with Disabilities by Disability – October 2017 Child Count\***

*\*Does not include Eligibility 6 students (on an Extended Individualize Family Service Plan).*

	Total Special Education	Intellectual Disability		Hearing Impairment		Deaf		Speech / Language	
		Total	%	Total	%	Total	%	Total	%
PGCPS	14,999	836	5.57	51	.34	32	.21	1,058	7.05

	Total Special Education	Visual Impairments		Emotionally Disabled		Orthopedically Impaired		Other Health Impaired	
		Total	%	Total	%	Total	%	Total	%
PGCPS	14,999	38	.25	841	5.60	47	.31	1,854	12.36

	Total Special Education	Specific Learning Disability		Deaf / Blind		Multiple Disabilities	
		Total	%	Total	%	Total	%
PGCPS	14,999	5755	38.36	1	0.00	629	4.19

	Total Special Education	Autism		Traumatic Brain Injury		Developmental Delay	
		Total	%	Total	%	Total	%
PGCPS	14,999	1,896	12.64	29	0.19	1,932	12.88

## II. EVIDENCE OF PUBLIC INPUT

The Communications Office provides notification of the Board of Education schedule for the development and approval of the Annual Operating Budget. The schedule is posted on the school system's website, in the Board Room, and in all school buildings. The dates for public hearings and work sessions on the proposed operating budget for the next fiscal year are also distributed. The schedule is listed below.

**Table 4 – Public Input Information**

Event	Related Budget	Date
<b>Chief Executive Officer's Proposed Budget Hearings</b>	<b>Operating</b>	January 23, 2018 January 30, 2018 February 6, 2018
<b>Chief Executive Officer's Proposed Operating Budget Work Session</b>	<b>Operating</b>	January 23, 2018 January 30, 2018 February 6, 2018
<b>Chief Executive Officer's Proposed Operating Budget Presentation</b>	<b>Operating</b>	December 14, 2018
<b>Adoption of Board Requested Budget</b>	<b>Operating</b>	February 22, 2018
<b>Board's Requested Budget Submitted to the County Executive</b>	<b>Operating</b>	March 1, 2018
<b>County executive submits Requested Budget to the County Council</b>	<b>Operating</b>	March 2018

Event	Related Budget	Date
<b>County Council Approves Budget for Prince George's County</b>	<b>Operating</b>	May 30, 2018
<b>Fiscal Year 2019 Budget Takes Effect</b>	<b>Operating</b>	July 1, 2018

Additionally, the proposed staffing plan is presented to the Special Education Citizens Advisory Committee (SECAC) for review and input. The Department of Special Education will also invite members of the community, Department of Special Education staff members, Principals, and other stakeholders to participate on the FY 2020 Special Education Staffing Plan Committee. The Staffing Plan Committee will work to review the current 2019 Staffing Plan, receive information regarding the 2019 PGCPSS Special Education budget allocations and make recommendations for revisions and additions to the 2020 Staffing Plan and Operating Budget. Below is a list of the Departments and School-based staff members who will be represented on the Department of Special Education Cross Functional Staffing Committee:

<b>School Based Staff Members:</b>
· Principal from a High School
· Principal from a Middle School
· Principal from an Elementary School
· Principal from a Regional School
· Comprehensive Special Education Program Coordinator
· Special Education Department Chair
· Special Education Resource Teacher
<b>Budget Management Services</b>
· Budget Director
· Budget Analyst for the Department of Special Education
<b>Special Education Business Operations Staff</b>
· Business Operations Coordinator
· Supervisor, Data Management, Department of Special Education
· Fiscal Analyst Department of Special Education
<b>Human Resources</b>
· Director of Human Resources
<b>Central Office</b>
· Chief of Special Education and Student Services
· Executive Director of Special Education
· Instructional Director
· Coordinating Supervisor, Assessment and Accountability/Instructional Supports
· Coordinating Supervisor, K-12 Instruction
· Special Education Supervisor, Elementary Schools
· Special Education Supervisor, Secondary Schools
· Special Education Instructional Specialist
· Coordinating Supervisor, Early Childhood

· Autism Specialist
· Employee Performance and Evaluation Specialist
Community Members
· Special Education Citizens Advisory Committee Chair
· Learning Disability Association of Maryland
· PGCEA Representation, Chair of the Special Education Committee

### III. MAINTENANCE OF EFFORT

The Chief Executive Officer for Prince George’s County Public Schools (PGCPS) provides signed assurance that Part B funds will be used only to supplement, and not supplant, State and Local funds used for the education of students with disabilities. Staff members from all offices ensure that State and Local funds are expended for the current fiscal year and are equal to or greater than the amount spent in the previous fiscal year. The table below documents State and Local funds expended and/or allocated to the special education program and documents Maintenance of Effort.

FY 2013 Actual Budget	FY 2014 Actual Budget	FY 2015 Actual Budget	FY 2016 Actual Budget	FY 2017 Actual Budget	FY 2018 Budgeted Request
<b>273,488,418</b>	<b>294,904,476</b>	<b>307,596,255</b>	<b>308,875,736</b>	<b>309,081,719</b>	<b>353,367,689.00</b>

### IV. STAFFING PATTERNS OF SERVICE PROVIDERS

The *Bridge to Excellence Master Plan* for Prince George’s County Public Schools guides the system’s efforts to prepare students for successful citizenship in the 21<sup>st</sup> century. The *Bridge to Excellence Master Plan* reflects the mission of the school system and addresses priority goals. It is intended to provide coordination and focus for major initiatives and funding sources. Included in the goals designed to improve student achievement are strategies that reflect the school system’s ongoing commitment to the development of inclusive learning opportunities to ensure that students with disabilities have access to the general education curriculum. The Department of Special Education partners with the Department of Student Services, the Department of Curriculum and Instruction, and the Transportation Office to plan collaboratively for students and staff members.

