

**OFFICE OF SPECIAL EDUCATION**  
**STAFFING PLAN**  
**SY 2022-23**

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**Baltimore City Public Schools**  
**SY 2022-23**  
**Office of Special Education Staffing Plan**

## **Assurance**

The Baltimore City Public School (City Schools) System is required to submit an annual staffing plan for Special Education to the Maryland State Department of Education (MSDE). The plan is a component of the Local Application for federal funds and address specific elements as required by MSDE. The following must be considered when developing the plan:

- Evidence of public input
- Evidence of maintenance of effort within the meaning of 34CFR §300.231, Maintenance of Effort, and COMAR 12A.02.05, Maintenance of Effort;
- Staffing patterns of service providers of special education and related services, including paraeducators;
- The number and type of service providers needed to provide a Free Appropriate Public Education (FAPE) to each student with a disability in the Least Restrictive Environment (LRE); and,
- Use of staffing plan in monitoring the assignment of personnel to ensure personnel and other resources are available to provide FAPE to each student with a disability in the LRE;
- The number of current vacancies by positions reported within the jurisdiction and how FAPE is provided when vacancies occur.
- The process the public agency will use to assess the effectiveness of its efforts to drive system change and to improve student outcomes.

Providing a Free Appropriate Public Education (FAPE) to students identified as eligible to receive special education and related services is a priority of City Schools. City Schools personnel including school administrators, related service providers, general educators, special educators, central office, and itinerant Special Education staff are responsible for ensuring that a FAPE is provided to all students with disabilities.

## **Introduction**

Under the Academics Office, the Office of Special Education recognizes the unique needs of City Schools' diverse student population and promotes their achievement and academic, social, and emotional development. This is done by ensuring that identified needs of students with disabilities are met, and that the district adheres to local, state, and federal guidelines. This department oversees the continuum of services, professional development, and technical assistance to support the creation and implementation of Individualized Education Programs (IEPs) for students with disabilities; provision of related services; Section 504 Plan creation, implementation, and monitoring; the parent response unit; special education due process; special education monitoring and compliance; and separate public day and nonpublic programs.

## SPECIAL EDUCATION MISSION

The Office of Special Education will work with families towards improving outcomes and closing the achievement gap for children with disabilities, birth through 21, and their families ensuring access to equitable and high-quality instruction and services in *their* Least Restrictive Environment (LRE).

## SPECIAL EDUCATION VISION

Our vision is that individuals with disabilities have unlimited opportunities to learn and to lead purposeful and fulfilling lives prepared for higher education and the global workforce.

## SPECIAL EDUCATION PRIORITIES SY2022-23

Closing the Achievement Gap by:

- Educating Students in *their* Least Restrictive Environment
- Access to high quality instruction and services

# STAFFING PLAN FY 2023

## EVIDENCE OF PUBLIC INPUT

Creating the annual budget for the district and all its schools is a months-long process that begins each fall of the preceding school year. The budget process begins with creating a departmental budget, whereby priority initiatives are identified based upon student data and cost of implementation. Staff in the district's budget department then make calculations to determine the share of money for schools and district offices, so principals and district leaders can use these "revenue allocations" to begin planning their spending for the coming year. At the same time, the budget team makes sure that sufficient dollars remain available for services that are required for schools but are budgeted and paid for at the district level, like insurance. As more precise information about revenue amounts and expenses becomes available, calculations are adjusted; for example, because City Schools receives the majority of its funding from the State of Maryland, which does not finalize its own statewide education budget until spring each year, the district does not know the exact amount of revenue it will receive from the state until late in the budget development process.

Throughout the winter and spring, as revenue and expense details are confirmed and schools and district offices submit their spending plans, the district's budget team also ensures that all proposed budgets are balanced. To ensure the fiscal stability, City Schools cannot go into debt to meet its expenses—so, when expenses are higher than the amount of money available, decisions must be made about where spending can be reduced without compromising excellence and equity for students and schools.

