

HOWARD COUNTY PUBLIC SCHOOL SYSTEM (HCPSS)
10910 Route 108
Ellicott City, Maryland 21042

SPECIAL EDUCATION STAFFING PLAN
FY 2012

B 9

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- 1: Howard County Board of Education Operating Budget Process
- 2: School News Release announcing January, 2011 Public Hearing on the Proposed FY 2012 Operating Budget
- 3: School News Release announcing April, 2011 Public Hearing on the FY 2012 Operating Budget
- 4: Names of SECAC Executive Board
- 5: Agenda for Open Forum, October, 2010
- 6: Community Input Feedback Form
- 7: SECAC Executive Board/ Open Meeting-Community Input for Staffing Plan-Agenda April 2011
- 8: FY 2012 Operating Budget, Board of Education's Request, Special Education Summary
- 9: School Age Professional Development Activities, 2010-2011
- 10: Early Intervention Professional Development Activities, 2010-2011

STAFFING PLAN FY 2012

ASSURANCE

The Howard County Public School System (HCPSS) Special Education Staffing Plan is consistent with procedures outlined by the Maryland State Department of Education for the purpose of ensuring a Free Appropriate Public Education (FAPE) for all students with disabilities. The following Required Elements of a Staffing Plan are included:

- 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 of service providers of special education and related services, including paraprofessionals
- The number and type of services providers needed to ensure FAPE to each student with a disability in the least restrictive environment (LRE)
- The ways in which the public agency will use the staffing plan to monitor the assignment of personnel to ensure personnel and other resources are available to provide FAPE for 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.

EVIDENCE OF PUBLIC INPUT

The HCPSS Public Information Office provides notification of the Budget Approval Schedule to the community (Attachment 1). The Calendar Handbook that is sent in August to each parent of a student in the HCPSS includes the dates for Board of Education public hearings and work sessions on the Proposed Operating Budget for the next fiscal year. The Public Information Office also issues public announcements of public hearings on the budget (Attachments 2 and 3).

The yearly schedule for the development of the Operating Budget is as follows:

August & September	Offices receive data and input from stakeholders and develop draft budget requests.
October/ November	Budget managers meet with the budget committee to review the requests.
December	Budget priorities are set and the budget is presented to the Superintendent.
January	The Superintendent presents the proposed operating budget to the Board of Education and public.
February	The Board of Education holds public work sessions on the proposed Operating Budget.
March	The Board of Education Operating Budget Request is submitted to the County Executive.
April/May	The County Council holds a hearing and work sessions on the proposed Operating and Capital Budgets.
May	The Board of Education holds a public hearing on the Operating Budget.
May/June	The County Council approves the County Operating and Capital Budgets which include the Board of Education's Operating and Capital Budgets. The Board of Education approves its Operating Budget as funded by the County Council.

The Special Education Director, Patricia A. Daley, and Coordinator, Judith Pattik, meet on a monthly basis with the Executive Board of the Special Education Community Advisory Committee (SECAC) (Attachment 4: Names of SECAC Executive Board) for regular input. The Department of Special Education participated in an Open Forum on November, 2010 sponsored by SECAC at which Budget priorities were discussed (Attachments 5) with parents and community members.

At the February 1, 2011 public hearing on the proposed FY 2012 operating budget, community members had the opportunity to submit and/or present testimony. Several individuals presented comments; (as

documented in Minutes of the Board of Education Meeting posted on the HCPSS website). Three individuals addressed special education topics, as follows:

- Plans to reduce paraeducators at Cedar Lane
- Extended School Year
- Retain student to teacher ratios
- More beyond maintenance of effort to strength performance of students with disabilities

Public input for the Staffing Plan was also sought through use of the following:

- Publication on the HCPSS website of the 2011-2012 Staffing Plan (Attachment 7) and a Community Input Form (Attachment)
- Review with SECAC Executive Board, April 2011, Attachment 7

EVIDENCE OF MAINTENANCE OF EFFORT

The Director of Special Education and the Accounting Services Office ensure that Part B Special Education funds are used to supplement and increase special education services to students with disabilities and are not used to displace State or local funds. These two offices also ensure that local and State funds expended for the current year are at least equal to or greater than those of the most recent year for which expenditure reports are available. Maintenance of effort is documented in the Fiscal 2012 Operating Budget, Board of Education Request (Attachment 8). The table below summarizes the allocated special education program funds including maintenance of effort.

FY 2010 Actual Budget	FY 2011 Authorized Budget	FY 2012 Board Request
\$80,276,160	\$ 83,071,460	\$ 84,033,150

STAFFING PATTERNS OF SERVICE PROVIDERS

SPECIAL EDUCATION IN SYSTEMWIDE PLANS

The HCPSS *Bridge to Excellence (BTE) Five-Year Master Plan* is a comprehensive, integrated countywide plan identifying the school system's goals, strategies for meeting them, and methods of evaluating achievement of the goals and objectives. As a part of this plan, the Department of Special Education (DSE) conducted a needs assessment and identified target objectives and strategies that will assist the DSE in meeting standards established by *No Child Left Behind* and *Bridge to Excellence in Public Schools Act*. The needs assessment and objectives address the following instructional levels:

- Early Childhood Intervention
- Elementary
- Secondary

Two other priority areas established by the Maryland State Department of Education (MSDE) are also addressed:

- Least Restrictive Environment (LRE)
- Disproportionality of minority students in special education

Each section of the HCPSS *BTE Five-Year Master Plan* includes objectives and strategies to be implemented for each of the five-year periods. Progress in meeting the objectives and the effectiveness of the strategies are evaluated semi-annually, at mid-year and at the end of the year.

In order to achieve the school system targets and implement the HCPSS *BTE Five-Year Master Plan* parameters were designed to assist each principal and school leadership team in assessing the school's progress in accelerating student achievement. Each item within the parameters is rated as **Always Evident**, **Somewhat Evident**, or **Not Evident**. The following items related to special education are included:

- Diploma seeking students (who will take high school assessments) receive instruction from teachers who are certified in the content area they are teaching.
- Administrators provide adequate collaborative planning time between general education and the following specialty areas: i.e. special education, ESOL, Title I, alternative education, and gifted and talented.
- Administrators ensure that the School Improvement Plan includes an objective to address students with disabilities receiving their services in the Least Restrict Environment.
- Administrators and instructional team leaders (ITLs) monitor all students' (and student subgroups) status and progress on a regular basis.
- Students performing below grade level have a Student Support Plan for Acceleration and regularly participate in one or more intervention programs.
- There is frequent and ongoing articulation between the classroom teacher and those teachers providing interventions.
- All teachers have and use the essential curriculum, a method of documenting daily lesson plans, as well as student progress and grades.
- Differentiated instruction to accelerate the learning of all students is evident in every classroom.
- A variety of instructional strategies are used to engage students in learning.
- School-level professional development plans include training in effective practices for accelerating the achievement of subgroups.
- Referral patterns and participation in special programs (Gifted and Talented/Advanced Placement classes, special education, extracurricular activities, and curricular programs) are proportionate to the student population.
- All students with Individualized Education Programs (IEP) receive instruction in the LRE.
- There are limited pullouts from core content area classes.

Each school's School Improvement Plan must address activities related to special education.

STAFFING GUIDELINES

Special Education staff members are assigned to schools based on formulas that are derived from direct and periodic hours outlined in students' IEPs. In addition to hours of instructional service, the following are also considered in determining staffing allotments:

- Planning time for co-teaching with general education teachers
- Data collection, observation, and assessment
- Consultation and IEP planning with general educators
- IEP management and report preparation
- IEP team meetings and meetings with parents
- Travel time for itinerant personnel is taken into consideration. At the beginning of the school year, program heads for itinerant services design caseloads to minimize travel time and to ensure that all students receive the services identified in their IEPs.

Services are configured to ensure that students with disabilities are educated in the LRE with nondisabled peers, as appropriate based on their IEPs. The LRE data from MSDE as of October, 2010, shows that 90.41 percent of students receiving special education are served in Regular Class plus Resource Room/Combination (see the LRE information included later in this document in the LRE section).

Staffing guidelines for services and programs are delineated in the following table.