This collaboration occurs in accordance with the definition of LRE as defined in the Individuals



with Disabilities Education Act (IDEA) Title I/B/612 (5) (A), which reads:

**To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

The Department of Special Education has reviewed staffing ratios and instructional delivery models, in accordance with Board directives, to determine how best to serve increased numbers of students in the LRE. Staffing needs for the 2018-2019 school year were addressed in the budget request submitted by the Department of Special Education in the fall of 2017.

## **V. SETTINGS ALONG THE CONTINUUM**

PGCPS students with Individualized Education Programs (IEPs) receive special education and related services in a full continuum, which have been designed to meet their needs. The various settings along the continuum are expressed in terms of LRE codes.

The following LRE codes may be used for ages 6-21:

**A = INSIDE GENERAL EDUCATION SETTINGS 80% OR MORE –**

*6-21 year old enrolled in a comprehensive school who receives special education and related services INSIDE GENERAL EDUCATION SETTING for 80% or more of the school day.*

**B = INSIDE GENERAL EDUCATION SETTINGS BETWEEN 40 AND 79% –**

*6-21 year old student enrolled in a comprehensive school who receives special education and related services INSIDE GENERAL EDUCATION SETTING at least 40%, but no more than 79% of the school day.*

**C = INSIDE GENERAL EDUCATION SETTINGS LESS THAN 40% –**

*6-21 year old enrolled in a comprehensive school who receives special education and related services INSIDE GENERAL EDUCATION SETTING less than 40% of the school day.*

**D = HOMEBOUND PLACEMENT –**

*6-21 year old who receives special education instruction at home.*

**E = HOSPITAL PLACEMENT –**

*6-21 year old who receives special education in a medical treatment facility on an in-patient basis.*

**F = PUBLIC SEPARATE DAY SCHOOL –**

*6-21 year old who receives Special education and related services for greater than 50% of the school day in public separate day facility that does not house programs for students without disabilities.*

**G = PRIVATE SEPARATE DAY SCHOOL –**

*6-21 year old who receives special education and related services greater than 50% of the school day in a private separate day facility that does not house programs for students without disabilities.*

**H = PUBLIC RESIDENTIAL FACILITY –**

*6-21 year old who receives special education and related services greater than 50% of the school day in a public residential facility.*

**I = PRIVATE RESIDENTIAL FACILITY –**

*6-21 year old who receives Special education and related services for greater than 50% of the school day in a private residential facility.*

**U = CORRECTIONAL FACILITIES –**

*6-21 year old who receives special education in correctional facilities:*

- *Short term detention facilities (community-based or residential), or*
- *Correctional facilities.*

**V = PARENTAL PLACEMENT in PRIVATE SCHOOLS –**

*6-21 year old enrolled by their parents or guardians in regular parochial or other private schools, whose basic education is paid through private resources, and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan.*

The following LRE codes may be used for ages 3-5 only:

A Regular Early Childhood Program is a program that includes a majority (at least 50% percent of nondisabled children (i.e., children not on IEPs). This category may include but is not limited to Kindergarten, public or private; preschool classes, public or private; group child development centers; or childcare.

**W = IN THE REGULAR EDUCATION PROGRAM AT LEAST 10 HOURS PER WEEK**

*3-5 year old who receives special education and related services in the regular education program at least 10 hours per week.*

**X = IN THE REGULAR EDUCATION PROGRAM AT LEAST 10 HOURS PER WEEK**

*3-5 year old who receives special education and related services with majority of services in other locations.*

**Y = IN THE REGULAR EDUCATION PROGRAM LESS THAN 10 HOURS PER WEEK**

*3-5 year old who receives special education and related services in the regular education program less than 10 hours per week.*

**Z = IN THE REGULAR EDUCATION PROGRAM LESS THAN 10 HOURS PER WEEK**

*3-5 year old who receives special education and related with majority of services in other locations.*

A Special Education Classroom serves children with disabilities. This category may include, but is not limited to: programs in regular school buildings, trailers, portables, childcare facilities, hospital facilities – outpatient, other community-based settings; separate school designed for children with disabilities; and residential school or medical facility – inpatient.

**S = SPECIAL EDUCATION CLASS**

*3-5 year old who receives special education and related services in a separate class.*

**F = SEPARATE SCHOOL**

*3-5 year old who receives special education and related services in a separate school.*

**G = RESIDENTIAL FACILITY**

*3-5 year old who receives special education and related services in a residential facility.*

**J = HOME**

*3-5 year old who receives their special education and related services in the home.*

**T = SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION THAT IS NOT IN ANY OTHER CATEGORY**

- *Private clinicians' offices;*
- *Clinicians' offices located in school buildings;*
- *Hospital facilities on an outpatient basis; and*
- *Libraries and other public locations.*

## **VI. SERVICE DELIVERY SETTINGS IN PGCPs**

It should be noted that specific considerations for staffing patterns and designated allocations are based not only on certification requirements but also on the ability to match identified areas of provider expertise with the needs of the population to be served. This is necessary to ensure appropriate implementation of IEP services as mandated by IDEA regulations.

