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BALTIMORE CITY PUBLIC SCHOOLS

Opportunities for Students: A Collaborative Approach to Strategic Summer Planning

Laurie Lynn Sutton Platt, Executive Director of Special Education
Lauren DiResta-Stasio, Ed.D., Director of Differentiated Learning

Creating the Opportunity

For students receiving full-year special education services, summer has often meant a separate building and a summer apart from typical peers.

PARTNERSHIP CHANGES THAT

Sharing a site with general summer programming gives students receiving extended school year (ESY) access to general peers and curriculum



PRESENTATION SPEAKERS



Laurie Lynn Sutton Platt
Executive Director of Special Education



Lauren DiResta-Stasio, Ed.D.
Director of Differentiated Learning

BOARD FOCUS AREAS

Students with Diverse Learning Needs	**Improve services and outcomes for students with disabilities and diverse learning needs.**
School Portfolio Strategy	Evaluate and revise our School Portfolio Strategy to ensure meaningful, high-quality options that are the preferred choice for Baltimore students and families.
School Climate and Student Well-being	Cultivate school environments that are safe, promote belonging, and nurture the whole child.
More High-Performing Schools	Increase the number of Baltimore schools that are consistently performing at a high level and delivering high-quality academic outcomes.

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BALTIMORE CITY PUBLIC SCHOOLS: AT A GLANCE

2025-26 SCHOOLS & PROGRAMS

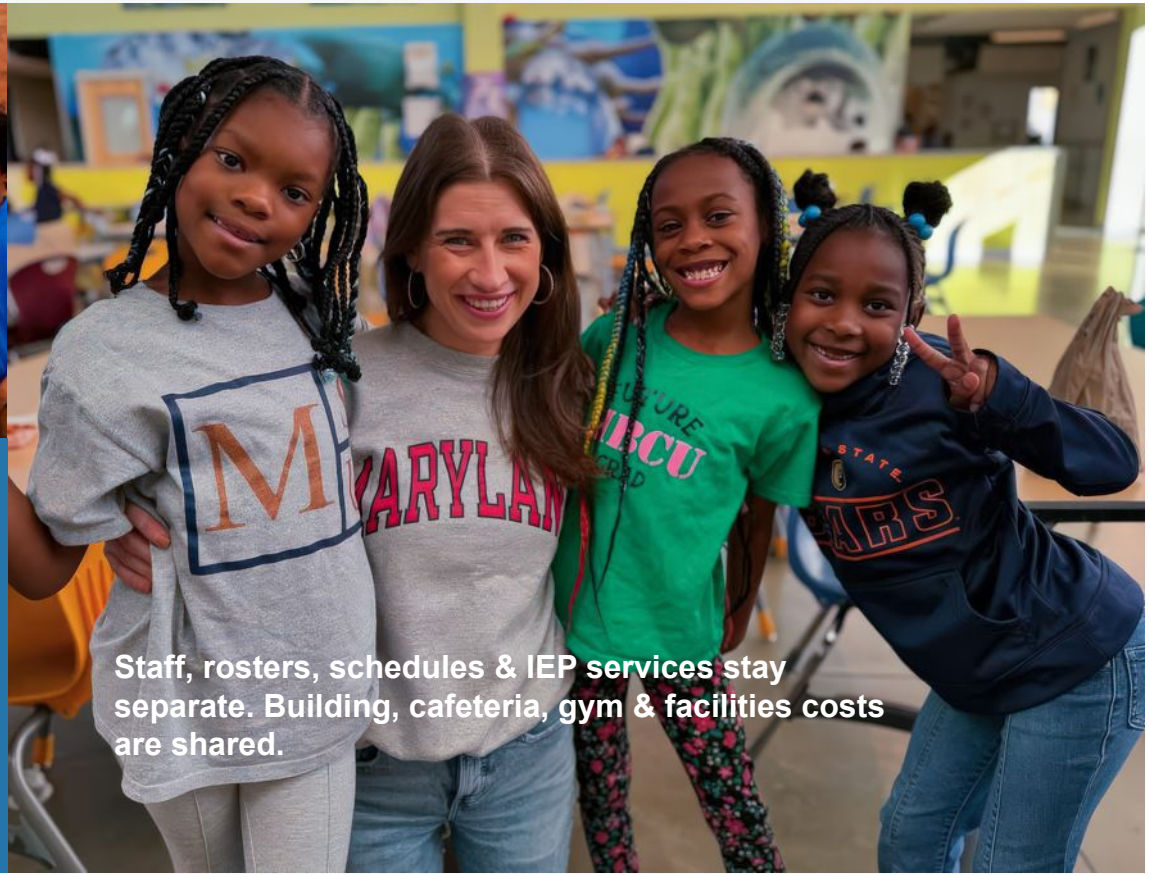
159				
Total Schools and Programs				
1	40		71	4
Pre-K/Kindergarten School	Elementary Schools		Elementary/Middle schools	Middle Schools
9	24		1	9
Middle/High Schools	High Schools		Elementary/Middle/High School	Programs (not schools)
Staff Data				
9,823			5,298	
Total Staff			Teachers	