Programs and Services		Staffing Formula		
		Professional Staff	Paraprofessionals	Per
Howard County Infants and Toddlers Program	Early Beginnings Program: Cluster Model	1.0 Service Coordinator (OT, PT, Teacher, or SLP) per 14 families	1.0 Instructional Assistant per cluster	6 - 8 staff members per cluster
Preschool and Kindergarten Programs	Preschool	1.0 Teacher	1.0 Instructional Assistant	Per 12 children (6 Per session)
	Kindergarten Inclusion	1.0 Teacher	1.0 Instructional Assistant	Per 12 children (6 Per session)
Multiple Intense Needs Classes (MINC) for Toddlers or Preschoolers	MINC – Toddler	1.0 Teacher	1.0 Instructional Assistant 1-2 Student Assistants or Temporary Employees	Per 6 children
	MINC – Preschool/ Kindergarten	1.0 Teacher	1.0 Instructional Assistant 1-2 Student Assistants or Temporary Employees	Per 6 children
School Based Instructional Services (Continuum of Services in the LRE)	Elementary Schools	3.0 Teachers	3.0 Instructional Assistants	1.0 Per 120 direct IEP instructional hours
	Middle Schools	3.0 Teachers	3.0 Instructional Assistants	1.0 Per 140 direct IEP instructional hours
	High Schools	4.0 Teachers	4.0 Instructional Assistants	1.0 Per 160 direct IEP instructional hours
Academic/Life Skills	Home School or Regional Programs	1.0 Teacher	2.0 Instructional Assistants	Per 7-9 students
Services for Students Who Are Deaf or Hard-of-Hearing	Hearing Impaired Regional	1.0 Teacher	1.0 Instructional Assistant	Per 7 students
	Itinerant Hearing Services at Home School or Service Schools	1.5 Teachers		Countywide
Services for Students with Emotional Disabilities (ED)	Home School or Regional ED Regional Programs	2.0 Teachers 1.0 Crisis Teacher	2.0 Instructional Assistants	Per program of 20 students
	Bridges Program at Homewood School	1.0 Teacher	1.0 Instructional Assistant	Per 7 students
Services for Students with Visual Impairments Including Blindness	Home School or Service School	1.0 Teacher		Per 21 hours of direct service to students
Adapted Physical Education	Home School or Service School	1.0 Teacher		Per 25 hours of direct service to students
Transition Services	School-based transition services	1.0 Work-Study Teacher		Per High School (serves feeder middle schools)
	Transition Program at Howard Community College	1.0 Teacher	1.0 Instructional Assistant	Per 10 students
Public Separate Day School	Cedar Lane School	1.0 Teacher	2.0 Instructional Assistants	Per 6 students

Programs and Services		Staffing Formula		
		Professional Staff	Paraprofessionals	Per
Special Education Summer Services	Extended School Year Students Ages 6-21	1.0 Teacher	1.0 Instructional Assistants	Per 7 students
Occupational Therapy	Home School or Service School	1.0 Teacher		Per 21 hours of direct service to students
Physical Therapy	Home School or Service School	1.0 Teacher		Per 21 hours of direct service to students
Psychological Services Decisions about staffing are based upon a recommended formula. Schools with large enrollments and schools with large numbers of students with diverse learning needs may receive an additional half-day per week of services. Regional special education programs receive staffing based upon the type and size of the special education program.		.33 Psychologist		Elementary school
		.5 Psychologist		Elementary school with Psychologist as Instructional Intervention Team facilitator
		.4 Psychologist		Middle school
		.5 Psychologist		Middle school with Psychologist as IIT facilitator
		.4 Psychologist		High school
		.1 Additional position		Large enrollment schools
		.1 Additional position		Schools with high free/reduced meals
		.1 Psychologist		Multiple Intense Needs
		.4 Psychologist		Academic/Life Skills
		.3 - .6 Psychologist		Regional Early Childhood Centers
	.4 Psychologist		Emotionally Disabled	
	.3 Psychologist		Infants and Toddlers Cluster	
Speech, Language, and Hearing Services	MINC - (RECC)	.4 SLP		Regional Cluster
	Early Beginnings	1.5-2.0 SLP		Per special education teacher
	Preschool	.3 SLP		Per special education teacher
	Kindergarten	.2 SLP		Per special education teacher
	Academic/Life Skills	.1 SLP		Per special education ALS class
	School Based Programs	1.0 SLP		Per 54 direct IEP hours

NUMBER AND TYPE OF SERVICE PROVIDERS

The following table includes descriptions of services and programs and:

- Current staffing for FY 2011
- Staffing request for FY 2012 including special education teachers, related services providers, paraprofessionals, and other staff members
- Number of additional service providers needed
- Location of where services will be provided
- Service configurations to ensure students are educated with nondisabled peers
- Teaching models and methods including team teaching, collaborative instruction, and inclusive environments (in boldface)

SPECIAL EDUCATION AND RELATED SERVICE DESCRIPTIONS AND STAFFING

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
School Based Instructional Services (Continuum of Services in the Least Restrictive Environment)	<p>The Howard County Public School System, Department of Special Education, provides a continuum of special education instruction and a wide range of services to school age students with disabilities in their home school or in regional feeder programs. Program objectives are to provide:</p> <ul style="list-style-type: none"> • Special education instruction in the least restrictive environment in both general and special education settings according to students' Individualized Education Programs. • Screening/assessment services for students referred by parent and teachers to school-based Individualized Education Program teams. • Consultation and support to special and general education teachers in instructional techniques, learning strategies, behavioral intervention, professional development, inclusive practices and co-teaching, collaboration, and development/implementation of Individualized Education Programs. 	<p>Resource services and related services are available in all schools.</p> <p>More intensive services are provided in designated schools.</p>	433.0 Teachers	380.5 Paraeducators 113.0 Student Assistants	433.0 Teachers	380.5 Paraeducators 113.0 Student Assistants	
Early Intervention Services	<p>Early childhood service providers foster development in young children through excellence in education and partnerships with staff, families, and community members. Year round services to infants and toddlers and extended school year services for preschool and kindergarten children are provided.</p> <p>The Early Beginnings (EB) Program serves children from birth to three years of age who have a developmental delay or who are at risk for developmental delay. The program is part of the Howard County Infants and Toddlers Program (HCITP), a coordinated, multidisciplinary, interagency system of services for infants, toddlers, and their families. Infants and toddlers receive continuous year round services in natural environments. Early intervention services are designed in the areas of physical, cognitive, communication, social or emotional, or adaptive development.</p>	<p>The EB Program provides services in natural environments (child's home, childcare settings, and community).</p>	1.0 Facilitator 3.0 Resource Teachers 97.5 Teachers 1.5 SLP 2.0 Family Intervention Specialists 1.5 Secretaries	92.0 Paraeducators 33.0 Student Assistants	1.0 Facilitator 3.0 Resource Teachers 97.5 Teachers 2.5 SLP 2.0 Family Intervention Specialists 1.5 Secretaries	92.0 Para educators 33.0 Student Assistants	Budget adds 1.0 SLP

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
	<p>The Preschool/Kindergarten Program serves children who are three through five years of age who have a disability or developmental delay. Team members provide instruction and therapy services included in the IEP, using techniques that combine sound principles of early childhood special education, developmentally appropriate practices, and applied behavioral analysis. Personalized programs are developed by school team members and parents to accelerate children's development of language, literacy, mathematical thinking, scientific thinking, social interaction, and motor skills.</p> <p>Multiple Intense Needs Classes (MINC) serve toddlers, preschoolers, and kindergarten children who have moderate to severe delays in cognition, social interaction, communication, and behavior. Staff members use principles of applied behavior analysis to help children develop skills. Other instructional strategies may be selected based on the developmental level of the child; the child's learning style, strengths, and needs; and the skill or task to be learned. Behavior Specialists provide intensive training to families in implementing instructional and behavioral support plans.</p>	<p>Preschool classes are included in Regional Early Childhood Centers (RECCs) at elementary schools in the county. Three and four year olds receive special education and related services in 4 or 5 day preschool classes with typically developing peers or in team-taught general education prekindergarten classes. Consultative and instructional services are provided in community preschool settings for preschoolers who have disabilities.</p> <p>Kindergarten age children generally receive services in team-taught general education kindergarten classes.</p> <p>Services are provided in RECCs with 6 children with disabilities and 6 typically developing peers in each class. Services are provided in the home as appropriate.</p>					

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease						
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals							
Academic/Life Skills	<p>The Academic/Life Skills classes for elementary students provide special education and related services for children who are of first through fifth grade age. Classes have an average of seven children with multiple intense needs. The students have personally designed programs that incorporate intensive school-based intervention and structured opportunities for inclusive activities with typical peers. The student's education needs and learning style are considered in providing modifications and strategies in a functional academic and life-skills program. The goal of this program is to facilitate the child's integration into the school and community.</p> <p>The Academic/Life Skills classes for secondary students provides special education and related services to students who are certificate-bound and in need of a structured setting that provides functional academics, life skills, transition activities, and vocational/work opportunities.</p> <p>Each program provides self-contained, small group instruction, instruction in general education classrooms, as appropriate, and access to extracurricular school activities. As students enter high school, experiences in work, transition activities, and community experiences increase.</p>	Home school or designated regional programs in elementary, middle, or high schools	Professional and paraprofessional positions for this program are included in the School-Based Instructional Services section.										
Home and Hospital Teaching	<p>Home or hospital teaching is provided for eligible students who are unable to attend school for an extended period of time due to a medically certifiable physical or emotional impairment.</p> <table border="1"> <tr> <td></td> <td>FY 11</td> <td>Projected FY 12</td> </tr> <tr> <td>Students Served</td> <td>340</td> <td>350</td> </tr> </table>		FY 11	Projected FY 12	Students Served	340	350	Home or hospital settings	1.0 PPW Coordinator		1.0 PPW Coordinator		
	FY 11	Projected FY 12											
Students Served	340	350											
Programs for Students Who Are Deaf or Hard-of-Hearing	<p>The itinerant teachers of students who are deaf or hard-of-hearing provide assessment as well as direct and indirect special education services to students with significant hearing losses and deafness. Staffing is based upon the number of service hours with allowances for planning, travel time, meetings, data collection, and consultation.</p> <p>Some students are identified as needing intense services from a teacher for deaf and hard-of-hearing students because of having a cochlear implant or needing to develop a functional communication system such as American Sign Language. Students receive direct instruction from a certified teacher of the deaf with inclusion in general education as appropriate. Additional services are provided to students in these programs by audiologists, educational interpreters, speech-language pathologists, and the assistive technology resource team, when appropriate.</p>	Home School or Service School	2.0 Teachers		2.0 Teachers								
		Regional program located in an elementary school	Professional and paraprofessional positions for this program are included in the School-Based Instructional Services, Countywide Services, and Speech, Language, and Hearing Services sections.										

