



**Board Of Education Of Howard County
Meeting Agenda Item**

DATE: September 25, 2025

TITLE: SFY 2026 Special Education Staffing Plan

PRESENTERS: Dr. Jennifer Webster, Ed.D., Chief Academic Officer

STRATEGIC PLAN ALIGNMENT:

Mission: HCPSS creates an innovative and accountable learning community where we expand opportunities and access, remove barriers, and foster an inclusive environment.

Key Commitment:

- Ensuring equitable opportunities and access.
- Creating innovative learning and working environments.
- Nurturing an inclusive culture of belonging.

Priority Area: Priority 4: Enhancing Systemic Planning and Procedures

Goal: Ensuring equitable distribution of resources to schools to better meet student needs.

OVERVIEW:

The Code of Maryland Regulations (COMAR) requires local school systems to submit a special education staffing plan to the Maryland State Department of Education (MSDE) each year.

COMAR 13A.05.02.13: A public agency shall develop a staffing plan consistent with the procedures provided by the Department to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the least restrictive environment as determined by an IEP team. The local board shall approve the staffing plan.

This BOE agenda item ensures HCPSS takes the necessary steps to further comply with requirements of COMAR and anticipated guidance from the MSDE.

RECOMMENDATION/FUTURE DIRECTION:

The SFY 2026 Special Education Staffing Plan will be posted to the HCPSS website and submitted to MSDE.

Submitted by:	Dr. Jennifer Webster, Ed.D. Chief Academic Officer	Approval/ Concurrence:	William J. Barnes Superintendent
	Jennifer Riccardi Acting Executive Director, Special Education		Karalee Turner-Little, Ph.D. Deputy Superintendent
	Janice Yetter Director, Special Education–Secondary Schools		Brian Hall Chief Financial Officer



SFY 2026 SPECIAL EDUCATION STAFFING PLAN

Executive Summary

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities are provided a free appropriate public education, or FAPE. Howard County Public School System (HCPSS) students with developmental delays and disabilities will have either an Individualized Family Service Plan (IFSP), from birth to age 3, or an Individualized Education Program (IEP), ages three to twenty-one. To ensure the provision of special education and related services, at no cost to parents, staffing resources are required and necessary to fully address the diverse needs of students and families.

By law, children with disabilities must be educated in their least restrictive environment (LRE) with opportunities to be involved and make progress in the general education curriculum. Staffing resources make it feasible for students to receive specially designed instruction, including related and support services, in home/community settings (birth-3), inclusive schools, specialized programs and settings that support transition to post-secondary opportunities (ages 19-21) where individualized services and support are available to support their progress and achievement.

As part of the HCPSS budget process, the Department of Special Education (DSE) requests the necessary staffing to address the needs of learners for whom services must be individualized. Staffing includes teachers, paraprofessionals, related services providers (e.g., Occupational Therapist), and various other staff roles who provide services. It also includes staffing to provide support to those working directly with our learners and their families. Each year, the school-based staffing is allocated to schools based on IEP service hours and needs. Staffing to support families served through IFSPs is also distributed according to documented needs. Staffing formulas are implemented to make decisions for how to distribute resources to address identified services outlined in the IFSP or IEP. On an annual basis, central staffing is allocated to ensure special education and related services are provided to students as well as direct support to school staff.

The Code of Maryland Regulations (COMAR) requires local school systems to submit a special education staffing plan to the Maryland State Department of Education (MSDE) each year.

COMAR 13A.05.02.13: A public agency shall develop a staffing plan consistent with the procedures provided by the Department to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the least restrictive environment as determined by an IEP team. The local board shall approve the staffing plan.

The purpose of the staffing plan is to ensure that there are adequate staffing resources to provide a free appropriate public education (FAPE) to our learners with IFSPs and IEPs in their least restrictive environment. Historically, HCPSS recorded the date the Board approved the special education budget put forth by the Superintendent to document the *approval* of special education staffing. This date and supporting information have always been required to be submitted as part of the Local Application for Federal Funds (LAFF) grant submission. Additionally, a staffing plan was produced to meet MSDE requirements on an annual basis. MSDE also requires that this plan be posted on each local school system website each year by September 30, 2025. MSDE does not approve the plans but is expected to

review them according to current procedures. There is no record that indicates HCPSS received feedback.

This BOE agenda item ensures HCPSS takes the necessary steps to further comply with requirements of COMAR and anticipated guidance from the MSDE.