Co-Locating Student Populations: Separate vs Shared



Separate Non-negotiables:

- IEP minutes
- Related services
- Staff ratios stay fully intact.
- No blending of instructional staff or student groups.



The Social Benefit of Shared Locations for ESY Students

Peer Relationships

Students have the opportunity to build real friendships with typical peers, not just classroom acquaintances.

Sense of Belonging

Being part of the full program and not isolated in a separate building changes how students see themselves.

Real Inclusion

Shared activities in group spaces model everyday social skills and typical peer behavior.

Reduced Isolation

Students stay connected to a peer community all summer instead of feeling isolated

Shared Achievement

Students celebrate performances, projects, and exhibits alongside their peers.

Family Confidence

Families see their child included which builds trust in the program.

A SHARED BENEFIT FOR GENERAL EDUCATION STUDENTS

- Build genuine empathy, patience, and comfort with difference.
- Take on informal peer-mentor roles
- Build leadership and communication skills while forming friendships

The result is a more inclusive peer culture for every student in the building, not just the ones receiving services.



ART PARTNERSHIPS AS THE BRIDGE

- Every student, regardless of ability, can create, perform, and be seen.
- Art gives non-verbal and non-traditional learners a way to fully access shared curriculum.
- Performances and exhibits give every student a shared voice and a shared stage.



Operational Logistics



Shared Building

One site allows collaboration on fiscal resources



Shared Cafeteria

Scheduled so both programs share space without conflict.



Shared Custodial

One crew, one budget line, lower overhead.



Minutes Protected

IEP minutes and related services delivered exactly as written.



Ratios Held

Certified staff-to-student ratios stay fixed regardless of logistics.



Dedicated ESY Wing

Separate classrooms keep instructional groups distinct.



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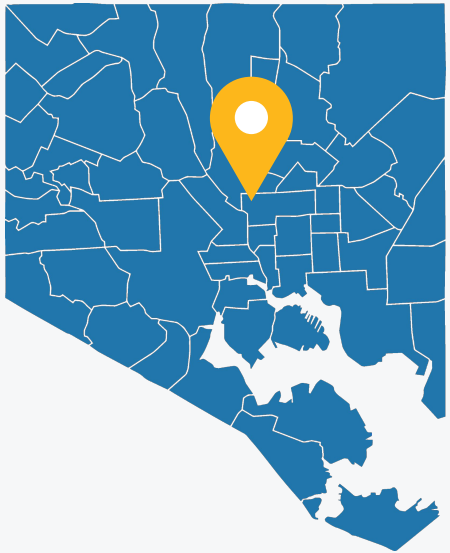
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Thank You!

Questions?

Contact
Laurie-Lynn Sutton Platt
LSutton03@bcps.k12.md.us
Office of Special Education
443-500-0114

Questions?

Contact
Lauren DiResta-Stasio, Ed.D.
LnDiRestaStasio@bcps.k12.md.us
Office of Differentiated Learning
443-635-8485