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
Programs for Students with Emotional Disabilities (ED)	ED Regional Most students with emotional disabilities receive services in their home school. In addition, there are regional programs for students with emotional disabilities that are located within designated comprehensive elementary and secondary schools. Such settings afford students the opportunity to demonstrate the generalization of academic and behavioral skills in less restrictive settings while receiving direct special education instruction and reinforcement in a more restrictive setting. The goals of such regional programs are to return students to their home schools as soon as possible and to provide support for their successful transition to reintegration within the home school.	Designated regional programs in elementary, middle, or high schools	Professional and paraprofessional positions for this program are included in the School-Based Instructional Services section.				
Programs for Students with Emotional Disabilities (ED) - continued	Bridges Program at Homewood School Bridges is a unique program that provides special education instruction and therapeutic services for approximately 60 students who are emotionally disabled and in need of a restrictive middle or high school program. Objectives of the program are: <ul style="list-style-type: none"> • To meet the educational, social and emotional needs of students who require a restrictive placement as determined by their IEPs. • To provide extended school year services to those students who require such services as determined by their IEPs. • To return students to less restrictive settings. • To meet the social and emotional needs of suspended or expelled students with IEPs placed at Passages as an interim alternative setting and for students in emotional crisis referred through the threat management process. Placement in Passages is limited to 45 calendar days. 	Homewood School	1.0 Liaison Teacher 4.0 School Mental Health Therapists 7.0 Teachers 3.0 Mental Health Technicians	5.0 Paraeducators	1.0 Liaison Teacher 4.0 School Mental Health Therapists 7.0 Teachers 3.0 Mental Health Technicians	4.0 Paraeducators	Decreased by 1.0 Paraeducator
Programs for Students with Visual Impairments Including Blindness	The itinerant teachers of students with visual impairments including blindness provide assessment, consultation, and individualized instruction in special techniques used by children who are blind or partially sighted. The techniques include the use of adaptive equipment as well as travel training, and orientation and mobility instruction. Students are usually placed and served in their home schools in regular education settings. Staffing is based upon the number of service hours with allowances for planning, travel time, meetings, data collection, and consultation.	Home School or Service School	Professional positions for this program are included in the Countywide Services section.				

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
Adapted Physical Education	Adapted physical education is a countywide program staffed by itinerant instructors who provide services to students with IEPs who cannot participate successfully in the regular physical education program and who may require specially designed physical education. For most students direct service in adapted physical education is provided by the physical education teacher assigned to the local school. For some students direct or consultation services or both are provided by an itinerant teacher of adapted physical education. Staffing is based upon the number of service hours with allowances for planning, travel time, meetings, data collection, and consultation. A "school cluster model" is used to minimize travel time.	Home School or Service School	Professional positions for this program are included in the Countywide Services section.				
Assistive Technology Resource Team	The Assistive Technology Resource Team provides support services to parents, school staff, and students with disabilities. School staff members and families may make assistive technology requests for consultation related to equipment concerns, training, purchasing information, or resources. Staff members and families may also request student specific consultation, such as assisting staff in development of IEPs, attending IEP team meetings, observing students, training staff or students, and assisting staff with assessment.	Home School or Service School	The team is interdisciplinary and includes 3.0 speech-language pathologists, 1.0 special education teacher, 0.5 occupational therapist, 0.5 physical therapist, vision (consultation), 1.0 instructional assistant, and 1.0 technical assistant (positions included in various other sections of this table).				
Transition Services	Appropriate transition planning is included in the student's IEP whether a student continues in the HCPSS until age 21, prepares for post-graduation employment, plans for community college, or plans to enter a four-year institution. Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities. Middle and high school special education teachers and work study/transition teachers implement transition IEP goals.	Home School or Service School	Professional positions for this program are included in the Countywide Services section.				
Transition Program at Howard Community College (HCC)	The Transition Program is a post high school satellite program for students on a certificate pathway. These students exhibit independence or potential to develop independence in personal management, functional skills, and career-vocational areas. Students enter the program for the last two years of their educational program and remain in the HCC program until the end of the school year in which they turn 21.	Located on the campus of Howard Community College	Professional positions for this program are included in the Countywide Services section.				

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
Close Adult Supervision	<p>Close adult supervision (CAS) is a service provided to students to access instruction and/or be safe in the school setting. In most instances, existing staff assigned to the school provides CAS. The DSE staff is available to assist school teams to identify supports for students. However, in some cases, there are students who require additional support personnel (i.e., student assistant or temporary employee) as a means to access instruction. The need for CAS services is reviewed on an annual basis at an IEP team meeting. The need for additional support personnel to provide CAS is reviewed by the school staff on an ongoing basis to monitor the student's progress towards achieving independence. For each of the students, the goal is to increase the student's capacity for independent performance and to reduce the student's reliance on external support to participate in the learning process.</p> <p>The two types of positions that provide CAS are described below.</p>						
Student Assistants	Student assistants (SAs) are HCPSS employees who provide CAS in helping students with severe physical, cognitive, or behavioral concerns to access education.	Home School or Service School	Student assistant positions are included in the School-Based Instructional Services section and the Early Intervention Services sections of this table.				
Temporary Contracted Service Providers	Temporary helpers for schools, programs, and students are employed through a contracted service agency as authorized by the Department of Special Education. Such personnel assist students, who have moderate to severe cognitive, medical, physical, or emotional disabilities, with the demands of academic tasks or functional skills, and with accessing the least restrictive learning environment.	Home School or Service School	In FY11, 141.5 temporary helpers were contracted. There were 119 for school-age students and 22.5 for pre-school children. These services providers are included in federal funds.				
Cedar Lane Program	The Cedar Lane Program on the Fulton Campus provides a structured learning environment for students age 3 through 21, whose needs are so complex that they require a highly specialized, comprehensive program in a special school setting. Classes are provided for preschool students who are developmentally delayed, and school-aged students who are intellectually limited and have multiple disabilities. The Cedar Lane Program offers an enhanced approach for inclusive programming with an emphasis on providing students access to typical peers across programs, schools, and community settings in the least restrictive environment.	The Cedar Lane program is housed on the Fulton campus that includes comprehensive elementary, middle, and high school facilities	1.0 Principal 1.0 Asst. Principal 25.7 Teachers 2.0 Secretaries	43.0 Paraeducators	1.0 Principal 1.0 Asst. Principal 25.7 Teachers 2.0 Secretaries	39.0 Paraeducators	Decreased 4.0 Paraeducators