One of City Schools' core beliefs is that involvement of the whole community is essential to student success. The district also believes that school communities know best how to allocate dollars to support success for their students. As a matter of policy and longstanding practice, City Schools provides multiple opportunities for stakeholders to learn about and participate in budget development.

At every school, the school community is invited to provide input and discuss priorities for the coming year to assist the principal in developing the school budget proposal. Once that proposal

is reviewed by district staff to make sure it meets legal and policy requirements (for example, in covering costs for required special education services or for staff members to teach required subjects), the principal holds a meeting where the school community has an opportunity to review the submitted budget.

At the district level, staff, and members of the Board of School Commissioners host events to gather community input about the budget and present the budget proposal. To inform development of the budget for the 2022-23 fiscal year (FY23), two series of community meetings were held: the first one, in the fall, focused on gathering input from stakeholders about proposed changes to the funding model for traditional schools; the second, in the spring, provided the proposed budget for review and discussion by community members.

### ***Typical Timeline for Budget Development***

- October/November: District staff projects revenue, expenses, and student enrollment for the coming academic year. School leaders meet with school communities to get input on priorities.
- December/January: School leaders review projections about how many students the district anticipates their schools will serve in the coming year. The Office of Special Education (OSE) meets with individual Directors to review priorities to ensure programmatic outcomes are being addressed for the upcoming school year.
- January/February: Maryland State Department of Education calculates state funding for all school districts. The district gives school revenue and budget information based on revenue and enrollment to school leaders.
- February/March: School leaders develop their budgets, with input on staffing and fiscal planning from their school communities including teachers, students, staff, and parents; district offices receive allocations and develop their budgets. The Office of Special Education provides schools information from the Staffing Plan to assist schools in developing and sharing their budgets. The Office of Special Education collects feedback from the school community (parents, staff, and community members) on staffing needs and uses this feedback, along with programmatic data (academic and compliance), to support discussions during the Budget Collaborative process.
- March/April: The budget team supports schools and district offices in budget finalization and ensures submitted budgets are balanced and cover all necessary expenses; districtwide forums are held to share information and gain public input on budget development; Maryland's General Assembly votes on the state budget; the budget team makes final adjustments to the districtwide budget proposal.
- April to June: The Board of School Commissioners votes on the proposed budget at a public meeting; the budget adopted by the Board is submitted for a vote by Baltimore City Council.
- June to August: Schools and district offices participate in staffing and purchasing processes in preparation for the first day of the new school year.

July 1:

The new fiscal year begins.

September 30: Actual student enrollment numbers are determined for each school. Prior to September 30<sup>th</sup>, The Office of Special Education provides technical assistance to Instructional Leadership Executive Directors (ILED) “principal supervisors” and IEP Chairs to ensure all students with disabilities are accounted for during Child Count.

October: School budgets are adjusted as a result of changes to enrollment or district revenue. Based on adjustments, FTE’s may be adjusted to support services across the district.

The Office of Special Education updated the FY23 special education staffing plan, targeting any potential issues that may impact special education students including fiscal implications. During the month of September, the Staffing Plan was presented to City Schools’ Special Education Citizens Advisory Committee and the timeline for submission was reviewed. The SECAC offered feedback, but no changes were recommended; thus, no changes were made.

### **EVIDENCE OF MAINTENANCE OF EFFORT**

The Executive Director of Special Education in collaboration with the Senior Cabinet Leadership of City Schools ensure that special education funds are used to supplement and increase special education services to students with disabilities and are not used to displace state and local funds. Cross office collaboration ensures that location and state funds expended for the current year are at least equal to or greater than those of the most recent year. The table below summarized the allocated special education program funds including maintenance of effort. The Office of Special Education is committed to City Schools students are inspired to pursue their passions and reach their potential when schools provide engaging, safe, and supportive environments that foster well-being and meet academic, social, emotional, and physical needs.

