

Special Education

Program Overview

Harford County Public Schools Department of Special Education is dedicated to the provision of a free, appropriate public education (FAPE) to all students with disabilities in need of special education and related services. The Department of Special Education provides direction and support to leadership and administration throughout the school system for special education including related services, programs and activities. The Director and seven Coordinators in Special Education are employed to provide support to the system-wide program of Special Education. These administrators supervise over 450 teachers and 650 support services personnel, including contractual employees from agencies. They administer Non-Public Placement; Early Intervention Programs; the Partners for Success Resource Center; the Child Find Office and services and the Infants and Toddlers Program; chair various central IEP teams; communicate with parents and parent groups; conduct professional development activities in the area of special education law, instruction, assessments, strategies for differentiation in addition to facilitating the monitoring of federal and state grants, quality assurance; due process and the Maryland On-Line IEP Program.

Programs and services for students with educational disabilities require Special Education services which are developed under their leadership. The services to which these administrators provide direction include: consultative services; itinerant services (speech, hearing, vision, assistive technology, audiology, transition, physical, and occupational therapy); instructional services in home schools and cluster/regional programs; special school services; infants/toddlers-early intervention programming and non-public services.

Accomplishments – FY 2011

- Harford County Public Schools assumed lead agency responsibility for the provision of special education services to children with disabilities birth to 3 years. A full continuum of supports, resources and services are provided to children with disabilities and their families from birth to age 21 years. (Goals 1 and 2)
- Harford County Public Schools students with disabilities participating in the Alternate Maryland School Assessment (ALT-MSA) demonstrated significant gains in performance across nearly all grade levels and content. (Goal 1)
 - Advanced + Proficiency rates for students participating in the ALT-MSA reading measure exceeded 90% for grades 4 and 5 as well as all middle school grade levels.
 - Overall trend data for the ALT-MSA mathematics measure reflects significant increases in the number of students scoring Advanced + Proficiency.
 - Significant gains are noted for students participating in the ALT-MSA science measure with performance levels for Advanced + Proficiency increasing from 57.66% in 2010 to 85.1% in 2011.
- 96% of Harford County Public Schools special education teachers and 100% of special education paraprofessionals met Maryland HOUSSE and/or HQT standards. The retention rate for special education staff was 89.38% for teachers and 97.32% for paraprofessionals. (Goal 3)
- The percentage of Harford County Public Schools students with disabilities receiving a Maryland high school diploma (Leaver Rate) continues to demonstrate a consistent pattern of increase from 67.31% in 2009 to 79.06% in 2011. (Goal 1)
- The percentage of Harford County Public Schools students with disabilities suspended for ≥ 10 days decreased from 6.3% to 2.8%. (Goal 4)

Goals – FY 2013

The goal of Harford County Public Schools Department of Special Education is to ensure every student with a disability the availability of a free, appropriate public education that—

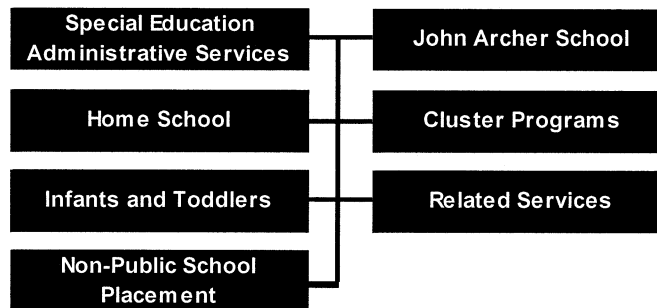
- Promotes comprehensive, collaborative and individualized access to the Harford County Public Schools (HCPS) curriculum in the general education setting with students without disabilities, to the maximum extent appropriate; and,
- Promotes high expectations and standards by providing instruction in the Maryland Content Standards, Maryland School Assessment (MSA), High School Assessments (HSA) or the Alternate Assessment (ALT-MSA), as appropriate, to the student IEPs.

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Objectives – FY 2013

- To provide a full continuum of special education and related services to students with disabilities, from birth to age twenty-one;
- To enhance the capacity of school personnel by utilizing professional development opportunities that address local and state priorities relevant to the needs of students with disabilities and align with the Maryland Teacher Professional Development Standards (MTPDS);
- To support a centralized facility providing a safe and healthy environment for students with significant cognitive disabilities and/ or intensive medical needs; and,
- To promote and maintain a high level of competence and integrity of practice utilizing effective leadership, direction, and administration of federal, state and local policies.