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease																																																
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals																																																	
Nonpublic and Community Intervention	<p>This program provides local funds for:</p> <ul style="list-style-type: none"> • Students enrolled in nonpublic institutions or who are at risk for entering nonpublic institutions • Students who may be placed in nonpublic institutions if appropriate services are not available in the HCPSS. • Preschool students attending Community Services for Autistic Adolescents and Children • Students attending Maryland School for the Deaf, Maryland School for the Blind, and Regional Institutes for Children and Adolescents • Due process and mediation hearings • ADA/Section 504 due process hearings. <table border="1"> <thead> <tr> <th></th> <th>FY 11 (to date)</th> <th>Projected FY 12</th> </tr> </thead> <tbody> <tr> <td>Students Served</td> <td>150</td> <td>150</td> </tr> <tr> <td>Total Costs</td> <td>LSS \$5,745,130.31 MSDE \$3,230,325.45 Total \$8,975,455.76</td> <td>\$5,700,930.00</td> </tr> </tbody> </table>		FY 11 (to date)	Projected FY 12	Students Served	150	150	Total Costs	LSS \$5,745,130.31 MSDE \$3,230,325.45 Total \$8,975,455.76	\$5,700,930.00	Nonpublic school settings	1.0 Resource Teacher		1.0 Resource Teacher																																									
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Students Served	150	150																																																					
Total Costs	LSS \$5,745,130.31 MSDE \$3,230,325.45 Total \$8,975,455.76	\$5,700,930.00																																																					
Special Education Summer Services	<p>Students Ages 6-21</p> <p>This program provides summer school services tailored to meet the unique needs of students with disabilities ages 6 to 21. Summer Services are available to students who pay tuition or whose IEP requires Extended School Year (ESY) Services. Instruction is based upon selected goals and objectives in each student's IEP and is delivered in small group settings.</p>		<table border="1"> <thead> <tr> <th rowspan="2">Program/Location</th> <th>Actual FY 11</th> <th colspan="3">Projected FY 12</th> </tr> <tr> <th>Number of Students</th> <th>Number of Students</th> <th>Teachers</th> <th>Paraeducators</th> </tr> </thead> <tbody> <tr> <td>Summer Academic Program</td> <td>144</td> <td>150</td> <td>22</td> <td>30</td> </tr> <tr> <td>Extended School Year Cedar Lane Program</td> <td>146</td> <td>140</td> <td>25</td> <td>54</td> </tr> <tr> <td>Summer Multiple Intense Needs Program/SOAR</td> <td>109</td> <td>110</td> <td>24</td> <td>56</td> </tr> <tr> <td>Summer Services at other locations*</td> <td>15</td> <td>9</td> <td>1</td> <td>1</td> </tr> <tr> <td>Extended Year Academic Intervention (School Improvement Unit Sites)</td> <td>529</td> <td>530</td> <td>61</td> <td>80</td> </tr> <tr> <td>Total</td> <td>943</td> <td>939</td> <td>133</td> <td>221</td> </tr> <tr> <td></td> <td>Salaries and Wages \$ 727,960</td> <td colspan="3">Salaries and Wages \$ 575,000</td> </tr> </tbody> </table> <p>* Services only paid for by HCPSS Department of Special Education (not all staff hired by the school system). Federal funds are used to supplement local ESY services.</p>					Program/Location	Actual FY 11	Projected FY 12			Number of Students	Number of Students	Teachers	Paraeducators	Summer Academic Program	144	150	22	30	Extended School Year Cedar Lane Program	146	140	25	54	Summer Multiple Intense Needs Program/SOAR	109	110	24	56	Summer Services at other locations*	15	9	1	1	Extended Year Academic Intervention (School Improvement Unit Sites)	529	530	61	80	Total	943	939	133	221		Salaries and Wages \$ 727,960	Salaries and Wages \$ 575,000						
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	<p>Regional Early Childhood Services</p> <p>This program includes the provision of year round services to infants and toddlers and their families, and extended school year services for preschool and kindergarten age children.</p>		<p>These are 11-month positions providing year round services. See the following sections in this table for the number of positions: Early Intervention Services, Occupational Therapy, Physical Therapy, and Speech, Language, and Hearing Services.</p>																																																				

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
Audiology Services	Audiology services include hearing screening, audiological assessment, hearing aid evaluations, assistance with hearing aid maintenance, and support in the use of assistive technology such as FM amplification and other audio systems in the classroom. Consultation is provided to teachers, speech-language pathologists, and parents regarding a student's hearing loss, its impact in the educational setting, and equipment.	Home School or Service School County Diagnostic Center	2.0 Audiologists		2.0 Audiologists		
Behavior Specialists	The HCPSS has highly qualified personnel available to identify and address the complex needs of students who are behaviorally challenged. Behavior specialists are available to help construct behavior intervention programs for individual students and assist parents of children in the Regional Early Childhood Centers. The specialists serve several school locations and design staff development activities for teachers and instructional assistants.	Home School or Service School	5.0 Behavior Specialists for school age students are funded in the Countywide Services section and 2.0 Family Intervention Specialists are funded in the Early Intervention Services section.				
Countywide Services	This program includes special education and related services that are provided on a countywide basis. Objectives of the County Diagnostic Center and other services are to provide: <ul style="list-style-type: none"> • Point of entry into the school system for preschool age and school age children and students by the Child Find Program. • In-depth interdisciplinary diagnostic assessments for students referred by the DSE and IEP teams. • Assessment and consultation in the following areas: adapted physical education, audiology, assistive technology, medical identification of a disability, educational, occupational therapy, physical therapy, psychology, psychiatry, and speech/language. • Direct and consultative special education services in adapted physical education, audiology, assistive technology, physical therapy, and occupational therapy in the least restrictive environment in both general and special education settings according to students' IEPs to provide instruction and promote access to the Essential Curriculum. • Training and assistance to differentiate instruction to provide service in the LRE in special education procedures, assessment, instructional techniques and learning strategies, behavioral interventions, professional development, and IEP development aligned with the Essential Curriculum. • Specialized instruction for students who are blind or visually impaired in the least restrictive environment. • School-to-work and transitional services such as site selection, on-the-job training, preparation for competitive employment, and coordination with employers for students receiving special education services. • Disability awareness program for students, staff, and citizens. 	Home School or Service School County Diagnostic Center	1.0 Instructional Facilitator 3.0 SLPs 34.5 Teachers 9.0 Resource Teachers	2.0 Paraeducators	1.0 Instructional Facilitator 3.0 SLPs 34.0 Teachers 9.0 Resource Teachers	2.0 Paraeducators	Decreased .5 Teacher

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
Interpreters	Educational interpreters are provided to students who are deaf or hard of hearing to facilitate instruction and communication between the student, the teacher, and peers. Interpreters are assigned on a 1:1 basis in accordance with the student's IEP and assessment by the Hearing Services Team in the areas of receptive/expressive communication, attention, and classroom performance. Classroom materials are modified when needed, and the teacher is assisted in conveying the lesson in the most appropriate mode for the student. In addition, interpreter services are provided for extracurricular activities.		15.0 Educational Interpreters		14.0 Educational Interpreters		Decreased 1.0 Educational Interpreter
Nursing Services	Nursing services are provided through the Health Services Budget including positions for Cedar Lane School and the Countywide Services program. When required to meet student needs as identified in the IEP, one-to-one nurses are assigned to individual students; they are paid from the Special Education budget, using federal funds.						
Occupational Therapy	Occupational therapists provide activities in the areas of perceptual fine motor, sensory motor, oral motor, and self-help skills. Treatment programs include activities to facilitate normal movement patterns as well as the design and use of adaptive materials and equipment. Therapists may provide demonstration and instruction to assist a child in coordinating visual and motor ability in the performance of fine motor and classroom tasks. Therapy caseloads are established based on the needs identified in the students' IEPs with allowances for planning, travel time, meetings, data collection, and consultation.		35.0 OTs		35.3 OTs		Budget adds 0.3 OT
Physical Therapy	Physical therapists work with students to facilitate normal movement for gross motor skills such as rolling, creeping, sitting, standing, and walking. In addition, they address building accessibility issues and assist in the selection and adaptation of equipment that may be needed to improve a child's posture or functioning within the school setting. Therapy caseloads are established based on the needs identified in the students' IEPs with allowances for planning, travel time, meetings, data collection, and consultation.		13.0 PTs		13.2 PTs		Budget adds 0.2 PT
Psychological Services	Psychological services are provided for students from infancy through 21 years with significant developmental disabilities, multiple disabilities and/or emotional disabilities. School psychologists observe and evaluate students; attend IEP and IFSP meetings; plan and modify educational programs; develop behavioral intervention programs; provide therapeutic counseling and educational services to students and parents; and consult with teachers, parents, and administrators.		18.5 Psychologists		18.5 Psychologists		

Service	Service Description	Location	Staffing for 2010-2011		Staffing for 2011-2012		Increase/ Decrease
			Professional Staff	Paraprofessionals	Professional Staff	Paraprofessionals	
Speech, Language, and Hearing Services	<p>Speech-language pathologists (SLPs) provide intervention services to infants and toddlers with IFSPs and to students who have been identified as having a disability and who meet the case selection criteria established by the DSE. Services for school age students are provided to enable students to access the general curriculum through learning effective communication skills and to be successful in academic, social, community, and work settings.</p> <p>The following curriculum-based service delivery options may be considered to implement the IEPs of students with communication disorders:</p> <ul style="list-style-type: none"> • Collaborative consultation involving the speech-language pathologist, other staff members, and the parents • Opportunities for the classroom teacher to observe the student's performance in response to the use of various techniques demonstrated by the speech-language pathologist • Coaching the student within the classroom setting • Team teaching other team members • Community-based therapy • Pull-out therapy using curriculum-based materials 		92.0 SLPs		92.0 SLPs		
Special Education Central Office	<p>The Special Education Central Office supervises all HCPSS special education services and programs. The Central Office staff ensures compliance with laws and court determined actions impacting students with disabilities. The office evaluates special education services and conducts training for special and general educators, related service providers, parents, and the community. The office also develops and maintains the special education budget, develops curriculum for students not seeking a diploma, observes teachers, and provides instructional assistance and behavioral management strategies for staff and stays current with research. Parents are encouraged to be partners in the education of their children.</p> <p>Countywide resource teachers and program heads (included in Countywide Services section) assist the DSE in meeting its responsibilities. Program heads are funded for adapted physical education, audiology, occupational therapy, physical therapy, assistive technology resource team, vision, and work study/transition.</p>		1.0 Director 1.0 Coordinator 3.0 Instructional Facilitators 1.0 Computer Trainer 3.0 Secretaries 1.0 Nonpublic Assistant		1.0 Director 1.0 Coordinator 3.0 Instructional Facilitators 1.0 Computer Trainer 2.0 Secretaries 1.0 Nonpublic Assistant		Decreased 1.0 Secretary

PROCESS FOR MONITORING CASELOADS TO ENSURE IMPLEMENTATION OF IEPs AND TO ADDRESS STAFFING CONCERNS

Information and data collection activities conducted throughout the school year provide information for the **monitoring and evaluation (M/E)** of the current caseloads and staffing plan, **development (D)** of the future staffing plan, or both **(M/E/D)**. Such information assists in identifying and responding to concerns about adequate staffing from parents, staff service providers, and principals. Opportunities are provided for community input at scheduled public hearings, through the Special Education Community Advisory Committee, and public responses to the current Staffing Plan.