Maintenance of Effort (MOE):

SFY 2020 Actual	SFY 2021 Actual
\$18,462/ per pupil	\$18,536/ per pupil

In keeping with the goal of ensuring the least restrictive environment (LRE) for students with disabilities, most receive additional support within a regular (general education) classroom or may be pulled out for limited, brief periods in the day to receive instruction specialized to their unique needs, such as sessions with a speech language pathologist or special educator. Students with disabilities who, through an Individualized Education Program (IEP) team decision, were identified as needing supports outside of the general education setting may spend most or all their instructional time with teachers and other staff who have received special training to provide specialized instruction and supports. Finally, for students who need services beyond what can be provided in a traditional or charter school, the district has citywide special education programs, separate public day schools or, when these schools cannot meet an individual student’s needs, pays for the student to attend an appropriate non-public educational environment in or outside of the city.

The cost of providing special education varies with the nature of services based on the student’s disability and unique needs—from a few hundred dollars more than the base per-pupil amount for

a student who receives minimal or occasional services in a general education classroom to \$100,000 or more for a student who requires non-public placement. Because of the system's diverse student needs, it is not possible to provide schools with an average per-pupil amount for delivery of specialized instruction; doing so could give one school more than it requires and another less, while leaving too little to cover the cost for a student in a nonpublic setting. Instead, in developing the districtwide budget, City Schools calculates the total expense associated with special education services and allocates funding based on the hours of services and programs needed to meet the specific, individual needs of the students actually enrolled.

To meet the unique needs of individual students, it is not possible to provide traditional and charter schools with an average per-pupil amount for delivery of special education services; doing so could give one school more than it requires and another less, while leaving too little to cover the cost for a student in a private placement. Instead, in developing the districtwide budget, City Schools calculates the total expense associated with special education services and allocates funding based on the hours of services and programs needed to meet the specific, individual needs of the students enrolled at individual traditional schools, charter schools, and separate public day schools, and in non-public placements.

## **STAFFING FORMULA**

In the FY23 budget, the district will allocate the following funding for special education services, which will be reflected in resources at the school level according to the needs of the students with disabilities enrolled at each school:

### *Special Education Services Funding:*

\$122,760,993	for "locked" positions (required for compliance with state and federal law and district policy)
<u>+ \$77,751,346</u>	for "unlocked" positions (to meet specific needs of enrolled students with disabilities, as determined at the school level)
\$200,512,339	(total)

In addition, \$26.6 million is included in the FY 23 budget to cover the cost of non-public placements for students whose IEP cannot be implemented within a district school. An additional \$43.5 million is budgeted centrally for specialized transportation services for students (including those with disabilities) whose circumstances preventing them from walking to school or from utilizing the bus or MTA service provided to students in accordance with the district's transportation procedures.

Students with disabilities are entitled by law to a Free Appropriate Public Education from birth to age 21. For residents of Baltimore, City Schools provides a range of education and related services to ensure that all students' needs are met, whether in regular education classes, resource rooms or self-contained classes at public schools, Separate Public Day Schools, or non-public schools. Students receive appropriate supports, interventions, and rigorous instruction, with the goals of high achievement and postsecondary success.

## **SPECIAL EDUCATION STAFFING PATTERNS**

Providing direct and in-direct instruction, supports and services based on the continuum of services is determined during IEP Team meetings. Special Education is defined in IDEA as Specially Designed Instruction (SDI). The term SDI means adapting, as appropriate the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that results from his/her disability and to ensure the child's access to the general curriculum so that he/she can meet the educational standards with the jurisdiction of the public agency that apply to all children. 34 CFR 300.39 (b)(3). Therefore, The Office of Special Education is committed to collaborating with the Office of Teaching and Learning and The Whole Child Office to ensure the academic, social, and emotional needs of students with disabilities are met.

IDEA requires students to be educated with their non-disabled peers to the maximum extent possible. City Schools provides a continuum of special education and related services with the emphasis on SDI. SDI can include supports and services that can occur in the general education setting, via pull out sessions and/or in a self-contained setting. The major consideration when determining LRE is that special education is a service provided to students with disabilities and not a placement. Teaching strategies will include co-teaching, team teaching, parallel teaching, and collaborative planning with related services push-in.