### **A. Students in Elementary School**

Students attending elementary school who qualify for special education services receive these services in a variety of settings, based on the needs identified on the IEP. Services may be delivered in one or a combination of the following settings:

- General education class settings with supports and services provided by special education resource teachers, related service providers, or other staff members as appropriate. Models of service delivery can include pull-out services, push-in services, or co-teaching. Services consist of specially designed instruction per IEP goal area. Instruction follows the grade level Maryland College and Career Ready Standards with accommodations and modifications to the general education curriculum outlined on the IEP. The focus is to support academic, independence or social skills within the grade level curriculum and provide direct instruction in identified goal areas. Instruction will be provided in general and or special education resource rooms.
- Some schools have specialized programs (e.g., Autism, Community Referenced Instruction, Emotional Disabilities/Transition, Deaf and Hard of Hearing) that deliver services in a separate class setting. Separate class settings provide services for students who require small group instruction for a major portion of the school day. Supports and services are provided by special education teachers, related service providers, or other staff members as appropriate.

## **B. Students in Middle School**

Most middle school students with IEPs receive special education services within the general education classroom. Special education service providers monitor students, co-teach with a general educator, provide small group instruction inside the general education setting and/or academic resource. Some schools have specialized programs (e.g., Autism, Community Referenced Instruction, Behavior and Social-Emotional Support Programs (Emotional Disabilities/Transition), Deaf and Hard of Hearing,) where services are delivered in a separate class setting. Each comprehensive middle school has a special education department chairperson who helps to coordinate the overall special education program.

## **C. Students in High School**

The high school service delivery model is comparable to the middle school model in that most high school students with IEPs receive special education services in general education classroom settings. Special education service providers monitor students, co-teach with a general educator, provide small group instruction inside the general education setting and/or academic resource. Some schools have specialized programs (e.g., Autism, Community Referenced Instruction, Emotional Disabilities, Deaf and Hard of Hearing, etc.). Additionally, the following service options are available at the high school level:

- i. The College and Career Research and Development is a complete option for students with disabilities who are educated with their non-disabled peers.
- ii. Three types of Academic Resource Classes are available in all comprehensive high schools for students with specific/targeted needs including twice exceptional, autism, and all other students with IEPs.
- iii. Transition services are available to all students with IEPs ages 14 to 21.

## **D. Early Childhood Programs**

**Infants and Toddlers Program:** This program is a collaborative effort between the public and community partners with PGCPs as the Lead Agency. The Infants and Toddlers Program provides services to children birth through four and their families. Early intervention services are provided in natural environments that include the home, childcare, community sites, and early childhood centers. An Individual Family Service Plan (IFSP) or Extended Individual Family Service Plan (EIFSP) identifies the services and supports the child and family will receive. This document is developed by a team that includes the family, a service coordinator, and Infant Toddler service providers.

**Preschool Program:** Early Childhood Special Education Programs provide early intervention, special education and related services for children birth through five (prior to

kindergarten). Early Childhood Services include evaluation and an individually designed plan of instruction for young children with special needs. Students ages three and four receive early intervention services in a variety of settings that may include accredited and licensed childcare centers, community-based programs, public preschool programs, and early childhood centers. Collaborative efforts between the Department of Special Education, Early Childhood Program, and the Division of Teaching and Learning have resulted in a commitment to provide increased opportunities for inclusion, participation in joint professional development, and utilization of common curriculum resources and positive behavioral supports. An IEP identifies the services and supports the child will receive. This document is developed by a team that includes the family and the preschool providers. Students with IEPs, enrolled in Pre-K and community programs, receive special education and related services inside their respective preschool program.

**E. Students with Intensive Needs**

Students with significant cognitive impairments require specialized instruction based on alternate academic achievement standards and assessments. Within PGCPs, students with significant cognitive disabilities are educated in the LRE. This might include, but is not limited to, an inclusive Early Childhood setting, Regional School setting, a comprehensive elementary comprehensive school setting, a comprehensive middle school setting, or a comprehensive high school setting. Some students with intensive educational needs may be educated in Community Referenced Instruction (CRI) classes that are located at designated elementary, middle, and high schools throughout the school district.

**VII. STAFFING GUIDELINES FOR SERVICE PROVIDERS**

It should be noted that specific considerations for staffing patterns and designated allocations are based not only on certification requirements but also on the ability to match identified areas of provider expertise with the needs of the population to be served. This is necessary to ensure appropriate implementation of IEP services as mandated by IDEA.

This Staffing Plan supports early intervention and provides special education staff members with dedicated time for such activities as consultation and IEP planning with general educators.

**A. Staffing Guidelines for Children Ages Birth through Five**

Preschool Program	Ratio Students/Teacher, Para / ISEA
3 year old, sped/inclusive opportunities,	18:2 / 1 (Two sessions of 9) with a range of

half day	8 to 11 children
3 year old, half day, special education	18:2 (Two sessions of 9) with a range of 8 to 10 children
3 year old, half day Autism	6:3 with a range of 5 to 7 children
3 year old, Intensive Needs, half day	6:3 with a range of 5 to 7 children
4 year old, full day, special education	9:2 with a range of 8 to 10 children
4 year old, full day, Autism	6:3 with a range of 5 to 7 children
4 year old, full day, Intensive Needs	6:3 with a range of 5 to 7 children
Pre-K full day	10:2
Pre-K half day	20:2 (Two sessions of 10)
Consult/Direct Boundary and Community Based	Caseload Hours: 50 caseload hours/ 1 FTE
Infant Toddler	64 caseload hours/1FTE Central Location

## B. Staffing Guidelines for Students in Elementary Schools

Staffing figures for general education classes with support from school-based resource services using co-teaching, push-in, and pull out models are based on classroom instruction services hours documented in IEPs in a building. The staffing guidelines used for students in Comprehensive Elementary Schools is based on the total number of projected student IEP hours of service.