As a part of the process for monitoring caseloads the Information Management Office integrates caseload direct service hour data and existing staffing formulas to determine current staffing needs. This information is sent to school administrators, special education teachers, and related service providers requesting that they continue to update information and work with their DSE Instructional Facilitators to address staffing needs. The following process ensures that there is ample opportunity for staffing concerns to be addressed.

August	School caseload lists generated from the Tienet database is reviewed by Instructional Facilitator (M/E)
September	Caseload data is reviewed by the DSE and school staffing is calculated according to the formula. Additional staffing for the current school year is determined based on identified needs. Changes are made as appropriate in response to concerns from building level staff. (M/E) In addition, the DSE staff determines initial budget requests for staffing for the next fiscal year based on this data. (D)
October	Caseload lists and evaluation timelines are reviewed by Instructional Facilitator.
January	The DSE reviews Tienet data including hours of service, staffing information, caseloads, formulas, and determines projected staffing needs. Plans are made for communicating with principals about their staffing. (D)
January/ February	DSE Instructional Facilitators meet with principals in January-February and address the following: <ul style="list-style-type: none">• Use of formulas• Use of staff• Needs for additional staff, examples: increased enrollment, student needs, programs, etc.
February	The DSE holds meetings to address staffing allocations. Staffing is calculated according to the formulas and Staffing Requests. The special education staffing for the next fiscal year is developed. (D)
April	Transition Student Lists (listing students in 5th and 8th grades) are sent to Instructional Team Leaders, due back with "next school" noted in mid-May. Anticipated Graduating Students Lists (12th grade students) are sent to High School Instructional Leaders, due back mid-May with "certificate or diploma" status and graduation date verified.
May	Staffing is calculated according to the formulas, data sheets, and school requests, and administrators are notified of the projected staffing for. (D)
June to August	Additional staff is assigned based on the formula and substantiated requests. (M/E)

Special education and general education teachers work together to provide appropriate instruction for students with disabilities. Direct instruction may be provided by a general educator with the special educator providing consultation or modification of materials. Groups of students may be assigned to a general education teacher or may rotate between general and special education teachers for instruction. Team teaching or co-teaching may be implemented or students may work at teaching stations developed or directed by general educators.

DEALING WITH CHANGES IN STAFFING NEEDS AND VACANCIES

Administrators have the opportunity to work with the Instructional Facilitator, Coordinator, and Director throughout the process of monitoring and evaluating the current staffing plan and developing the staffing plan for the coming year. In addition, the DSE Instructional Facilitators, resource teachers, and program heads are in schools throughout the year and evaluate the needs of students in relation to additional programs and services that may be required. Requests and letters from administrators and parents are considered in staffing allocations and adjustments. Administrators also receive letters regarding projected staffing in March and May. In July, following budget approval, administrators receive final staffing numbers.

The Department of DSE Instructional Facilitators and Resource Teachers work with school administrators to make any adjustments to caseloads that are required to address concerns, changing needs, and student needs. In response to a request from a parent or building level staff, the Instructional Facilitators or Resource Teachers address the concern using the following procedures:

- Interview staff members to ensure understanding of the concern
- Review the student needs as identified in the IEP
- Observe the student, if appropriate
- Review schedules of teachers and paraprofessionals
- Discuss possible solutions with staff members and administrators
- Identify changes at the local school level in schedules or assignments to address the concern.

If the concern cannot be resolved at the school level, the following actions may be taken by the Instructional Facilitator, with the approval of the Coordinator or Director of Special Education, as appropriate:

- Request and obtain a temporary employee
- Request and obtain additional professional or paraprofessional staff members from the local budget
- Request and obtain additional professional or paraprofessional staff members from allocated federal budget funds.

Federal funds are allocated for positions that are assigned based upon demonstrated need during the school year. If there are requests for staff that cannot be met through local and federal funds, the requests are presented to the Assistant Superintendent for Instruction who takes the request to the Board of Education for approval.

For students who require close adult supervision beyond that which can be provided by existing staff, the IEP team completes a student support worksheet and the Instructional Team Leader completes the Request/Review Worksheet with assistance from the DSE Resource Teacher and forwards the completed form to the DSE Instructional Facilitator. Upon approval, a temporary employee is obtained and paid through contracted service funds.

If concerns are raised about the provision of related services, Program Heads or Instructional Facilitators address the concerns. Caseloads and schedules are reviewed and revised to accommodate the needed services. If such revisions do not solve the problem, appropriately certified or licensed contracted service providers are obtained through contracted service agencies. In some instances, HCPSS part-time personnel are hired for additional days to provide the required service.

When vacancies occur in teaching positions, short-term or long-term substitutes are hired. Teacher vacancies during the 2010-2011 school year were filled in a timely manner with teacher-certificated staff. Substitutes are obtained for paraprofessionals as needed in order to fulfill the requirements of IEPs. When vacancies occur in related service positions, contracted service providers or HCPSS part-time personnel are used.

EVALUATION OF THE LOCAL STAFFING PLAN FOR EFFECTIVENESS

EVALUATION OF FY 2010 PLAN

The effectiveness of the 2009-10 Special Education Staffing Plan was assessed by reviewing caseload information and input from school administrators and staff, DSE, and appropriate stakeholders in the community. Information was gathered through parent forums, letters, emails, and written requests. The DSE Instructional Facilitators worked with school administrators to consider any adjustments to the formula that were required to meet student needs.

The end-of-year evaluation of the Special Education section of the *Bridge to Excellence* was used to assist in the evaluation of the Staffing Plan for FY 2010.

Evaluation of FY 2011 Plan

The evaluation of the FY 2011 Staffing Plan is the responsibility of the Director of Special Education. The effectiveness of the Plan is assessed on an ongoing basis by reviewing caseload information and input from school administrators and staff, DSE staff, and appropriate stakeholders in the community. Information is gathered through parent forums, letters, emails, and written requests. The Department of Special Education Instructional Facilitators work with school administrators to consider any adjustments to the staffing that are required to meet student needs.

During the school year, two interim reviews of the Special Education section of the *Bridge to Excellence* are conducted by Department of Special Education staff members. An end-of-year evaluation of the Special Education section of the *Bridge to Excellence* was developed in June, 2010. This information was used to assist in the evaluation of the Staffing Plan for FY 2010, in the monitoring of the Staffing Plan for FY 2011, and in the development of the Staffing Plan for FY 2012.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

The effectiveness of the staffing plan is reflected in an increase in the number of students being served in the LRE. A review of the LRE data provided by the MSDE demonstrates the following patterns from October 2007 to October 2010. From October 2009 to October 2010:

- The number of students receiving service in regular class (LRE A) has increased by 1.9 percent.
- The number of students receiving service in resource room combined (LRE B) has decreased by .94 percent.
- As of October 2010, the HCPSS served 90.41 percent of students in the least restrictive environment (LRE A plus B).
- The number of students receiving service in separate classes has decreased by 1.4 percent.

Percent of Special Education Students (6 through 21) by LRE

	Least Restrictive Environment	Oct. 2007	Oct. 2008	Oct. 2009	Oct. 2010
A	Regular Class	76.85%	76.02%	76.25%	78.75%
B	Resource Room/Combination	12.6%	11.86%	12.36%	11.66%
A & B	Regular Class plus Resource Room/Combination	89.4%	87.88%	88.61%	90.41%
C	Separate Class	5.4%	6.72%	5.52%	4.00%
	Other	5.00%	5.40%	5.87%	5.59%

PROFESSIONAL DEVELOPMENT

The HCPSS conducts an extensive professional development program that is designed to provide special educators, general education teachers, and paraprofessionals with the skills needed to appropriately serve students with disabilities in the LRE. Needs and requests for professional development are determined from the input of special education teachers, related service providers, team and instructional leaders, the Special Education Community Advisory Committee, administrators, and staff members of the DSE. Providing teachers with the necessary skills and resources they require helps the HCPSS to recruit and maintain highly qualified teachers.