The Office of Special Education in collaboration with the Office of Human Capital jointly participates in the recruitment and retention efforts of highly qualified leaders, special educators, related service providers, and support staff. The Office of Special Education, in collaboration with school-based administrators, analyzes student needs/supports and services during budget collaborative sessions to determine programmatic needs that will support educating students in their Least Restrictive Environment (LRE).

Based on City Schools Fair Student Funding (FSF) model, allocation of school-based unlocked staff is recommended from the Office of Special Education to support the identified services for students with disabilities. Within this model, district and school leaders work in concert to hire staff accordingly. In the event there is a vacancy, school leaders must work with their Human Capital Partner to fill this position which may include hiring a substitute. Within locked positions, The Office of Special Education works collaboratively with school leaders and approved contractors to fill vacant positions.

Finally, at the close of School Year 2021-2022, City Schools closed the George WF McMechen School, a separate public day school serving students in grades 9-12. The students from the school have been reassigned to other separate public day schools based upon grade level and home address, while staff from this building have been relocated to schools and programs, often where their former students were placed. Additionally, the Claremont School, a separate public day school serving students in grades 9-12, co-located with Patterson High School. This has allowed the students and staff to move into a new, 21<sup>st</sup> Century building and access the many benefits associated with a modernized school building. Lastly, the Office of Special Education has also expanded several Citywide programs to accommodate shifts in grade level, student enrollment, and location. Programs have been expanded at Mergenthaler Vocational-Technical High School, Beechfield Elementary/Middle School, ConneXions: A Community-Based Arts School, and Windsor Hills Elementary/Middle School. These shifts and the accompanying staffing changes will allow for better provision of a continuum of services across the district.

### **Special Education Positions**

Most central office special education positions are considered locked positions. Below the chart identifies the various positions that support the continuum of services provided to schools:

Services	Descriptions & Services Delivery	Locations	# of Positions
<b>Child Find</b>	<p>Child Find program works to identify, locate, and evaluate children and young people, from birth through 21 years of age, who may have disabilities and need interventions, special education, or related services. Disabilities may be in the areas of</p> <ul style="list-style-type: none"> <li>• Vision</li> <li>• Hearing</li> <li>• Health</li> <li>• Behavior</li> </ul> <p>And special needs may involve</p> <ul style="list-style-type: none"> <li>• Fine or gross motor development and skills</li> <li>• Speech/language development and skills</li> <li>• Cognitive or learning functions</li> <li>• Social and emotional development and skills</li> <li>• Adaptive or self-help skills</li> </ul>	Central Office	1.0
<b>Separate Public Day Schools</b>	<p>When the severity or nature of students' disabilities affects their performance and academic success within their community-based school setting, placement in a separate public day school may be appropriate, as determined by an Individualized Education Program team. City Schools' separate public day schools provide programming, facilities, and specialized staff to meet students' needs.</p>	<p>Claremont Middle/High School</p> <p>Lois T. Murray Elementary/Middle School</p> <p>Joseph C. Briscoe</p> <p>Sharp-Leadenhall Elementary/Middle School</p> <p>The William S. Baer School</p>	1 Teacher; 2 Para