<b>POSITIONS</b>	<b>IEP HOURS</b>
<b>2T 0 P</b>	<b>0-50</b>
<b>2T 1 P</b>	<b>51-119</b>
<b>2T 2 P</b>	<b>120-188</b>
<b>3T 2 P</b>	<b>189-257</b>
<b>3T 2 P</b>	<b>258-326</b>
<b>4T 2 P</b>	<b>327-397</b>
<b>4T 3 P</b>	<b>398-476</b>
<b>5T 3 P</b>	<b>477-545</b>
<b>5T 4 P</b>	<b>546-614</b>

T = Teacher  
P = Paraprofessional

## C. Staffing Guidelines for Students in Middle Schools

Staffing is determined by calculating the number of mods (periods) taught by special education personnel, as indicated below:

- 5 mod day - 1 FTE teacher is assigned 4 sections. The fifth section is reserved for planning, IEP development, and associated responsibilities.
- 6 mod day - 1 FTE teacher is assigned 5 sections. The sixth section is reserved for planning, IEP development, and associated responsibilities.
- Each section consists of 10-15 students with a disability and serves as the basis for calculating the sections. Models of delivery can include but are not limited to co-teaching services, supported inclusion, and intensive resource services.
- One (1) Special Education teacher is assigned to each comprehensive middle school to serve as a Special Education Department Chairperson for all special education programs on site and is not assigned a teaching load.
- Special Education Transition programs are staffed with a Special Education Coordinator.
- The recommended case load count for high school special education case managers ranges from 15 to 25 special education students.
- The Department of Special Education only provides allocated staffing for the courses listed below.
  - i. English 6, 7, and 9 8 (Co-Taught and Supported Inclusion)
  - ii. Math 6, Math 7 and Math 8 Algebra I (Co-Taught and Supported Inclusion)
  - iii. Science 8 (Co-Taught)
  - iv. Academic Resource
  - v. Reading Intervention
- Allocated staff can also be used to support Co-Taught Science 6 and 7 and Social Studies 6, 7, and 8.

#### **D. Staffing Guidelines for Students in High Schools**

High school's staffing is determined by calculating the number of periods taught by special education personnel based on an A/B day schedule, as indicated below:

- Four period day on both A/B days – 1 FTE is assigned to six sections. The seventh and eighth sections are reserved for planning, IEP development, and associated responsibilities.
- Five period day on both A/B days – 1 FTE is assigned eight sections. The ninth and tenth periods are reserved for planning, IEP development, and associated responsibilities.



- Eight period day- 1 FTE is assigned six sections. The seventh are reserved for lunch, and eighth section are reserved for planning, IEP development, and associated responsibilities.
- Each class period consists of range of 13-15 students with a disability. The service delivery model may include but are not limited to co-teaching services, and supported inclusion.
- A special education high school teacher who is identified as the work-study coordinator will be assigned two sections for job development, agency connections and monitoring students in the work place environment. This is in addition to teaching the allocated courses for career research and development.
- One (1) Special Education Department Chairperson assigned to each comprehensive high school to serve as a department chairperson for all special education programs on site and is not assigned a teaching load.
- Some students are fully included in the general education setting and their services are monitored by a special education case manager.
- The recommended case load count for high school special education case managers ranges from 15 to 25 special education students.
- The Department of Special Education only provides allocated staffing for the courses listed below.
  - i. English 9, 10, 11, 12 (Co-Taught and Supported Inclusion)
  - ii. Algebra I, Geometry, Quantitative Modeling, Algebra II (Co-Taught and Supported Inclusion)
  - iii. Biology, Biogeochemical Systems, Environmental Science (Co-Taught)
  - iv. US History, LSN Government, World History (Co-Taught)
  - v. Academic Resource
  - vi. Reading Intervention
  - vii. Career Research & Development (CRD)

## **E. Staffing Guidelines for Students in Specialized Programs in Comprehensive Schools**

Special education specialized services are located in designated sites throughout the school district. The staffing guidelines for Elementary, Middle and High School Specialized Programs consist of recommended student-to-teacher ratios based on special education models of best practices. The optimal staffing guidelines is paired with a recommended low/high range for the number of students per classroom. It should be noted that the following charts serve as a guiding reference for staffing these programs.

### **Elementary School Specialized Programs**

<b>Specialized Program</b>	<b>Optimal Staffing (Students/Adults)</b>	<b>Low/High Range (For Students)</b>
Autism Grades K,1,2 and 3	6:3	5-7
Autism Grades 4-6	6:2	5-8
Community Referenced Instruction (CRI)	9:2	6-10
Comprehensive Special Education Program (CSEP)	9:2	6-10
Behavior and Social-Emotional Support*	10:2	6-8
Deaf and Hard of Hearing/(DHH)	7:2	6-8

\*All elementary behavior and social-emotional support programs are staffed with a Special Education Coordinator and Crisis Intervention Resource Teacher.

Some schools may require additional staff to support students with orthopedic needs.

### **Middle School Specialized Programs**

<b>Specialized Program</b>	<b>Optimal Staffing (Students/Adults)</b>	<b>Low/High Range (For Students)</b>
Autism	10:2	9-11
Community Referenced Instruction (CRI)	9:2	8-11
Behavior and Social-Emotional Support *	10:2	8-11
Deaf and Hard of Hearing/Deaf (DHH)	7:2	6-8

\*All middle school behavior and social-emotional support programs are staffed with a Special Education Coordinator and Crisis Intervention Resource Teacher.

Some schools may require additional staff to support students with orthopedic needs.