Program Component Organization



Special Education Expenditures by Program

Program	FY10 Actual	FY11 Actual	FY12 Budget	12 - 13 Change	FY13 Budget
Special Education Administration	754,851	780,498	935,923	42,028	977,951
John Archer School	2,411,180	2,470,037	2,496,998	122,453	2,619,451
Special Education Home School	19,926,693	20,036,135	20,261,534	1,608,387	21,869,921
Special Education Cluster Programs	2,652,578	2,674,431	2,760,886	129,326	2,890,212
Special Education Infants and Toddlers	872,185	1,048,666	1,003,220	26,755	1,029,975
Special Education Related Services	6,425,930	5,695,619	5,204,509	216,133	5,420,642
Special Education Nonpublic Placement	5,914,566	6,835,803	7,935,803	-	7,935,803
Total Special Education	38,957,983	39,541,189	40,598,873	2,145,082	42,743,955

Special Education Full Time Equivalent Positions

Program	FY11	FY12	Change	FY13
Special Education Administration	7.5	8.5	-	8.5
John Archer School	63.4	61.6	-	61.6
Special Education Home School	701.8	693.3	1.0	694.3
Special Education Cluster Programs	63.1	64.1	-	64.1
Special Education Infants and Toddlers	9.8	9.8	-	9.8
Special Education Related Services	87.3	83.8	-	83.8
Special Education Nonpublic Placement	-	-	-	-
Total Special Education	932.9	921.1	1.0	922.1

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Challenging Trends

Although special education enrollment has declined in the past decade, special education costs have increased significantly due to the change in student conditions and the intensity of services required. On average, during the 2011 – 2012 school year a special education student costs \$13,840 more to educate than a general education student. The higher cost per pupil for special education students is due primarily to:

- Lower student – teacher ratios;
- Nature and intensity of services provided; and,
- Higher cost of transportation.

The average cost for a special education student placed in a non-public school was \$82,425 in fiscal year 2012, up \$10,670 from the prior year. As the chart below shows, per pupil non-public placement expenditures are projected to go down slightly in fiscal year 2013.

Cost Per Student					
Current Expense Fund (Unrestricted and Restricted Programs)	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012	Budget FY 2013*
<i>Enrollment as of:</i>	<i>Oct. 2008</i>	<i>Oct. 2009</i>	<i>Oct. 2010</i>	<i>Oct. 2011</i>	<i>Oct. 2011</i>
Average for General Education <i>Total Unadjusted Enrollment</i>	\$9,297 38,611	\$9,322 38,637	\$9,514 38,394	\$9,684 38,224	\$9,661 38,224
Average for Special Education <i>Special Education Enrollment</i>	\$21,364 5,137	\$22,945 5,072	\$22,898 5,299	\$23,524 5,104	\$23,439 5,104
Average for Non Public Placement <i>Non Public Placement Enrollment</i>	\$56,503 216	\$66,442 205	\$71,755 197	\$82,425 187	\$78,281 187

* For projection purposes, used enrollment at 9/30/2011

Disabilities of HCPS Students (ages 3 - 21) Receiving Special Education Services*					
Disability	School Year				Change School Year 2011 - 2012
	2008-2009	2009-2010	2010-2011**	2011-2012	
<i>Enrollment Date</i>	<i>Oct. 2008</i>	<i>Oct. 2009</i>	<i>Oct. 2010</i>	<i>Oct. 2011</i>	
Intellectual Disability	186	193	195	177	(18)
Deaf/Hearing Impaired	33	31	29	27	(2)
Traumatic Brain Injury	15	14	10	11	1
Autism	360	381	423	408	(15)
Speech/Language	1,316	1,322	1,254	1,085	(169)
Visually Impaired	30	30	20	17	(3)
Emotional Disability	344	298	328	303	(25)
Orthopedically Impaired	22	17	13	11	(2)
Other Health Impaired	1,189	1,163	1,124	1,054	(70)
Specific Learning Disability	1,575	1,454	1,555	1,477	(78)
Multiple Disabilities*	139	183	257	325	68
Deaf/Blind	2	2	1	1	0
Developmental Delay	142	189	287	395	108
Total Students	5,353	5,277	5,496	5,291	(205)

Sources: MSDE Annual Fact Book & HCPS Special Education Department

*Includes students in non-public placements

**In the 2010-2011 school year all students turning three years of age and choosing to remain in the Extended Individual Family Service Plan were classified as developmental delay, the only classification available in this program.