<b>Home &amp; Hospital</b>	When students cannot attend school because of medical, physical or emotional conditions, City Schools' Home and Hospital program can arrange for instruction to be delivered at home or in hospital settings, or by telecommunications and home visits.	Housed on the Walbrook Campus	
<b>Citywide Supports: Program for Autistic Learners (PAL)</b>	The PAL supports are designed to prepare students with Autism to be career ready, independent learners that are able to be self-sufficient, communicative, and socially acceptable productive members of society. Supports have been structured to meet the needs of students with Autism by creating a learning environment that utilizes a functional academic support, Essential Understandings, the Next Generation Science Standards, and a Structured Setting to allow students to work in small groups or 1:1 teaching scenarios, practice mastered skills in group and independent work areas, and provide structured break times to assist with short attention spans.	<p><b>Elementary School Programs:</b> Abbottston Billie Holiday Beechfield Federal Hill Furley Hilton North Bend Park Heights Academy Southwest Baltimore Charter Westport</p> <p><b>Middle School:</b> Beechfield Stadium School Vanguard Westport</p> <p><b>High School Programs:</b> Augusta Fells Savage Edmondson Paul Laurence Dunbar</p>	<p>Elementary Ratio10:1  (1.0 Para)  Middle &amp; High Ratio 12:1  (1.0 Para)</p>
<b>Citywide Supports: Life Skills</b>	<p>The Life Skills Program is designed to provide instructional support to students with intellectual disability who have concurrent deficits or impairments in adaptive functioning in at least two of the following areas: self-care, home living, social/interpersonal skills, self-direction, work, leisure, health, safety, and use of community resources.</p> <p>The instructional emphasis is on the academic content areas with an integration of activities of daily living that are needed to support functioning in the home, school, community, and at work. Programs teach lessons aligned to the Maryland's College and Career-Ready Standards through the identified Essential Understandings and new Next Generation Science Standards.</p>	<p><b>Elementary Schools:</b> Armistead Gardens Bay Brook Callaway Hampden Hilton Walter P. Carter Windsor Hills</p> <p><b>Middle Schools:</b> Francis Scott Key Hampden National Academy Foundation (NAF) Pimlico Stadium Walter P. Carter Windsor Hills</p> <p><b>High Schools:</b> Ben Franklin ConneXions REACH! Edmondson Patterson Mergenthaler Reginald F. Lewis National Academy Foundation (NAF)</p>	<p>Elementary Ratio10:1  (1.0 Para)  Middle &amp; High Ratio 12:1  (1.0 Para)</p>
<b>Nonpublic Services</b>	Nonpublic Services is responsible for managing the IEP Team Process and providing case-	Central Office	8.0

	<p>management to Baltimore City Public School students placed in a more restrictive environment of private separate day or residential program for academic and related services based on the decision-making process of the IEP Team. Nonpublic utilizes the individual Nonpublic school's instruction, attendance, suspension, FBA/BIP compliance and data collection for transitioning students through the step-down process to a lesser restrictive environment in City Schools. Nonpublic reviews the attendance monthly with the individual schools to ensure MSDE and City Schools guidelines and attendance procedures are followed. The individual school's data, as well as classroom observations, are utilized to make informed decisions in the areas of rigorous instruction and student achievement.</p>		
<b>Inclusive Education Pre-K thru Grade 12</b>	<p>Continuum of services for SWD are provided within each comprehensive school. Services can be provided in the general education setting for a portion of the school day or the entire school day with supports and services as identified on the IEP.</p>		
<b>Transition Services</b>	<p>The Transition Unit provides school-based training to staff and students in self-advocacy, work-based learning options for employment opportunities. The monitoring of SPP 13 activities to support post-secondary options such as employment, college, and careers. This unit spearheads both Transition Fairs to ensure that students are connected to agencies with post-secondary options.</p>	Central Office	5.0
<b>Pride</b>	<p>The PRIDE supports are designed to build student capacity in managing behaviors by providing comprehensive services in a structured and consistent instructional environment. The services are intended to increase prosocial behaviors and application of coping strategies to manage emotional &amp; behavioral responses while engaging in grade appropriate core curricula, with the goal to increase appropriate behaviors and independence so that students return to an inclusive educational environment.</p>	<p><b>Elementary Schools:</b> Edgewood Harford Heights Moravia Park</p> <p><b>Middle Schools:</b> Francis Scott Key Hazelwood Katherine Johnson</p> <p><b>High Schools:</b> ACCE Digital Harbor Forest Park Frederick Douglas</p>	<p>Elementary Ratio 10:1 (1.0 Para)</p> <p>Middle &amp; High Ratio 12:1 (1.0 Para)</p>