### **High School Specialized Programs**

<b>Program</b>	<b>Optimal Staffing (Students/Adults)</b>	<b>Low/High Range (For Students)</b>
Autism	10:2	9-11
Community Referenced Instruction (CRI)	10:2	9-11
Behavior and Social-Emotional Support *	10:2	9-11
Hard of Hearing /Deaf (HHD)	7:2	6-8

\*All elementary behavior and social-emotional support programs are staffed with a Special Education Coordinator and Crisis Intervention Resource Teacher.

Some schools may require additional staff to support students with orthopedic needs.

## F. Staffing Guidelines for Students in the Regional School Program

The Regional School Program serves students with significant cognitive disabilities ranging in age from 5-21 years. There are nine (9) Regional Program locations in Prince George’s County. Students access the general education curriculum with significant instructional modifications and adaptations. The expectation for each student is to obtain progress/mastery for each of his or her Individualized Education Program Plan goals and objectives. Students in the Regional Programs are working towards a Certificate of Program Completion upon their graduation at the age of 21.

	<b>Optimal Staffing Students/Teachers</b>	<b>Low/High Range (For Students)</b>
<b>Regional Program</b>	<b>6:3 (1 Teacher, 2 Paras)</b>	<b>6 – 8</b>

## G. Staffing Guidelines for Related Services

A workload approach to staffing is recommended by the professional organizations of the related service providers (ASHA, AOTA, and APTA). A workload approach supports all of the roles and responsibilities required of related service personnel by IDEA 2004 to support any student with an IEP who requires the service in order to benefit from special education instruction. Services may be needed in one or more of the following areas: occupational therapy (OT), physical therapy (PT), motor development/adapted physical education, speech/language, audiology/hearing, vision, school health, psychological/counseling, orientation/mobility training, and assistive technology. Needs are identified and the unique expertise of one (or more) of the related service(s) necessary for students to access, participate, and make progress in their educational program is recommended and documented on the IEP.

**Speech/Language Services:** These services are delineated by program area.

- Speech and Language Pathologists assigned to K-12 Schools and Early Childhood Centers in a full-time position will deliver 60 hours of direct/indirect/evaluative services per month.
- Therapists assigned to the Infant/Toddler program provide transdisciplinary services in the home, community, or a center-based setting. They have a maximum of 60 caseload hours per month, which includes direct/indirect/evaluative services.
- It is recommended that a therapist’s caseload not exceed 45 students.

**Occupational and Physical Therapy Services:** These services are delineated by program area.

- Therapists providing services in a full-time position assigned to K-12 schools and Early Childhood Centers will deliver 60 hours of direct/indirect/evaluative services per month.
- Therapists assigned to the Infant/Toddler program provide transdisciplinary services in the home, community, or a center-based setting. They have a maximum of 60 service units per month. These service units consist of direct services to children and families and include assessments, interventions and documentation.
- It is recommended that a therapist's caseload not exceed 45 students.

**Adapted Physical Education (APE) – Motor Development Services:** The number of special education classes requiring physical education (class load) and the number of students that have Physical Education indicated on students' IEPs (case load) determines the staffing needs.

- Adapted Physical Education Teachers assigned to K-12 Schools and Early Childhood Centers in a full-time position will deliver 60 hours of direct/indirect/evaluative services per month.
- It is recommended that an APE teacher's caseload not exceed 45 students.

**Audiology Services:**

- Audiologists assigned to a school-based program for the Deaf/Hard of Hearing provide services on a direct and indirect basis. These services include time-intensive early intervention to infants/toddlers and Early Childhood students using a transdisciplinary approach. It is recommended that the educational audiologist's caseload not exceed 60 hours.
- Audiologists who provide direct and indirect services on an itinerant basis are recommended not to exceed a total of 80 students per one educational audiologist.

**Vision Services:**

- Vision services are provided by itinerant teachers using a guideline of 60 hours per month with the stipulation that no provider is assigned more than two Braille readers. This accommodation is made due to the amount of time required to individually adapt materials into Braille and tactile format.

**Orientation/Mobility Training Services:**

- This term has been used to refer to students with visual impairments. It has been expanded to mean instruction to develop an awareness of the environment in which a student lives and being able to move safely/effectively within that environment. Itinerant teachers provide these services using a guideline of 60 hours per month.

### **School Health Services/Medical Services for Diagnostic and Evaluation Purposes:**

- Registered nurses (RNs) or licensed practical nurses (LPNs), employed by the school system, provide these services. In addition, medical services are provided on an individual basis for diagnostic or evaluation purposes through contract providers.

### **Assistive Technology Services:**

- Assistive Technology Service is a county-wide service that provides support to IEP Teams through assessment, consultation, and assistance to teams, and families on use of devices, strategies and techniques, training, purchasing, management, and maintenance of assistive technology devices. An itinerant assistive technology teacher provides up to 60 hours of service per month that includes training, consultation, equipment customization, and assessment. Case assignments are adjusted monthly as needed to accommodate new referrals.

### **Early Identification and Assessment (Pre-school Child Find):**

- Early identification and assessment services are provided through the Infants and Toddlers program for children birth to three. The Early Childhood Preschool Testing Team provides this service for preschool students, ages 3-5, who are suspected of having a disability.

## **H. Additional Staff Distribution**

In addition to the related services positions indicated above, special education staffing is provided at the school level for the following areas:

- Crisis Intervention Resource Teachers: Provides technical assistance and professional development for staff members on evidence-based behavioral intervention strategies and behavioral management techniques.
- Paraprofessionals: Provide support to both students and teachers; assist teachers by providing direct small group instruction to students.
- Itinerant Special Education Assistants: Performs tasks in schools that support the teaching and learning process for an individual student, students, or small group of students with disabilities.
- Dedicated Assistants: Provides one- on- one support to an identified student throughout the instructional process.
- Program Coordinators: These school-based administrators provide overall guidance and coordination for specialized programs.

