

**Carroll County Public Schools**  
**Special Education Staffing Plan**  
*2020-2021 School Year (FY 2021)*

**Assurance:**

The Carroll County Public Schools Staffing Plan is submitted consistent with procedures outlined by the Maryland State Department of Education for the purpose of ensuring that free appropriate public education (FAPE) is provided for all students with disabilities.

The staffing plan includes:

- Introduction
- Evidence of public input
- Approval process
- Evidence of maintenance of effort
- Staffing patterns of service providers of special education and related services
- The number and type of service providers needed to provide a FAPE to each student with a disability in the least restrictive environment (LRE)
- A description of the process to be implemented to monitor caseloads to ensure that personnel are available to provide FAPE for each student with a disability
- Evaluation

**Introduction:**

Students with disabilities are provided educational services in the least restrictive environment in accordance with their Individual Education Programs (IEPs). School-based IEP teams, that include the parent, the student, and other agencies when appropriate, design and implement special education and related services that meet the unique needs of each individual child identified with a disability and in need of special education services. Based upon the needs of the students, Carroll County Public Schools provides a full continuum of services for students with disabilities to attain the high levels of academic achievement. The development of the special education staffing plan is an essential element in maintaining and implementing these services.

At the system and school-based levels, special education, related services and staff development are essential components of the planning and school improvement processes. The annual staffing plan is a key vehicle in assuring adequate staff to support the needs of students with disabilities and to implement the CCPS ESSA Consolidated Strategic Plan, school-based School Improvement Plans, and the Special Education Department Improvement Plan. This staffing plan outlines the sources of data, input and the procedures used to determine the number and types of service providers needed to deliver, monitor and ensure the availability of FAPE in the LRE for each student with a disability.

**Evidence of Public Input:**

The budget represents a sincere effort to reflect the desires of the community. In prioritizing allocations, the Board of Education considers feedback received through community budget forums, citizen participation at Board of Education meetings, and via written and email communication. Additional input is sought through the Carroll County Special Education Citizens’ Advisory Committee, caseload reviews by administrative staff, School Improvement Team feedback, school administration, Master Plan meetings, and posting on the school web site.

**Approval Process:**

The staffing plan is presented to the Board of Education for approval. It is submitted to the Maryland State Department of Education as a part of the Local Application for Federal Funds.

**Evidence of Maintenance of Effort:**

During the budgetary process, the Director of Special Education works directly with the Chief of Academics, Equity, and Accountability and other Directors within the division of Academics, Equity, and Accountability to ensure continuation of baseline needs in special education. The FY 2021 budget assigns any increase in state and local funding to meet the needs identified during the budgetary process and the Master Plan. FY 2021 local funds exceed the amount allocated to the program in FY 2020 and maintains existing staff (with variation due to enrollment and eligibility for special education services). The federal pass-through application for FY 2021 will continue to support the funding of special education positions and related services.

<b><u>CCPS Special Education Categorical Expenditures</u></b>		
	<b>Total Budget</b>	<b>Total Expenditures</b>
<b>FY 2021</b> Proposed	\$47,351,321	NA
<b>FY 2020<sup>1</sup></b>	\$46,887,518	\$43,824,207
<b>FY 2019</b>	\$43,226,364	\$43,977,586

<sup>1</sup> FY 2020 actual figures represent expenditures to date (through March 2020) plus certain expenditures contracted through year-end including salaries.

**Staffing Patterns of Service Providers:**

The major considerations in recommending a staffing plan are students’ needs, teacher responsibilities, and time required beyond the delivery of direct services. When recommending staffing, emphasis is placed on the services and supports needed to implement students’ IEPs in the LRE. The following principles have guided the development of the Carroll County Public Schools staffing model:

- Appropriate supports and related services to meet students’ needs to be successful in the least restrictive environment
- Services and supports that are required in the students’ IEPs
- Federal and state laws, regulations, and policies governing special education
- Teacher workload issues
- Parental participation

CCPS provides a continuum of special education services ranging from consultative services to separate school. Special Education staff reviewed census data and service hours to identify the providers needed to provide FAPE to each student with a disability in the LRE. The Office of Special Education works within the Division of Academics, Equity, and Accountability to make budget recommendations and with the Department of Human Resources in the staff allocation process.