<p><b>Early Learning Support to SWD not enrolled in Citywide Programs</b></p>	<p><b>Early Learning Support Team (ELST)</b> – Regular coaching to all Pre-k general educators and school based special educators on how to provide special instruction to their youngest students with special instruction on their IEPs. Significant focus also on intervention to address struggling students’ needs with teaching strategies and principals of universal design for all.</p>	<p><b>ELST</b>  Central Office</p>	<p><b>ELST</b>  9 Educational Associates</p>
<p><b>Infant Toddler Services to students Birth – 4 with IFSP</b></p>	<p><b>Parent and Infant Early Stimulation (PIES) (Infants &amp; Toddlers – Preschool)</b> – The family-focused Parent and Infant Early Stimulation program takes place within a structured classroom environment. Parents attend with their children, who are supported in developing play, communication, social, and adaptive skills.</p> <p><b>Home-based services (Home Teachers)</b> – Working with the Baltimore City Health Department as the Lead agency, City Schools provides special educators to provide assessments and collaborate with the health department in planning and processing the transitioning of students from IFSP to IEP. These special educators also provide direct special instruction in the natural environment.</p>	<p><b>PIES</b> Dorothy I Height Moravia Park</p> <p><b>IFSP Special Educators</b> Central Office</p>	<p><b>PIES</b> 2 Teachers</p> <p>10 Teachers</p>
<p><b>Early Learning Inclusive Programs</b></p>	<p><b>Let’s Grow 3 (specialized inclusive Preschool for students too young for Pre-K)</b> - Children with and without IEPs work together, learning in a structured and language rich environment with evidence-based teaching strategies designed to help students meet developmental milestones. Students with disabilities make up 50% of the classroom.</p> <p><b>Partners (PreK/K program)</b> – The program offers a full-inclusion setting for children with autism or developmental delays who show emerging social, communication, and academic skills. Students participate in a general education classroom with an additional para educator for the majority of the day and receive additional support for part of the day through a special education co-teaching model.</p> <p><b>Let’s Grow Preschool, PreK/K</b> – Children with IEPs work in small group settings outside of general education for approximately half of the school day and push into general education the other half of the day to work together with peers on social foundations as well as academics.</p>	<p><b>Preschool (3-4 yr. old) Programs</b> Callaway Federal Hill Armistead Gardens Dorothy I Height Billie Holiday Lakewood Walter P. Carter Westport</p> <p><b>Pre-k/ K Partners:</b> Arlington Ft. Worthington Windsor Hills Southwest Baltimore Charter Moravia Park Lakewood Furman L. Templeton Glenmount</p> <p><b>Pre-k/ K Let’s Grow:</b> Dallas F. Nicholas Yorkwood Federal Hill Westport Eutaw Marshburn Billie Holiday Hampden</p>	<p><b>Preschool (3-4 yrs. old) Programs</b> 8 Teachers 8 Paras</p> <p><b>Pre-k/ K Programs Partners:</b> 8 Teacher 12 Paras</p> <p><b>Pre-k/ Kindergarten Let’s Grow:</b> 8 Teachers 16 Paras</p>

<p><b>Early Learning</b></p> <p><b>Separate Class</b></p>	<p><b>Early Learning Environment (ELE) -</b>  A self-contained special education classroom for Pre-K and Kindergarten aged students. It is designed for students with an Individualized Education Program (IEP) who benefit from specialized instruction with a Special Educator in order to access the general education curriculum and make adequate progress toward individualized goals. This program includes limited inclusion opportunities with typical peers, which may occur during recess, lunch and/or resource.</p> <p><b>Early Therapeutic Environment (ETE) -</b>  A self-contained class that is designed to meet the social, emotional and/or behavioral needs of students with an Individualized Education Program (IEP). ETE classrooms utilize instructional strategies that include specialized class-wide behavior management systems, clear and consistent rules and routines, positive behavior supports, crisis intervention and therapeutic support. These strategies support access to the general education curriculum and progress toward individualized goals. Students may be included with typical peers for resources, lunch, recess, etc. as appropriate in order to prepare students for more inclusive classrooms.</p> <p><b>Early Learning Environment for Deaf and Hard of Hearing (ELE DHOH) -</b>  This full-day program provides a language-rich environment, where children experience an academic curriculum while concentrating on communication and thinking skills. Teachers are specialists in working with hearing-impaired children and make use of ear-level frequency modulation (FM) systems that help students develop speech, language, and auditory skills.</p>	<p><b>Preschool (3-4 yrs. old) Programs</b>  Callaway  Federal Hill  Armistead Gardens  Dorothy I Height  Billie Holiday  Lakewood  Westport</p> <p><b>PreK/K</b>  Callaway  Armistead Gardens  Billie Holiday  Lakewood  Westport  Dallas F. Nicholas  George Washington  Walter P. Carter  Waverly  Windsor Hills</p> <p><b>PreK/K</b>  Edgewood  Moravia Park</p> <p><b>Preschool, PreK/K</b>  Dorothy I. Height</p>	<p><b>Preschool (3-4 yrs. old) Programs</b>  8 Teachers  8 Paras</p> <p><b>Pre-k/ K Programs Partners:</b>  10 Teacher  20 Paras</p> <p><b>Pre-k/ K Programs</b>  2 Teachers  2 Paras</p> <p><b>Program</b>  1 Teachers  1 Paras</p>
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### Related Services Overview