## **VIII. NUMBER AND TYPE OF SERVICE PROVIDERS**

The PGCPs system uses general and special educators, related service personnel, paraprofessionals, contractual service providers, building administrators, and central office

staff members to provide special education and related services to students with disabilities. The roles and responsibilities for the provision of FAPE with respect to school-based staff members are described below:

- **Building Administrators**: Responsible for providing general supervision of special education in the school, chairing IEP team meetings, and overseeing the instructional program for all students in the building. The administrator assumes responsibility for staff assignments and responsibilities and is involved in pre-referral meetings. In their role as the IEP team chairperson, principals have the authority to allocate school system resources.
- **Special Educators**: Provide specially designed instruction and case management to students with disabilities. Special educators also participate in IEP meetings, conduct educational assessments, provide input for the development of IEPs, and ensure that regulatory requirements are met for their students. Special educators provide direct instruction, instructional accommodations, and testing accommodations.
- **General Educators**: Participate in Response to Intervention and pre-referral meetings. General educators provide direct instruction; implement universal design for learning strategies, differentiated instruction, instructional accommodations, and testing accommodations. They attend IEP meetings, as appropriate, and team with special educators to provide co-taught instructional services.

## IX. PROFESSIONAL DEVELOPMENT

The vision of PGcps paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college, career and community ready.

<http://www1.pgcps.org/promise/>

The goals of PGcps Department of Special Education align to this vision by working to:

- Improve achievement for all students with disabilities;
- Deliver comprehensive services to students with disabilities;
- Ensure access to PGcps curriculum;
- Provide the necessary resources and interventions to improve educational results for children with disabilities; and
- Ensure the rights of children with disabilities are protected.

PGcps' Department of Special Education conducts extensive professional learning opportunities (PLO) throughout the school year and in the summer that are designed to provide, administrators, special educators, general educators, related service providers and additional support staff members with the skills and knowledge essential to provide quality services and case management to students with disabilities in the Least Restrictive Environment (LRE). Professional learning activities are determined from a careful review of school and student data along with feedback from teachers, administrators, and Department of Special Education staff. PGcps

realizes the importance of PLOs in providing teachers and support staff members with the necessary skills and resources needed to achieve a highly productive workforce.

The focus of PLOs at the Early Childhood level is to ensure supports and resources are in place to implement evidence-based instructional practices and services in PGCPS that will address school readiness for Kindergarten and social foundations of young children with special needs. Special education teachers receive targeted PLOs and materials related to school readiness topics with a goal of narrowing the achievement gap of students with disabilities and their typical peers while allowing opportunities that are more inclusive.

To increase students with disabilities access to the general education curriculum, the Department of Special Education recognizes the significance of pairing highly qualified content area teachers with certified special education co-teachers in general education classes. As such, the professional learning for educators emphasizes specially designed instruction, core curriculum content and co-teaching best practices. This emphasis is on creating environments that are more inclusive by building the capacity of the staff to address the unique needs of all students and providing resources in the classroom to support both teachers and students, fostering stronger inclusive opportunities for our students.

Complementing our emphasis on “inclusion” will be a focus on providing enhanced assistance to select schools at various levels on the use of specially designed instruction, evidence-based practices and the principle of Universal Design for Learning (UDL) as a signature instructional strategy for all students. As PGCPS continues its efforts to provide inclusive opportunities for students with disabilities, there will also be a focus on access to appropriate interventions and enrichments, and supports for twice-exceptional students, and evidence of improved practices for addressing the needs of students with autism and emotional disabilities.

At the elementary level, a targeted PLO series is offered in the summer and throughout the school year on the following topic areas:

- Using Data to Drive Instructional Decisions and Improve Student Learning
- Unpacking the Standards and Differentiated Instruction
- Understanding Kindergarten and First Grade Students with Developmental Delay, Autism, Speech and Language Impairment, and Other Health Impairment: How to Support these Students in the Primary Classroom
- Positive Behavioral Support Strategies for Children with Emotional and Behavioral Challenges: Creating a Learning Environment to Promote Engagement in Instruction and to Minimize Challenging Behaviors
- Build Communication Competency with Core Vocabulary for Effective Teaching: Overview and Suggestions for using Core Vocabulary in Primary Classrooms
- Evidence-Based Reading/Language Arts and Mathematics Practices that Increase Student Achievement for Diverse Learners in Kindergarten and First Grade
- Social Emotional Foundations for Early Learning (SEFEL) Training

The Department of Special Education is also working collaboratively with various offices to ensure students with disabilities make progress on state assessments and State Performance Plan targets. Activities include professional learning on interventions and evidence-based strategies that support specialized instruction, accommodations, and related services. With respect to the

implementation of evidence-based interventions, the Department of Special Education will provide targeted assistance to schools to refine the selection, implementation and monitoring process for student participation and to ensure progress based on IEP goals and instructional and testing accommodations. The support will consist of content specific trainings, training and coaching on the implementation of interventions and evidence-based strategies, data capture and analysis, and master schedule alignment. Additional on-site instructional coaching at the infant toddler, preschool and elementary school levels will be provided to ensure the use of research-based instructional strategies to teach emergent literacy skills to students through the implementation of *Balanced Literacy*. The goal of a balanced literacy program is to include the following literacy approaches: read aloud, guided reading, shared reading, interactive writing, shared writing, reading workshop, writing workshop, and word study. The strongest aspects of each are incorporated to provide students the tools to provide efficient and lifelong reading.