**Eligible Students (based on enrollment as of October 1):**

2018-2019 School Year (FY 2019)		2019-2020 School Year (FY 2020)		Change
Preschool, Ages 3-5	310	Preschool, Ages 3-5	323	+ 13
Elementary	1,398	Elementary	1,490	+ 92
Middle	613	Middle	625	+ 12
High	593	High	602	+ 9
Post-Secondary	37	Post-Secondary	42	+ 5
Carroll Springs School	26	Carroll Springs School	20	- 6
<b>Total</b>	<b>2,977</b>	<b>Total</b>	<b>3,102</b>	<b>+ 125</b>

**General Special Education Staffing Patterns:**

<p><b>Special Education Teachers (224.7 FTE)</b></p>	<p><b>Early Childhood (Birth to Kindergarten):</b></p> <ul style="list-style-type: none"> <li>• Infant and Toddler Liaisons: 4.7 FTE</li> <li>• Preschool Liaisons: 4 FTE</li> <li>• Preschool Autism Program Teachers: 3 FTE</li> <li>• PREP/ECSN Program Teachers: 6 FTE</li> <li>• <i>Total Early Childhood Teacher FTE: 17.7</i></li> </ul> <p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>• Resource Teachers: 75 FTE</li> </ul>
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	<ul style="list-style-type: none"> <li>• BEST Program Teachers: 7 FTE</li> <li>• Autism Program Teachers: 9 FTE</li> <li>• Learning for Independence Program Teachers: 5 FTE</li> <li>• <b><i>Total Elementary School Teacher FTE: 96</i></b></li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>• Resource Teachers: 32.6 FTE</li> <li>• BEST Program Teachers: 5 FTE (includes 1 IBI)</li> <li>• Autism Program Teachers: 2 FTE</li> <li>• Crossroads Program Resource Teachers: 1.4 FTE</li> <li>• Learning for Independence Program Teachers: 8 FTE</li> <li>• <b><i>Total Middle School Teacher FTE: 49</i></b></li> </ul> <p><b>High:</b></p> <ul style="list-style-type: none"> <li>• Resource Teachers: 30 FTE</li> <li>• BEST Program Teachers: 10 FTE (includes 1 IBI)</li> <li>• Autism Program Teachers: 2 FTE</li> <li>• Gateway Program Resource Teachers: 1 FTE</li> <li>• Learning for Independence Program Teachers: 11 FTE</li> <li>• CCCTC Resource Teachers: 2 FTE</li> <li>• <b><i>Total High School Teacher FTE: 56</i></b></li> </ul> <p><b>Secondary Transition:</b></p> <ul style="list-style-type: none"> <li>• Post-Secondary Program Teachers: 2 FTE</li> <li>• <b><i>Total Secondary Transition Teacher FTE: 2</i></b></li> </ul> <p><b>Carroll Springs School:</b></p> <ul style="list-style-type: none"> <li>• Special Education Teachers: 4 FTE</li> <li>• <b><i>Total Carroll Springs Teacher FTE: 4</i></b></li> </ul>
<p><b>Instructional Assistants (553.8) FTE)</b></p>	<p><b>Early Childhood (Birth to Kindergarten):</b></p> <ul style="list-style-type: none"> <li>• Preschool Autism Program Instructional Assistants: 3 FTE</li> <li>• PREP/ECSN Program Instructional Assistants: 6 FTE</li> <li>• <b><i>Total Early Childhood Instructional Assistant FTE: 9</i></b></li> </ul> <p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>• Instructional Assistants: 50 FTE</li> <li>• BEST Program Instructional Assistants: 6 FTE</li> <li>• Autism Program Instructional Assistants: 8 FTE</li> <li>• PRIDE Program Instructional Assistants: 2 FTE</li> <li>• Learning for Independence Program Instructional Assistants: 5 FTE</li> <li>• Student Support Assistants: 198 FTE (estimate)</li> <li>• Special Education Support Personnel: 11 FTE (4 or 5 hrs. per day)</li> <li>• <b><i>Total Elementary School Instructional Assistant FTE: 280</i></b></li> </ul>