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MARYLAND SCHOOL ASSESSMENTS – SPECIAL EDUCATION

The special education summary below reflects the percentage of special education students who scored proficient or advanced on one of three Maryland state assessments. These students may have participated in the Maryland School Assessment (MSA), Modified School Assessment (Mod-MSA), or the Alternative School Assessment (Alt-MSA). The MSA is an annual assessment program that tests students in grades 3 through 8 in reading and mathematics. The Mod-MSAs are alternate assessments in reading and mathematics based on grade level content standards and modified academic achievement standards designed for students receiving special education services who meet specific participation requirements. A student who is eligible for the Mod-MSA will be identified based on his or her individual evaluation information and instructional and service information on his or her IEP. The Alt-MSA is given to students with the most significant cognitive disabilities. Students are identified to participate in the Alt-MSA through the IEP process. The Alt-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading and mathematics content standards or appropriate access skills.

Elementary	2008	2009	2010	2011	2011 AMO*
Reading	72.1% Met	73.6% Met	72.5% Not Met	74.5% Met - Safe Harbor	85.9%
Math	66.5% Met	67.7% Not Met	67.2% Not Met	66.5% Not Met	84.5%

Middle	2008	2009	2010	2011	2011 AMO*
Reading	55.0% Not Met	60.5% Met - Safe Harbor	64.2% Met - Safe Harbor	61.5% Not Met	85.6%
Math	36.6% Not Met	43.1% Met - Safe Harbor	46.6% Not Met	46.5% Not Met	78.6%

High	2008	2009	2010	2011	2011 AMO*
Reading	56.7% Met	56.5% Not Met	49.4% Not Met	51.5% Not Met	79.5%
Math	68.2% Met	68.8% Met	67.1% Met	65.9% Not Met	73.7%

*2011 Annual Measurable Objective (State Performance Target)

**Safe Harbor – If a school does not meet the annual performance targets for each subgroup, a provision called Safe Harbor still allows a school to make AYP if the school meets all performance targets in the aggregate, and the subgroup meets the other academic indicators; and the percentage of students achieving below the proficient level in that subgroup decreases by ten percent. Safe Harbor is calculated using the last two years of test administration data.

FY 2013 Funding Adjustments

The changes for fiscal 2013 include:

- Net salary adjustments totaling \$288,307;
- Decrease in contracted services, (\$1,575,000);
- Decrease in other charges, (\$13,335); and,
- Decrease in equipment expense, (\$47,908).

The net decrease in expenditures from the fiscal 2012 budget for Special Education is (\$1,347,936).

**Summary Report
Special Education**

By Object Code <i>Special Education</i>	FY11 Actual	FY12 Actual	FY12 Budget	12 - 13 Change	FY13 Budget
Salaries	\$31,555,768	\$31,646,400	\$32,305,670	\$288,307	\$32,593,977
Contracted Services	\$7,479,371	\$8,142,236	\$8,368,503	(\$1,575,000)	\$6,793,503
Supplies	\$236,440	\$207,194	\$355,359	\$0	\$355,359
Other Charges	\$166,073	\$175,468	\$144,876	(\$13,335)	\$131,541
Equipment	\$103,538	\$73,268	\$87,486	(\$47,908)	\$39,578
Total	\$39,541,189	\$40,244,566	\$41,261,894	(\$1,347,936)	\$39,913,958

Full Time Equivalent Positions - Budgeted				
<i>Special Education</i>	FY11	FY12	Change	FY13
Assistant Principal	1.0	1.0	0.0	1.0
Clerical	5.5	5.5	0.0	5.5
Coordinator	5.0	6.0	-1.0	5.0
Director	1.0	1.0	0.0	1.0
Inclusion Helper	337.9	322.9	0.0	322.9
Interpreter	9.0	9.0	0.0	9.0
Paraeducator	227.6	228.6	-4.0	224.6
Principal	1.0	1.0	0.0	1.0
Teacher	344.9	345.9	-1.0	344.9
Total	932.9	920.9	-6.0	914.9

By State Category <i>Special Education</i>	FY11 Actual	FY12 Actual	FY12 Budget	12 - 13 Change	FY13 Budget	FY13 FTE
SPECIAL EDUCATION						
Salaries	\$31,555,768	\$31,646,400	\$32,305,670	\$288,307	\$32,593,977	
Contracted Services	\$7,479,371	\$8,142,236	\$8,368,503	(\$1,575,000)	\$6,793,503	
Supplies	\$236,440	\$207,194	\$355,359	\$0	\$355,359	
Other Charges	\$166,073	\$175,468	\$144,876	(\$13,335)	\$131,541	
Equipment	\$103,538	\$73,268	\$87,486	(\$47,908)	\$39,578	
TOTAL	\$39,541,189	\$40,244,566	\$41,261,894	(\$1,347,936)	\$39,913,958	914.9
Grand Total	\$39,541,189	\$40,244,566	\$41,261,894	(\$1,347,936)	\$39,913,958	914.9