The planning process for professional development includes integrating and selecting activities in accordance with the HCPSS *Bridge to Excellence* and the *Framework for Excellence in Teaching and Learning*. In the spring of each year, the DSE holds a meeting to review the staff development activities and identify courses, workshops, and other activities that support the HCPSS Focus Categories for All Professional Development. In addition, activities are included to insure that special education and related services providers understand and implement Special Education Procedures and Processes. Specific activities are held for related service providers in exemplary practices.

Separate listings of all professional development activities, one for school-age students and one for children from birth through 5, are maintained and updated regularly. Professional development activities are evaluated by the participants on a scale of 1 to 5, with 5 being the highest rating. Attachment 9 includes the most recent listing of activities for school age staff in 2010-2011 and documentation of the number of participants and evaluation ratings. Attachment 10 includes the most recent listing of activities for early intervention staff for 2010-2011 and documentation of the number of participants and evaluation ratings.

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 2010-11 SUBSTITUTES REQUIRED	BTE Area *	Domain			Design Team Leader(s)	Substitutes Requested	Total Days	Total Substitutes	Date(s)	Time(s)	Site
		1 Interpersonal	2 Plan/Prep	3 Classroom							
Exemplary Instruction Academic Life Skills Instruction - Elementary/Middle	ASA, LRE, D	2, 3, 4			Elizabeth Augustin	47	1	47	10/21/10	8:30-3:30pm	FRC
Exemplary Instruction Academic Life Skills Instruction - High	ASA, LRE, D	2, 3, 5			Elizabeth Augustin & Ellen Hill	17	2	34	10/20/10	7:30-2:30pm	Old Cedar Lane Building
Alt-MSA - Site-Based					Elizabeth Augustin	38	0.5	19	(Follow-up Training for ES/MS)		
Alt-MSA Training - New Test Examiners	C	2, 4			Elizabeth Augustin	28	1	28	09/21/10	8:00-3:30pm	FRC
Best Practices for Reading & Math Instruction-New Teachers	ASA	2, 4			Debbie Misiag DSE Resource Teachers	14	4	56	9/28/10 9/28/10 10/26/10 10/26/10 11/30/10 11/30/10 01/27/11 01/27/11	8:30-11:30am 12:30-3:30pm 8:30-11:30am 12:30-3:30pm 8:30-11:30am 12:30-3:30pm 8:30-11:30am 12:30-3:30pm	FRC FRC FRC FRC Board Rm Board Rm FRC FRC

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 2010-11 SUBSTITUTES REQUIRED	BTE Area *	Domain			Non- Tenured Teacher Y/N	Design Team Leader(s)	Substitutes Requested	Total Days	Total Substitutes	Date(s)	Time(s)	Site
		1 Interpersonal	2 Plan/Prep	3 Classroom								
High School Coteaching Cohort	LRE	2, 4, 5			Y	Ellen Hill Patti Mackey	37	2	74	09/21/10 11/10/10 02/10/11 09/23/10 11/09/10 03/10/11	E11:00-3:30pm E11:00-3:30pm E7:30-11:00am S7:30-11:00am S12:00-2:30pm S7:30-10:30am	FRC Board Rms FRC FRC FRC FRC
Middle School Co- teaching Cohort - Site-based	LRE	2, 4, 5			Y	Joyce Agness Pam Myette	45	2	90		8:00-11:30 am 8:00-11:30 am 8:00-11:30 am 8:00-11:30 am	
Designing Quality Inclusive Education - Elementary School Coteaching Cohort	LRE	2, 4, 5			Y	Patti Mackey	60	1.5	90	10/07/10 01/26/11 04/07/11 04/28/11	8:30-11:30am 8:30-11:30am 12:30-3:30pm 8:30-11:30am	Ten Oaks Slayton H. FRC FRC
Exemplary Program for Students w/Emotional Disturbance	ASA, C	3			N	Missie Baxter Nigel LaRoche	15	0.5	7.5	09/21/10 04/12/11	8:00-11:30am 8:00-11:30am	FRC FRC
Extended School Year (ESY) - Training	C	2, 5			Y	Elizabeth Augustin	30	0.5	15	01/19/11 01/19/11	8:00-11:00am 12:30-4:00pm	FRC FRC

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 2010-11 SUBSTITUTES REQUIRED	BTE Area *	Domain 1 Interpersonal 2 Plan/Prep 3 Classroom 4 Deliv Instruct 5 Prof Respons	Non- Tenured Teacher Y/N	Design Team Leader(s)	Substitutes Requested	Total Days	Total Substitutes	Date(s)	Time(s)	Site
Leadership Development - Elementary School Instructional Team Leaders	LPD	1, 2, 3, 4, 5	N	Debra Misiag Claire Liddle Terri Savage	36	3.5	126	09/08/10 10/27/10 01/06/11 01/06/11 02/08/11 02/08/11 04/06/11 05/18/11	12:30-4:00pm 8:15-11:15am 8:15-11:15am 12:30-4:00pm 8:15-11:15am 12:30-4:00pm 12:30-4:00pm 1:30-4:00pm	Cedar Lane FRC FRC FRC FRC FRC FRC FRC
Leadership Development - Middle School Instructional Team Leaders	LPD	1, 2, 3, 4, 5	N	Joyce Agness	2	3	6	09/08/10 10/26/10 12/09/10 01/06/11 01/06/11 02/24/11 04/06/11 06/09/11	7:45-11:15 am 8:00-11:30 am 8:00-2:30 pm 8:15-11:15 am 12:30-2:30pm 8:00-11:30 am 7:45-11:15 am 8:00-3:00 pm	Cedar Lane FRC FRC FRC FRC FRC Cedar Lane TBD
Leadership Development - High School Instructional Team Leaders	LPD	1, 2, 3, 4, 5	N	Ellen Hill	2	3	6	09/08/10 09/16/10 10/27/10 12/09/10 02/24/11 04/06/11 04/28/11	7:45-11:15am 7:45-10:45am 11:30-2:30pm 8:00-2:30pm 11:30-2:30pm 7:45-11:15am 11:30-2:30pm	Cedar Lane OCLB FRC FRC FRC Cedar Lane FRC

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 2010-11 SUBSTITUTES REQUIRED	BTE Area *	Domain	Non-Tenured Teacher Y/N	Design Team Leader(s)	Substitutes Requested	Total Days	Total Substitutes	Date(s)	Time(s)	Site
		1 Interpersonal 2 Plan/Prep 3 Classroom 4 Deliv Instruct 5 Prof Respons								
Safe Schools: Nonviolent Crisis Intervention Training (CPI) - Full Course	SS	3	Y	Behavior Specialists	35			8/26/10 9/03/10	8:00-11:30am 8:00-1:00pm	FRC RHS
Safe Schools: Nonviolent Crisis Intervention Training (CPI) - Full Course	SS	3	Y	Behavior Specialists	30	0.5	15	3/02/11 3/11/11	8:00-11:30am 8:00-1:00pm	FRC RHS
Safe Schools: Nonviolent Crisis Intervention Training (CPI) - Refresher	SS	3	Y	Behavior Specialists	35			9/03/10 3/11/11	8:00-1:00pm 8:00-1:00pm	RHS RHS
Special Education Procedural Safeguards - NEW Administrators, Counselors, Psychologists	C	5	Y	Claire Liddle Janet Zimmerman Ashley VanCleaf	0	0	0	10/29/10	8:00-12:00pm	FRC
Special Education Procedural Safeguards & Howard County IEP Training - NEW Special Educators/Related Service Providers	C	2, 4, 5		Ellen Hill Claire Liddle	25	2	50	09/15/10 9/29/10	8:30-3:30pm 8:00-3:00pm	CDC, CDC

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 2010-11 SUBSTITUTES REQUIRED	BTE Area *	Domain 1 Interpersonal 2 Plan/Prep 3 Classroom 4 Deliv Instruct 5 Prof Respons	Non- Tenured Teacher Y/N	Design Team Leader(s)	Substitutes Requested	Total Days	Total Substitutes	Date(s)	Time(s)	Site
Special Education Procedures: Woodcock Johnson III Training	C	1, 5	Y	DSE Resource Teachers	20	1	20	02/01/11	8:30-4:00pm	FRC
Presuming Competency with Paula Kluth	ASA, LRE	2,4	Y	Patty Daley	20	1	20	TBA		
Teaching Family Life and Human Sexuality	C	2, 5	Y	Susan White Dulcy Sullivan	9	2	18	09/30/10 02/15/11	8:00-3:30pm 8:30-11:30am	FRC FRC