	<p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>• Instructional Assistants: 27.6 FTE</li> <li>• BEST Program Instructional Assistants: 4 FTE</li> <li>• Autism Program Instructional Assistants: 2 FTE</li> <li>• Crossroads Program Instructional Assistants: 1 FTE</li> <li>• Learning for Independence Program Instructional Assistants: 8 FTE</li> <li>• Student Support Assistants: 61 FTE (estimate)</li> <li>• Special Education Support Personnel: 4 FTE (4 or 5 hrs. per day)</li> <li>• <b><i>Total Middle School Instructional Assistant FTE: 107.6</i></b></li> </ul> <p><b>High:</b></p> <ul style="list-style-type: none"> <li>• Instructional Assistants: 25.8 FTE</li> <li>• BEST Program Instructional Assistants: 10.6 FTE</li> <li>• Autism Program Instructional Assistants: 2 FTE</li> <li>• Gateway Program Resource Instructional Assistants: 2 FTE</li> <li>• Learning for Independence Program Instr. Assistants: 11 FTE</li> <li>• CCCTC Instructional Assistants: 3.8 FTE</li> <li>• Student Support Assistants: 67 FTE (estimate)</li> <li>• Special Education Support Personnel: 3.5 FTE (4 or 5 hrs. per day)</li> <li>• <b><i>Total High School Instructional Assistant FTE: 125.7</i></b></li> </ul> <p><b>Secondary Transition:</b></p> <ul style="list-style-type: none"> <li>• Instructional Assistants: 5 FTE</li> <li>• Student Support Assistants: 9 FTE (estimate)</li> <li>• <b><i>Total Secondary Transition Instructional Assistant FTE: 14</i></b></li> </ul> <p><b>Carroll Springs School:</b></p> <ul style="list-style-type: none"> <li>• Instructional Assistants: 5 FTE</li> <li>• Student Support Assistants: 12 FTE (estimate)</li> <li>• Special Education Support Personnel: .5 FTE (5 hours per day)</li> <li>• <b><i>Total Carroll Springs Instructional Assistant FTE: 17.5</i></b></li> </ul>
<p><b>Related Service Providers (105.3 FTE)</b></p>	<p><b>Speech/Language Pathologists:</b></p> <ul style="list-style-type: none"> <li>• CCPS SLP's: 55.4 FTE</li> <li>• Contractor SLP's: 14</li> <li>• <b><i>Total Speech/Language Pathologists FTE: 66.2</i></b></li> </ul> <p><b>Physical Therapists:</b></p> <ul style="list-style-type: none"> <li>• CCPS Physical Therapists: 5.8 FTE</li> <li>• Contractor Physical Therapists: 2</li> <li>• <b><i>Total Physical Therapists FTE: 7.8</i></b></li> </ul> <p><b>Occupational Therapists:</b></p> <ul style="list-style-type: none"> <li>• CCPS Occupational Therapists: 12.9 FTE</li> <li>• Contractor Occupational Therapists: 3.2</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Total Occupational Therapists FTE: 16.1</b></li> </ul> <p><b>Teachers of the Visually Impaired:</b></p> <ul style="list-style-type: none"> <li>• CCPS Teachers of the Visually Impaired: 2 FTE</li> <li>• Contractor Teacher of the Visually Impaired: 1</li> <li>• <b>Total Teachers of the Visually Impaired FTE: 3</b></li> </ul> <p><b>Teachers of the Hearing Impaired:</b></p> <ul style="list-style-type: none"> <li>• CCPS Teacher of the Hearing Impaired: 1 FTE</li> <li>• Contractor Teacher of the Hearing Impaired: 1</li> <li>• <b>Total Teachers of the Hearing Impaired FTE: 2</b></li> </ul> <p><b>Mental Health Therapists:</b></p> <ul style="list-style-type: none"> <li>• CCPS Mental Health Therapists: 7 FTE (5-11 Month Teachers and 2-10 Month Teachers)</li> <li>• <b>Total Mental Health Therapist FTE: 7</b></li> </ul>
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**Other Services and Supports (40.66 FTE):**

<b>Family Support Center</b>	Family Support Liaison: 1 FTE
<b>Autism Program Behavior Specialists</b>	Autism Program Behavior Specialists: 4 FTE (11 Month Teachers)
<b>Instructional Consultants (IC)</b>	IC for Birth-Kindergarten: 1 FTE (11 Month Teacher) IC for Elementary Schools: 3 FTE (10 Month + 10 Day Teachers) IC for Middle Schools: 1 FTE (10 Month + 10 Day Teacher) IC for High Schools and ESY: 1 FTE (11 Month Teacher): IC for Adaptive Physical Education: 1 FTE IC for Reading Intervention: 1 FTE (10 Month + 10 Day Teacher) IC for Math Intervention: 1 FTE (10 Month + 10 Day Teacher)
<b>Assistive Technology</b>	Program Consultant: 1 FTE (11 Month Teacher) Teacher: 1 FTE (11 Month Teacher) Assistive Technology Instructional Assistants: 1.8 FTE
<b>Adaptive Physical Education</b>	Adaptive Physical Education Teachers: 10.76 FTE
<b>Interpreters</b>	CCPS Interpreters: 2 FTE Contractor Interpreters: 2
<b>Vision</b>	Vision Instructional Assistants: 3 FTE Vision Assistant: 6 hours/day Vision Assistant: 6/hours/day
<b>Central Office Clerical Support</b>	Director's Secretary: 1 FTE (12 Month) Financial Secretary: .6 FTE (12 Month) Clerk: 1 FTE (12 Month) Clerk (B-K): 1 FTE (12 Month) Office Support: 4 hours/day Medical Assistance Reimbursement Technician: 1 FTE (12 Month)

