

**SPECIAL EDUCATION  
STAFFING COMMITTEE REPORT  
May 18. 2018**

**I. CHARGE**

The purpose of this committee is to develop recommendations that will inform the creation of the HCPSS Department of Special Education staffing plan, including position allocation formulas, and budget development. The staffing plan recommendations must be reflective of all learners receiving special education services across levels and programs. Recommendations must be based on multiple data points and aligned with strategies included in the DSE strategic plan. Other relevant factors (e.g., legal mandates, number of students, intensity of needs/service hours, case management tasks) must also be considered. The requirement for providing a continuum of services for all students with disabilities must be reflected in the staffing recommendations with an emphasis on inclusive practices for all students according to their IEPs.

The committee chairpersons are expected to co-plan and facilitate 4-6 meetings with the stakeholder group in order to submit a recommendation report to the Chief Academic Officer and Executive Director of Special Education by May 18, 2018. Members of the stakeholder group must include parents, central office staff and school-based staff. Other members may be identified based on the committee meeting outcomes determined by the co-chairs.

**II. MEMBERS**

The committee was comprised of parents, special educators, general educators, school based administrators, and Department of Special Education staff. 121 individuals were invited to participate in this workgroup with 29 people committing to attend and 24 people participating in the meetings.

**Teachers**

Ariana Kruzic -E  
Cathleen Maloney-H  
Christine Schmidt - H  
Gabrielle Jacobson - M  
Jana Poling - E  
Jennifer Silbaugh - E  
Katie Shriver - M  
Meredith Gregoire-Cope - E  
Michelle Pappadia - H  
Pamela Williams - M  
Shari Haddaway - E

**DSE**

Janice Yetter\*  
Elizabeth Augustin  
Jen Harwood  
Jessica Yaniro  
Vickie Walker

**Parents**

Michelle Im\*  
Jennifer May  
Shelly Agostine  
Wanda Carson

**Administrators**

Rachel Edoho-Eket-E  
Tracey Albright - E  
Jonathan Davis -E

**Central Office**

Trish Gunshore\*

Chairperson \*

### **III. MEETING DATES/AGENDA ITEMS**

#### **March 28, 2018**

1. Special Education Strategic Plan
2. Charge of the Staffing Plan Committee
3. Introduction of members
4. Workload Focus Group review
  - a. Teacher's feelings about workload
  - b. What is workload made up of
  - c. Staffing formula recommendations

#### **April 11, 2018**

1. Tienet reports overview
2. HCPSS current staffing formula review
3. Maryland COMAR regulations for special education staffing
4. Review/select homework

#### **April 23, 2018**

1. Review and discuss staffing formula from other states/national information/LEAs
  - What commonalities do you see?
  - What stood out from that state/LEA?
2. Identify HCPSS staffing formula needs

#### **May 1, 2018**

1. Review workgroup progress
2. Consult staffing specialist
3. Discuss/Define staffing priorities
4. Begin formula development
5. Next steps

#### **May 10, 2018**

1. Sub-group reports
2. Time Study results
3. Leveled workgroup discussions
4. Develop final staffing formula recommendation
5. Review recommendations for other committees

### **IV. PROCESSES**

Stakeholders for students with disabilities birth - 21 were invited to participate in the special education staffing review committee. Attendees consisted of parents, special education teachers, general education teachers, school administrators, and Department of Special Education Instructional Facilitators, and Resource Teachers. Meetings were held in person at a variety of times and accessible remotely (via zoom) to accommodate all stakeholders.

Committee members collaborated as a whole group and in level groups during and outside of scheduled meeting times to complete research reviews, trial formula applications, and discuss ideas with colleagues. Given the expedited time frame the committee developed a list of recommendations for further consideration.

#### **A. Research Review**

1. The team gathered and reviewed staffing information from Federal Agencies, State Departments of Education and several Maryland districts. Additionally, COMAR regulations for staffing were reviewed. This information provided background knowledge and informed the recommendations of the group.

#### **B. Time Study Results**

1. A time study was conducted with 17 special education teachers over the course of 3+ weeks. Teachers were required to document time spent each day, both in and out of school within 12 categories of work. Results from this study were used to inform the recommendations for the staffing formula.

### **V. RECOMMENDATIONS**

#### **Formula Recommendations**

1. A weighted formula by level that includes student service hours plus intensity of need (BIP/restraint, CAS, gaps in instructional level, communication, LRE, social emotional/self management). Guidelines for the number of students per case manager.
2. Formula should include consideration for case management responsibilities such as; i.e. IEP writing, data collection and analysis, co-teaching planning, etc. Utilize Time Study results.
3. Non teaching ITLs at all levels phased in with priority given to schools with specialized programs.
  - a. Non Teaching ITLs not embedded in the staffing formula
4. A dedicated special education pool (reserve) to address growth throughout the school year.

#### **Administrator Recommendations:**

1. A list of best practices for school administrators that addresses staffing allocation and scheduling including maximum and minimum number of students with IEPs in a class.
2. Streamline the process time in meetings and communication to decrease time demand on case managers. Parent resource center or materials for parents to easily access.

#### **Human Resources Recommendations:**

1. A specific job description for special education paraprofessionals, SA, TE. This would include guidelines for use of each group of staff.

2. Non teaching ITLs
  - a. Create a job description to define roles and responsibilities of the special education ITL.
  - b. Non Teaching ITL 11-month position to address IEP process and administrative needs throughout the school year.
  
3. An additional period/time for special educators creatively provided (eg sub day) for certain timely needs (IEP report cards, assessments, etc).
  - a. Develop a special education substitute pool
  - b. Provide specialized training for special education substitutes
  - c. Utilize existing permanent subs for this purpose

**Department of Special Education Recommendations:**

1. Clear guidelines for case management and co teaching expectations.

**Additional Considerations:**

1. If program options were expanded, how would this impact the formula?
  
2. Create a resource of common accommodations/scaffolded/modified materials to reduce time needed for planning and preparation.
  
3. A more in depth time study differentiated by level compared to general educator roles and responsibilities with direct and indirect services clearly defined.