The Related Services Unit in City Schools provides legally mandated IEP, IFSP, and ISP services as well as preventions and supports to help students be successful in their least restrictive learning environments. Related Services staff, except for social workers, are all in locked positions and assigned centrally, based on needs of students, programs, and schools, as well as clinical best practice.

- Social Work services, base allocation is 1.0 FTE up to 650 students (minimum 1.0 per traditional school) to support the entire school. As school enrollment changes, locked social work FTE may be adjusted via The Office of Special Education. All social workers will be selected and assigned centrally by the Office of Special Education.
- School Psychology services, base allocation is 1.0 FTE for every 850 enrolled students. Within the base allocation, the school psychologist is expected to spend up to 60% of their time providing IEP required services and completing assessments. If the IEP service caseload exceeds 30, additional time will be allocated in increments of 0.1 FTE for every 5 additional clinical cases.
- Speech-Language Pathology services, base allocation is 1.0 FTE for every 45-50 students with disabilities requiring direct speech-language services. In City Schools, the average caseload is 48 students. The minimum FTE assigned to a school will be 0.2, for 10 students. If a school has less than 10 students requiring speech-language services, an FTE might not be formally assigned to the school site. In these cases, a provider at a nearby school or an itinerant provider will be deployed to provide services to the students.
- Occupational Therapy services are generally provided by itinerant therapists, with an average caseload of 40-45 students.
- Physical Therapy services are provided by clinicians who are itinerant, with an average caseload of 35 students and a range of 30-40.
- Audiology Services are provided by xx audiologists. Screenings, direct services, and individual services are provided at the school level. The district has two sound suites for more in-depth audiologic assessment.
- Assistive Technology services are provided to IEP students by a team of highly trained speech-language pathologists, occupational therapists, and teachers.

### Staffing Allocations (Full Time Employees- FTE)

Position Title	Description	# of FTEs
<b>Audiologists</b>	Provides audiological services for assigned schools and students. Conducts formal assessments with target student groups to determine educational need and to design specific programs and placement. Works in concert with Baltimore City referral sources and other available resources in the city school system to include the community at large to achieve purpose. Analyzes test data to provide consultation to Baltimore City Public School staff and parents introducing therapeutic interventions for students as deemed necessary. Provides in-service training and support to parents and staff in the areas of need.	4.0
<b>Physical Therapists (PTs)</b>	Plan and implement IEP/IFSP based physical therapy program and activities providing direct service to students and indirect service to other	10.0