Another area of focus for the Department is on building communicative competency of students who have special communication needs in Prince George’s County Public Schools. An interdisciplinary team was developed to deliver evidence-based practices to ensure IEP teams adoption of assistive technology (AT) strategies and devices that provide access and support for students with documented communication needs as well as the use of Core Vocabulary for students who are non-verbal or experience a communication delay as an essential component of the student’s communication. Communication tool kits and training was provided for all educators of students with significant cognitive disabilities in our Community Referenced Instruction Program and Regional Program as part of the professional learning. This communicative competency focus supports students having greater access to the general education curriculum and environments.

In addition, the Department of Special Education will establish resources and supports to ensure all youth with IEPs aged 14 and above in Prince George’s County Public Schools have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services including course of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition needs.

An overview of the total number of proposed positions funded in the FY 2019 budget is as follows: Positions are only requested – they have not been approved.

School-Based Positions	FTE
Special Education Teacher (Adapted Physical Education, Assistive Technology, Preschool, Resource, Classroom, Crisis Intervention, Vision, Dual Language, Intervention, Instructional Lead and Hearing Teacher)	1693.8



Paraprofessional Educator	866
Itinerant Special Education Assistant (ISEA)	453
Speech Therapist	99.2
School Psychologist	10
Occupational Therapist	39.61
Secretary	21
Physical therapist	29.7
Physical therapist Assistant	2
Specialized Program Coordinator (Comprehensive Special Education, Early Childhood, ED Transition, Infant Toddler, and Regional Programs)	32
Professional School Counselor (Special Education, Non Public and Regional)	11
Program Specialist (Dual Language Assessment Team, Extended School Year, and Community Referenced Instruction)	5
Program Coordinator (Early Childhood and CEIS)	3
Principal (Regional Schools and Early Childhood Centers)	8
Hearing Interpreter	2
School Social Worker	6
Assistant Principal (Early Childhood Centers)	2
<b>TOTAL SCHOOL-BASED</b>	<b>3,283.31</b>

<b>Non-School-Based Positions</b>	<b>FTE</b>
Instructional Specialist	62.4
Support Specialist	3.0
Program Specialist (CRI, Secondary Transition, and Diagnostician)	6.0
Secretary	19.5
Clerk (Infants & Toddlers Program, Nonpublic, Medicaid)	9.0
Behavior Specialist (Medicaid)	2.0
Instructional Supervisor	7.0
Itinerant Resource Teacher	12.0
Coordinating Supervisor	4.0
Special Education Business Operations Coordinator	1.0
Instructional Assistant (Child Find)	1.0

<b>Non-School-Based Positions</b>	<b>FTE</b>
Administrative Support Technician (Medicaid and Support Programs)	4.0
Technical Resource Analyst	4.0
Administrative Support Specialist (Autism Waiver, Medicaid)	4.0
Assistant Supervisor	5.0
Audiologist	2.0
Guidance Counselor (Nonpublic)	2.0
Executive Director	1.0
Financial Analyst	1.0
Instructional Program Coordinator (Coordinated Early Intervening Services)	2.0
Program Liaison (Bilingual-Parent Center and Medicaid)	4.0
Program Manager (Medicaid Office)	1.0
Support Supervisor (Data Management & Technology)	1.0
<b>TOTAL NON-SCHOOL-BASED</b>	<b>157.9</b>

**Special Education Staffing Summary:**

<b>Type</b>	<b>Number</b>	<b>Percentage</b>
<b>School-Based Special Education Staff</b>	<b>3,283.31</b>	<b>95.41%</b>
<b>Non-School-Based Special Education Staff</b>	<b>157.90</b>	<b>4.59%</b>
<b>Grand Total</b>	<b>3,441.21</b>	<b>100%</b>

In addition, the following temporary or part-time service providers and/or vendors are utilized based upon student needs as outlined on their IEPs:

- Dedicated Assistants (DAs): These staff members are assigned to individual students and/or groups of students to provide behavioral, personal care or transition supports to student (s).
- Contractual Speech-Language Pathologists;
- Contractual Private Duty Nurses
- Contractual sign language interpreters; and
- Foreign language interpreters.

**X. EVALUATION OF THE LOCAL STAFFING PLAN**

The staffing plan is evaluated and monitored annually through frequent caseload

reviews. Schools and Department of Special Education central office staff members are asked on a regular basis to provide updated projection and caseload count forms that list the service hours on the IEPs of the students in each school. In addition, the Department of Special Education Data Management Office provides IEP service hour reports to assist in the staffing process. The practice of using caseload count forms along with MD IEP Service Hour reports ensures accurate teacher caseload and student service hour data is being used to make informed staffing decisions. The Department of Special Education Articulation and Staffing Time-line accountability chart below indicates the staffing process used by the Department of Special Education to ensure the frequent evaluation and monitoring of the Staffing Plan.

**Department of Special Education Articulation and Staffing Timeline:**

<b>ACTION</b>	<b>DATE DUE</b>
Case managers/chairpersons complete <i>Caseload Count forms</i> electronically  Data Management office will run service hour reports by school and Special Education Program student reports	January 20, 2018
Department of Special Education Specialists (SEIS) and Supervisors will sort the <i>Caseload Count Report</i> by receiving schools	January 21 - 28, 2018
Receiving SEISs will distribute Caseload Count Form reports to the receiving schools' chairpersons	January 28 - February 4, 2018
SEISs/Chairpersons complete Scheduling Needs Form and discuss staffing with the designated supervisor  SEISs will complete Staffing Summary for all assigned schools and attach scheduling the needs form for each school	February 5 - 11, 2018
Supervisors meet with Executive Director of Special Education to review staffing needs	February 12 - 15, 2018
Department of Special Education submits staffing recommendations to the Budget Office	February 22, 2018
Principals' receive staffing allocations	March 1, 2018
Complete feeder school visits	April - May 2018
SEISs and Supervisors meet with Principals and submit critical staffing needs forms to the Department of Special Education for staffing allocation adjustments for the 2017 - 2018 school year	April - May 2018
Department of Special Education reviews critical staffing needs forms with updated caseload count forms and MD IEP Online service hour reports	June 2018

ACTION	DATE DUE
Staffing adjustments sent to Budget office	June 2018
Staff balancing and realignment review	September 2018

Chapter 12 of the Special Education Process Guide outlines the procedures to be used when a vacancy occurs in a school.