**Administrators (11.5 FTE):**

<b>Director</b>	Director of Special Education: 1 FTE (12 Month)
<b>Supervisors</b>	Supervisors of Special Education-Elementary: 3 FTE (12 Month) Supervisor of Special Education-Middle: 1 FTE (12 Month) Supervisor of Special Education-High: 1 FTE (12 Month) Supervisor of Special Education-Compliance: 1 FTE (12 Month)
<b>Coordinators</b>	Coordinator of Special Education-Birth-Kindergarten: 1 FTE (12 Month) Coordinator of Special Education-Secondary Transition: 1 FTE (12 Month) Coordinator of Special Education-Non-Public Placements: 1 FTE (12 Month)
<b>Carroll Springs</b>	Principal: 1 FTE (12 Month) Assistant Principal: .5 FTE (12 Month)

**Process for Monitoring Caseloads to Ensure Implementation of IEP to Address Concerns and Adjustments:**

The caseloads of each special education teacher and support staff are monitored on an ongoing monthly basis by the special education administrative team members, the school special education teams, school administrator, consulting special education staff, and the Director of Special Education. Ongoing data analysis includes SSIS, enrollment, and MOIEP (Maryland Online Individualized Education Program) data. The number of eligible students, the number of special education services, and the number of service hours are monitored on a monthly basis for each school. Caseloads are monitored and reviewed at any time upon request. All staffing concerns are resolved at the lowest level possible. The process begins with the building administrator, moves on to the Director of Special Education, Director of Human Resources and then the Superintendent of Schools.

Special education central office staff conducts site visits to each school. During these visits, special education student records are reviewed for compliance to ensure FAPE is being provided. Additionally, these visits provide the opportunity for special education teams to identify their needs and discuss staffing issues. When these issues are brought to the attention of the Director of Special Education, an Instructional Consultant will be assigned to work with the school teams to develop schedules and support the schools to ensure that IEPs are being appropriately implemented. Additional staff support may include substitute time or hourly stipend to reimburse team members.

Throughout the school year, school administrators communicate with central office staff regarding special education staffing needs. The administrator will contact the Director of Special Education, who will designate an administrative staff member to review and compile information for staffing determination. This information will be used for future planning.

This Special Education Staffing Report does not include hourly or temporary staffing from state grants.

**Vacancies by Positions:**

It is anticipated that as of September 8, 2020, there will be no vacancies with CCPS Special Education staffing. When a vacancy occurs during the school year, the school Principal and the Supervisor of Special Education assigned to the school, works with the Office of Human Resources to advertise the position in a timely manner. Interviews are conducted and the position is filled. During the vacancy, the Principal will assign a substitute to fill the vacancy. School-based staff and central office staff collaborate to ensure that services are met during the period of the vacancy.

**Evaluation:**

The Special Education Staffing Plan is reviewed and revised on an annual basis. The results of on-going monitoring of the previous staffing plan indicated that overall, the plan was effective in appropriately assigning staff to schools and caseloads. Reallocation of special education resource and speech staff was necessary during the year due to the changing of caseloads. All classrooms were staffed, and no students were moved because of the inability to hire teachers.

The FY 2021 staffing plan will continue to be monitored using the input and data review process and procedures. This evaluation will be an ongoing process that is formally addressed through meetings with staff and at any time a school team or parent initiates a request.

**Special Considerations:**

The Special Education Staffing Plan is submitted to the Board of Education for approval in May for the following school year. The assignment of FTE at a particular level or area will vary between May and the start of the school year. Changes in assignments of FTE will also take place during the school year based on student needs.

This staffing plan is based on an addition 6 special educator FTE positions identified in the Board of Education's FY 2021 budget. The FY 2021 budget has not been finalized at the time this staffing plan was submitted to the Board for approval in May. Should those positions not be funded, the Special Education Staffing Plan will be adjusted accordingly.

At the time of the submission of the Special Education Staffing Plan, the assignments of the Student Support Assistants (SSAs) are only estimates. The assignments of the SSAs will be updated in June.

The need for contractor support will be adjusted based on student need.



**Adjustments:**

<b>Date</b>	<b>Description</b>
April 24, 2020	Adjusted SLP contractors to 14 (from 10.8)
May 14, 2020	Updated the count of Special Education Resource Teachers at the elementary level to 75 and updated the total count of Special Education Teacher FTE to 224.7 per the Board's approval of the FY 21 operating budget.