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 10-11 WORKSHOPS	BTE Area*	Domain	Non- Tenured Teacher Y/N	Number of Participants	Total Hours	Design Team Leader(s)	Date(s)	Time(s)	Site
		<u>1</u> Interpersonal <u>2</u> Plan/Prep <u>3</u> Classroom <u>4</u> Deliv Instruct <u>5</u> Prof Respons							
Specialized Reading Methodologies Grades K-12	ASA	2, 4	Y	25	9	DSE Resource Teachers	07/20/10-07/22/10	1:00-4:00pm	FRC
Special Education Procedures: Woodcock Johnson III	ASA	2, 5	Y	30	6	DSE Resource Teachers	07/07/10 07/08/10	1:00-4:00pm	FRC
Specialized Reading Methodologies Grades K-12 Follow-up	ASA	2, 6	Y	25	2	DSE Resource Teachers	TBD	TBD	Site-based
Wilson Reading Training	ASA	2, 8	Y	30	6	DSE Resource Teachers	09/08/10 09/16/10 09/23/10	4:00-6:00pm 4:00-6:00pm 4:00-6:00pm	FRC

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 10-11 WORKSHOPS	BTE Area*	Domain	Non- Tenured Teacher Y/N	Number of Participants	Total Hours	Design Team Leader(s)	Date(s)	Time(s)	Site
		1 Interpersonal 2 Plan/Prep 3 Classroom 4 Deliv Instruct 5 Prof Respons							
Integrating Assistive Technology into Instruction	ASA	2, 9	Y	50	2	Emily Kinsler	TBA	TBA	TBA
Extended School Year (ESY) Services - Planning Workgroup	C	2	N	15	3	Elizabeth Augustin Cindy Johnson	09/22/10 10/07/10	12:30- 4:00pm 12:30- 3:30pm	Central Off FRC
Exemplary Instruction - Best Practices in Use of Kurzweil 3000	ASA	2, 4	Y	20	4	Assistive Technolog y Team	TBA	TBA	
Lend Me Your Frontal Lobe!	ASA	1, 2, 3	Y	25	14	Emily Hurd Pam Myette	02/24/11 03/03/11 03/10/11 03/17/11 03/24/11 03/31/11 04/07/11	4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm	FRC

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 10-11 WORKSHOPS	BTE Area*	Domain	Non- Tenured Teacher <u>Y/N</u>	Number of Participants	Total Hours	Design Team Leader(s)	Date(s)	Time(s)	Site
		<u>1</u> Interpersonal <u>2</u> Plan/Prep <u>3</u> Classroom <u>4</u> Deliv Instruct <u>5</u> Prof Respons							
Instructional Strategies for Students with Autism, First Steps-Elementary/Secondary	LRE	1, 3, 4	Y	25	16	Sheila Collector	10/06/10 10/13/10 10/20/10 10/27/10 11/03/10 11/10/10 11/17/10 12/01/10	4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm	Waverly ES
Beyond the Basics: Developing Comprehensive Supports for Students with Autism, Next Steps - Elementary/Secondary	LRE	1, 2, 3	Y	25	14	Sheila Collector	02/02/11 02/09/11 02/23/11 03/02/11 03/09/11 03/23/11 03/30/11	4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm 4:30-6:30pm	Cedar Lane School
"How Does Your Engine Run?": The Alert Program to Improve Student Participation in the Classroom	ASA	3, 5	Y	20	4	Joan Ogaitis	TBA	TBA	

Professional Development Planning, 2010-2011

SCHOOL AGE PROFESSIONAL DEVELOPMENT ACTIVITIES 10-11 WORKSHOPS	BTE Area*	Domain	Non- Tenured Teacher Y/N	Number of Participants	Total Hours	Design Team Leader(s)	Date(s)	Time(s)	Site
		<u>1</u> Interpersonal <u>2</u> Plan/Prep <u>3</u> Classroom <u>4</u> Deliv Instruct <u>5</u> Prof Respons							
Nonviolent Crisis Intervention Training (CPI) Full/Initial Course	SS	3	Y	30	9	Nigel LaRoche Behavior Specialists	07/13/10 - 07/15/10	1:00-4:00pm	Ellicott Mills MS
Nonviolent Crisis Intervention Training (CPI) Refresher Course	SS	3	Y	30	6	Nigel LaRoche Behavior Specialists	07/13/10 - 07/14/10	1:00-4:00pm	Ellicott Mills MS
ALT/MSA: Writing and Assessing Mastery Objectives	C	2, 4	Y	20	24	Elizabeth Augustin	09/15/10 09/30/10 10/19/10 11/17/10 12/09/10 01/12/11 02/10/11 02/23/11	3:00-6:00pm	FRC

RECC STAFF DEVELOPMENT SCHEDULE, 2010-2011

AUGUST	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par.
August 25	W	8:00 - 12:00	CPI Full Regular Training Part 1 - (must also take Part 2 on 8/26) Registration required Contact Carolyn Koenig	RECC Staff not CPI certified or who have not taken refresher course within 2 yrs of full trg	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Barrett Jens	13/4.8
August 26	Th	8:00 - 12:00	CPI Full Regular Training Part 2 (pre-requisite Part 1) Registration required Contact Carolyn Koenig	RECC Staff not CPI certified or who have not taken refresher course within 2 yrs. of full trg	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Jens Kaufman	13/4.8
August 26	Th	12:00 - 4:00	CPI <u>Refresher</u> Autism Spectrum Training Registration required Contact Carolyn Koenig	RECC MINC-P & MINC-EL CPI Certified Staff who have taken either full course or a refresher within last 2 yrs	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Magee	10.4.9
SEPTEMBER	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par.
September 3	F	8:30 - 12:30	Countywide PD Day	EB, MINC-T, Pals Teachers & SLPs	Exemplary IFSPs Extended IFSPs MINC-T Guide	P, LRE	No	No	Johnson Hendricks	56/4.34
September 3	F	8:30 - 11:30	Countywide PD Day	PE's & SA's from RECC & Early Childhood Programs (attendance not mandatory)	Maximizing Independence Throughout the School Day	P, LRE	No	No	Morey	57/4.60

SEPTEMBER	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par..
September 3	F	8:00 - 3:30	Countywide PD Day	RECC & Early Childhood Preschool & Pre-k Teachers & MINC-P & EL Teachers	Pre-k Curriculum Updates	P, R, LRE	No	No	Hickey Davis	Feedba w/Early Childho Office
September 3	F	8:00 - 3:30	Countywide PD Day	RECC & Early Childhood Programs Kindergarten Teachers	Kindergarten Curriculum Updates	P, R, LRE	No	No	Hickey Davis	Feedba w/Early Childho Office
September 7	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices for community-based services	LRE	No	No	Kaylie	N/A
September 15	W	8:00 - 12:00	CPI Full Regular Training Part 1 (must also take Part 2 on 9/29) Registration required Contact Carolyn Koenig	RECC Staff not CPI certified or who have not taken refresher course within 2 yrs of full trg.	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Magee Jens	10/4.9
September 15	W	12:00 - 4:00	CPI Refresher Regular Training Registration required Contact Carolyn Koenig	RECC CPI Certified Staff who have taken either full course or a refresher within last 2 yrs	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Magee Kaufman	28/4.7
September 15	W	4:00 - 6:00	Mentor Program	Mentors & Proteges including UMCP Interns & Mentor Teachers	Overview Goal-Setting	P, LRE	No	Yes	Robinson Kaufman	N/A
September 16	Th	1:00 - 4:00	Infants/Toddlers Program Inservice	<u>New</u> I/T Service Coordinators & Providers	Part C Procedures - IFSP Dev. & Review and Intake & Evaluation	LRE	No	No	Johnson	5/4.4

SEPTEMBER	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par.
September 21	Tu	Full Day	MMSR Regional Training	1 st Year Kdg Teachers By Invitation Only	Maryland Model for School Readiness	P	Yes	No	Davis	Feedba w/Early Childho
September 21	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	N/A
September 23	Th	8:30 - 3:30	Non-Tenured Training	Non-tenured Staff	IEP Process - Procedural Safeguards	LRE	Yes	No	Kaylie	N/A
September 28	Tu	8:30 - 11:30	Kindergarten Training	New Kdg. Special Ed Teachers	Best practices for reading	P	Yes Code 54	No	Davis Hickey	Feedba w/Early Childho
September 28	Tu	12:30 - 3:30	RECC Instructional Team Leaders	ITLs	Best practices	LRE	Yes Code 87	No	Hickey	N/A
September 29	W	8:00 - 12:00	CPI Full Regular Training Part 2 (pre-requisite Part 1) Registration required Contact Carolyn Koenig	RECC Staff not CPI certified or who have not taken refresher course within 2 yrs of full trg	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Barrett Jens	10/4.9
September 30	Th	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP	9/4.3
OCTOBER	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par.
October 5	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	N/A
October 7	Th	1:00 - 4:00	Infants & Toddlers Program Inservice	<u>New</u> I/T Service Coordinators & Providers	Part C Procedures - IFSP Dev. & Review and Transition	LRE	No	No	Johnson	7/N/A
October 12	Tu	8:30 - 3:30	Non-Tenured Training	Non-tenured Staff	Assessment Training	LRE	Yes Code 87	No	Kaylie	10/4.9