	service providers including parents/and other caretakers.	
<b>Occupational Therapists (OTs)</b>	Plan and implement IEP/IFSP based occupational therapy program and activities providing direct service to students and indirect service to other service providers including parents/and other caretakers.	39.0
<b>Speech Language Pathologists (SLPs)</b>	Provide speech and language services in City Schools. Provide consultation with school staff, conducts formal and informal speech and language assessments of students for school educational planning and placement as part of the IEP process, as well as consultation with or referral to available resources in City Schools and the community. Provides interventions for students, consultation with parents and staff, and participates in prevention initiatives at the school level. Provide in-service training for staff in areas of expertise related to speech language pathology. Participate in meetings regarding children with special needs, i.e., educational management team meetings, parent meetings, IEP team meetings, Student Support Team meetings, legal briefings and hearings, and other meetings as required. Submits all appropriate documentation required by City Schools and federal/state laws and regulations.	107.0
<b>Social Workers</b>	School Social Workers provide individual and group counseling services. Serves on interdisciplinary teams, provides resources and support for parents/guardians. Supports student achievement by implementing strategies that address social/ emotional and behavioral difficulties. Provides crisis intervention, home visitation, consultation, and program development services. Provides social work services that strengthen home, school, and community partnerships.	195.0
<b>Adaptive PE</b>	Physical Education teachers who work with students with IEPs. Adaptive PE Teachers work with the school-based physical education teacher to ensure that adaptations and accommodations are being utilized for student to engage with their general education peers.	8.0
<b>Psychologists</b>	Provide a wide range of psychological services within Baltimore City Public Schools. Consults with school staff, conducts formal school psychological evaluations of students for educational planning and placement as part of the IEP process, behavior management planning, and consultation with, or referral to, available resources in City Schools and the community. Provides program consultation, counseling, and intervention for students, and consultation with parents and staff. Provides services within the classroom setting to assist with prevention, intervention, and increase student achievement. Provide in-service training for teaching staff in areas of expertise related to school psychology.	122
<b>Vision (Teacher)</b>	Teachers who work with students who have visual impairments. Vision teachers also work with general educators to modify content according to	3.0

	student's accommodations so they can participate in their least restrictive environment	
<b>Hearing (Teacher)</b>	Teachers who work with students with moderate to several profound hearing loss. Hearing teachers utilize sign language, assistive technology, and total communication strategies to implement grade appropriate curriculum in the classroom.	3.0
<b>Assistant Special Education</b>	Performs school-based support and provides direct services to students within the Baltimore City Public Schools. Employees in this classification assist teachers and administrators in providing instruction to students with special needs (i.e., students with physical, cognitive, sensory, emotional, or mild/severe learning disabilities) similar to work performed in former classifications such as IEP Aide or Special Education aide. Teachers, administrators, other designation professionals or higher-level support personnel may assign tasks. The work may be with small groups or with individual students and is usually routine or can be readily learned on the job.	62.0
<b>Assistant Licensed Therapy</b>	Work with licensed physical therapist in the implementation of students' IEPs. Documents treatment sessions and attends IEP meetings.	1.0
<b>Special Education Paraeducator</b>	Employees in this classification assist teachers and administrators in planning and providing instruction to students with special needs (i.e., students with physical, cognitive, sensory, emotional, or mild to severe learning disabilities). The work may be with small groups or with individual students reinforcing instruction, motivating student learning, implementing behavior intervention plans, and assisting with classroom management. Employees in this job class are required to be highly qualified.	418.0
<b>Teacher Special Education</b>	Plans, develops, implements, and monitors individualized education programs, provides appropriate specially designed instruction, and works closely with general educators to ensure continuity of services for meeting the specific needs of students with disabilities. Manages student behavior, assesses, and evaluates student achievement, and modifies instructional activities as required.	871.0

*\*For SY22-23, City Schools has created virtual learning programs (VLP) to the school community. Within the two VLPs special educators, IEP Chairs and related service providers have been assigned to those programs based upon the service hours of students receiving specially designed instruction. Above FTE counts are as of September 16, 2022, via Position Detail Report.*

## Evaluation

For SY 22-23 the Office of Special Education continues to implement the priorities: (1) educating students their Least Restrictive Environment (LRE); and (2) ensuring high quality instruction and services for students with disabilities. Annually, the Office of Special Education convenes focus groups which includes school-based leaders, Instructional Leadership Executive Directors (ILEDs), students, teachers, parents, and other stakeholders. These discussions include input and feedback related to Special Education Budgeting and Staffing.