## APPENDIX A

### CHAPTER TWELVE STAFF VACANCIES – WHAT TO DO

#### 1. Introduction

When a student with a disability is impacted by a staff vacancy *or an interruption of IEP services*, the IEP Team and all service providers must ensure that the student's program is continued and that notification and other procedures are followed as addressed in this chapter. *A student must receive services as indicated in his or her IEP, unless the student is absent or the school is not in session.* The procedures to be followed *in the case of a vacancy or interruption in service* are outlined in this chapter.

## **2. Notification to Parents**

Parents must receive written notification of any vacancy that may impact their child with special needs. This includes the extended absence of a special education teacher or other service provider. The written notice must be sent by the school's principal and inform parents of the impacted children of the vacancy, plans for coverage, efforts to secure another service provider, and their right to convene an IEP Team meeting to discuss any adverse impact on the student as a result of the vacancy. The school must maintain copies of the letters.

## **3. Recruitment Efforts**

The school administration must ensure that Human Resources is aware of the vacancy, and must work closely with that department and the Special Education Department to secure a qualified replacement. The school administration must also hire a qualified substitute to ensure that students continue to receive services. If a vacancy is anticipated, the school should proactively address the issue before the position becomes vacant. *School administration must also ensure that staffing needs are identified and addressed through the Special Education Staffing Plan.*

## **4. Services to Students**

In some cases it is appropriate for an IEP Team to consider a transdisciplinary approach to service delivery when developing a student's IEP. In that way, multiple service providers are aware of the student's goals and are reinforcing the instruction throughout the school day. A student is less likely to be adversely impacted by a vacancy of one service provider if the classroom teacher, special educator, and related service provider (among others) work collaboratively to implement a student's IEP.

Second, the school should ensure that a qualified service provider (itinerant special educator, speech pathologist, Special Education Instructional Specialist, or other specialist) provides training and oversight for the substitute and other service providers continuing to implement the IEP. A qualified service provider must assist with the preparation of progress reports and the development of the student's IEP. The school should also consult with the Special Education Department concerning options for staffing during the vacancy. Finally, parents should be informed of the plan to continue services for impacted students.

## **5. Determining Educational Impact**

The IEP Team must convene quarterly to determine whether a student is adversely impacted by a *vacancy or interruption of service*. It is important that this process take place with some regularity, particularly in the case of an extended vacancy, so that alternative strategies and compensatory services can be considered before the end of the school year. Before progress reporting time, Principals must convene an IEP Team meeting to discuss if there has been any negative academic impact on the student because of not receiving special education and/or related services. The IEP Team must include an Area office special educator and/or related service provider. The classroom teacher must complete the impact questionnaire (see Appendix B) and provide this data to the IEP Team for discussion.

If the student has been adversely impacted by a vacancy, the IEP Team must determine appropriate compensatory services. The Compliance Office must participate in IEP Team meetings in which compensatory services are determined.

The IEP Team should also consider whether a student continues to need a service, or the same amount of the service, if he or she has *not been* adversely educationally impacted by a vacancy. Lack of educational impact may be evidence that the student can make progress in the general curriculum without the service. Such decisions, however, must be made on a case-by-case basis and be based on evaluation data.

## APPENDIX B

### FREQUENTLY ASKED QUESTIONS ABOUT VACANCIES

***Question 1: How can the IEP Team determine whether a student has been adversely impacted by a vacancy?***

The IEP Team should consider progress reports, work samples, results on state and district-wide assessments, reports from teachers, and parent input when determining educational impact. The team may also consider administering updated assessments and comparing the results to determine whether or not the student has been adversely impacted.

***Question 2: What if the parent disagrees with the IEP Team determination about adverse educational impact or the need for compensatory services?***

As with all disagreements, the actions proposed or rejected by the IEP Team must be documented in the MD Online IEP, along with the rationale. Parents may pursue their rights under the Procedural Safeguards if there is such a dispute.

***Question 3: Are there times when services can be excused?***

Services must be provided in accordance with the frequency, location, and duration indicated in a student's IEP. Services can only be excused when a student is absent from school, or the school is closed for all students. A student who experiences frequent absences due to a health-related problem associated with the disability should be referred to the IEP Team to determine if it is necessary to modify the student's current program.

## APPENDIX C

### VACANCIES CHECKLIST

- \_\_\_\_\_ Parents provided written notification of the vacancy.
  
- \_\_\_\_\_ Human Resources and Department of Special Education notified of the vacancy.
  
- \_\_\_\_\_ Recruitment efforts pursued with Human Resources.
  
- \_\_\_\_\_ Qualified substitute hired.
  
- \_\_\_\_\_ Itinerant or other qualified service provider consulted.
  
- \_\_\_\_\_ Student's progress reviewed periodically to determine educational impact.
  
- \_\_\_\_\_ Compliance Office contacted if compensatory services to be discussed at IEP Team meeting.