OCTOBER	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par..
October 12	Tu	8:30 - 3:30	Non-Tenured Training	Non-tenured Staff	Assessment Training	LRE	Yes Code 87	No	Kaylie	3/5.0
October 13	W	8:30 - 11:30	MINC-P Staff Development	MINC-P Teachers & Therapists; Support Staff by Invitation		P	No	No	Jens Morey	30/4.2
October 13	W	1:45 - 4:00	MINC-T Staff Development	MINC-T Teachers & Therapists; Support Staff by Invitation	Coaching Model	P	No	No	Jens Morey	6/4.3
October 13	W	12:00 - 4:00	CPI Full Regular Training Part 1 (must also take Part 2 on 10/27) Registration required Contact Carolyn Koenig	RECC Staff not CPI certified or who have not taken refresher course within 2 yrs of full trg	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Barrett Kaufman	13/4.9
October 14	Th	4:00 - 6:00	Mentor Program	Mentors & Proteges including UMCP Interns/Mentors	Data Collection & Assessment	P, LRE	No	Yes	Kaufman Robinson	N/A
October 19	Tu	Full Day	MMSR Regional Training	1 st Year Kdg Teachers By Invitation Only	Maryland Model for School Readiness	P	Yes	No	Davis Hickey	Feedba w/Early Childho
October 19	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	N/A
October 21	Th	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP	9/4.3
October 26	Tu	8:30 - 11:30	Kindergarten Training	New Kdg. Special Ed Teachers	Best practices in math instruction	P	Yes Code 54	No	Davis Hickey	4/4.5
October 27	W	8:30 - 11:30	MINC-EL Staff Development	MINC-EL Teachers & PEs	TBD	LRE	No	No	Barrett	4/4.5
October 27	W	12:00 - 4:00	CPI Full Regular Training Part 2 (pre-requisite Part 1) Registration required Contact Carolyn Koenig	RECC Staff not CPI certified or who have not taken refresher course within 2 yrs of full trg	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Magee Kaufman	13/4.9

NOVEMBER	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par..
November 3 rd , 4 th , or 9 th Register for One Day Only	W, Th, Tues	8:30 - 3:30	MMSR Kindergarten Training	Gen Ed & Special Ed Kindergarten Teachers	Registration required through Lisa Davis, Early Childhood Program Coordinator	LRE	Yes	No	Davis Hickey	Feedba w/Early Childho
November 4	Th	1:00 - 4:00	Infants & Toddlers Program Service Coord.	I/T Service Coordinators	Exemplary IFSP Teams; Coaching	LRE	No	No	Hendricks Carter	48/3.8
November 9	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	N/A
November 11	Th	AM	MMSR Preschool Training	Pre-K, Preschool, MINC-P & MINC- EL Teachers	Maryland Model School of Readiness	P	Yes	No	Hickey Davis	Feedba w/Early Childho
November 11	Th	PM	MMSR Preschool Training	Pre-k, Preschool, MINC-P & MINC- EL Teachers	Maryland Model School of Readiness	P	Yes	No	Hickey Davis	Feedba w/Early Childho
November 11	Th	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP	8/4.5
November 16	Tu	12:30 - 3:30	RECC Instructional Team Leaders	ITLs	Best practices	LRE	Yes Code 87	No	Hickey	N/A
November 18	Th	2:00 - 4:00	EB & MINC-T Intensive Strategies Training	EB & MINC-T Teachers & Therapists; Support Staff By Invitation		LRE	No	No	Johnson Barrett	8/4.6
November 22	Mon	12:00 - 4:00	Paraeducator Training	PEs - Pre-k, Presch & MINC	Basics of Spec Ed & IEPs; Fostering Social Interactions & Language Use	LRE	No	No	Patterson	38/4.1
November 30	Tu	8:30 - 11:30	Kindergarten Training	New Kdg. Special Ed Teachers	Best Practices in Reading	LRE	Yes Code 54	No	Davis Hickey	Feedba w/Early Childho

DECEMBER	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par..
December 8	W	8:30 - 11:30	MINC-P Training	MINC-P Teachers & Therapists; Support Staff by Invitation		LRE	No	No	Jens Morey	N/A
December 8	W	1:45 - 4:00	MINC-T Training	MINC-T Teachers & Therapists; Support Staff By Invitation		LRE	No	No	Jens Morey	N/A
December 9	Th	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP	9/5.0
December 14	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	N/A
JANUARY	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	
January 11	Tu	8:30 - 3:30	Non-Tenured Training	Non-tenured Staff	Extended School Year (ESY) IEP Training	LRE	Yes Code 87	No	Kaylie	N/A
January 11	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	Incleme Weather Dismiss
January 12	W	8:00 - 12:00	CPI Refresher Regular Training Registration required Contact Carolyn Koenig	RECC CPI Certified Staff who have taken either full course or a refresher within last 2 yrs	Best practices for maintaining a safe environment and implementing BIPs	LRE	No	No	Barrett Kaufman	5/4.9
January 12	W	8:30 - 11:30	MINC-EL Training	MINC-EL Teachers & PEs	TBD	LRE	No	No	Barrett	Delayed Opening
January 12	W	4:00 - 6:00	Mentor Program	Mentors & Proteges including UMCP Interns/Mentors	Extended School Year (ESY)	P, LRE	No	Yes	Kaufman Robinson	N/A

JANUARY	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	# Par. I
January 13	Th	1:00 - 4:00	Infants & Toddlers Program Service Coord.	I/T Service Coordinators	Exemplary IFSP Teams; Coaching	LRE	No	No	Johnson Hendricks Carter	29/4.1
January 18	Tu	12:30 - 3:30	RECC Instructional Team Leaders	ITLs	Best practices	LRE	Yes Code 87	No	Hickey	Snow D
January 25	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	N/A
January 26	W	8:30 - 11:30	MINC-P Training	MINC-P Teachers & Therapists; Support Staff By Invitation		LRE	No	No	Jens Morey	Snow D
January 26	W	1:45 - 4:00	MINC-T Training	MINC-T Teachers & Therapists; Support Staff By Invitation		LRE	No	No	Jens Morey	Snow D
January 27	Th	8:30 - 11:30	Kindergarten Training	New Kdg. Special Ed Teachers	Best practices in math	P	Yes Code 54	No	Davis Hickey	Snow D
FEBRUARY	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.	
February 8	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	N/A
February 8	Tu	12:30 - 4:00	RECC to Elementary Transition Planning	Invited RECC Representatives Only	Transition planning for students from RECC TO Elementary	P, LRE	Yes Code 87	No	Hickey Liddle	Feedba collecte SPED
February 9	W	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP	11/Feec w/SPEC
February 22	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie	
February 24	Th	AM (PM session on next page)	DQIE	Pre-k, Preschool, MINC-P & MINC-EL Teachers	Engaging Early Learners	P	Yes Code 87	No	Hickey Davis	

MARCH	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.
February 24	Th	PM (AM session on prev. page)	DQIE	Pre-k, Preschool, MINC-P & MINC-EL Teachers	Engaging Early Learners	P	Yes Code 87	No	Hickey Davis
March 8	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie
March 9	W	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP
March 17	Th	1:00 - 4:00	Infants & Toddlers Program Service Coord.	I/T Service Coordinators	Exemplary IFSP Teams; Coaching	LRE	No	No	Johnson Hendricks Carter
March 22	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie
March 30	W	8:30 - 11:30	MINC-P Training	MINC-P Teachers & Therapists; (Support Staff By Invitation)		LRE	No	No	Jens Morey
March 30	W	1:45 - 4:00	MINC-T Training	MINC-T Teachers & Therapists; (Support Staff By Invitation)		LRE	No	No	Jens Morey
APRIL	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.
April 5	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in comm. based programs	P	No	No	Kaylie
April 6	W	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP
April 12	Tu	12:30 - 3:30	RECC Instructional Team Leaders	ITLs	Best practices	LRE	Yes Code 87	No	Hickey
April 26	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie
April 27	W	4:00 - 6:00	Mentor Program	Mentors & Proteges including UMCP Interns/Mentors	Reflection & Celebration	P, LRE	No	Yes	Hendricks
MAY	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.
May 4	W	1:00 - 4:00	MINC-EL Training	MINC-EL Teachers & PEs		LRE	No	No	Barrett

MAY	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.
May 10	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie
May 11	W	4:00 - 7:00	After School Pre-K & Kdg. Workshop Series	Pre-K and Kdg. Teachers	Best practices	P	No	Yes	Hendricks, Davis, UMCP
May 24	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie
JUNE	DAY	TIME	EVENT	AUDIENCE	TOPIC	GOAL	SUB	WKSP	COORD.
June 7	Tu	8:30 - 11:30	RECC Instructional Team Leaders	ITLs	Best practices	LRE	Yes Code 87	No	Hickey
June 7	Tu	2:00 - 4:00	Pals Team Meeting	Pals Service Providers	Best practices in community-based programs	P	No	No	Kaylie