SFY 2026 SPECIAL EDUCATION STAFFING PLAN

The Howard County Public School System (HCPSS) has developed a multi-year strategic plan. In the Superintendent's [HCPSS Strategic Plan](#), the initial priorities for HCPSS have been defined in an effort to place the school system on the path for being great for every student. The priorities place equity and student learning above all else and drive the collaborative focus necessary for achieving better outcomes for all students. The [HCPSS Equity Framework](#) serves as a foundation for the plan and will shape the system's work. It emphasizes four important elements: (1) Belonging, (2) Opportunity and Access, (3) Instructional Excellence, and (4) Engaged and Inspired Learners. It is expected that all department/office plans are in alignment with the multi-year strategic plan and reflect the [Five Focus Areas](#) identified by the HCPSS Board of Education and the Strategic Priorities.

Under the Division of Academics, the Department of Special Education (DSE) provides early intervention and special education services for children and students with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Act (IDEA). Staff strive to provide high-quality special education services for learners, birth to age twenty-one. Staffing resources ensure federal and state mandates can be upheld and students with disabilities receive their entitlement of a Free Appropriate Public Education. It is imperative that all children with disabilities be educated in their least restrictive environment with opportunities to be involved and make progress in the general education curriculum. Staffing resources make it possible for students to receive specially designed instruction, including related and support services, in home/community settings (birth-3), inclusive schools, and specialized programs where individualized services and support are made available to foster their success.

In alignment with the school system, the DSE has recently published a [comprehensive strategic plan](#). Through feedback provided by students, staff, families and community partners, several areas of improvement were identified to advance student and staff outcomes. The five themes in the DSE plan are established and presented in alignment with the five priorities in the district strategic plan, and the themes are interdependent and connected. The five themes are: Accelerating Student Learning, Enhancing Supportive and Safe Learning Environments, Increasing Staff Support and Capacity Building, Implementing Organizational Improvements, and Fostering Family and Community Engagement.

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LINKS:

- [HCPSS STRATEGIC PLAN 2024-29](#)
- [HCPSS EQUITY FRAMEWORK](#)
- [HCPSS SYSTEM PRIORITIES](#)
- [HCPSS FIVE AREAS OF FOCUS](#)
- [SPECIAL EDUCATION STRATEGIC PLAN](#)
- [RESEARCH TRIANGLE INSTITUTE \(RTI\) REPORT](#)

APPENDICES:

1. HCPSS STRATEGIC PLAN 2024-2029
2. HCPSS FY 2026 OPERATING BUDGET SCHEDULE
3. FY 2026 APPROVED OPERATING BUDGET, SPECIAL EDUCATION SUMMARY, AND PROGRAM PAGES
4. COMMUNITY PARTNER MEETING ATTENDEES AND AGENDAS
5. DSE PROFESSIONAL LEARNING ACTIVITIES 2024-2025
6. AUTISM SOCIETY OF MARYLAND (AUSOM) BUDGET TESTIMONY 2025

SFY 2026 SPECIAL EDUCATION STAFFING PLAN

Assurance

The Howard County Public School System (HCPSS) SFY 2026 Special Education Staffing Plan is consistent with procedures outlined by the Maryland State Department of Education (MSDE) for the purpose of ensuring a Free Appropriate Public Education (FAPE) for all students with disabilities. The following required elements for the 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 early intervention, special education and related services, including paraprofessionals.
- The number and type of service providers needed to ensure FAPE to each student with a disability in the least restrictive environment (LRE) or natural environment.
- 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 Process to the community (Appendix 2). Dates for Board of Education public hearings and work sessions on the Proposed Operating Budget for the next fiscal year are part of this communication. The Division of Communications also issues public announcements of public hearings on the budget.

In general, the schedule for the development of the Operating Budget is as follows:

October	Budget managers meet with the Chief Academic Officer, the Executive Director of Special Education, and the Director, Department of Special Education to review budget requests.
November/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.
January/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.
May	The County Council holds budget hearings. The Board of Education adopts its operating and capital budgets as funded by the County Council.

The FY26 operating budget for special education was adopted on June 12, 2025. Input from the public was received through public testimony submitted to the Board of Education and meetings with special education community organizations.

The Department of Special Education Leadership Team and leaders from the Special Education Citizens Advisory Committee (SECAC) and Autism Society of Maryland (AUSOM) met on a monthly basis from July 2024 to June 2025 as part of the standard monthly Community Partner Meeting schedule. Regular attendees at the Community Partner meetings include the DSE leadership team, AUSOM Executive Director and Education sub-committee members, and SECAC chairpersons (Appendix 4). Specific

discussions pertaining to the budget were held in November/December 2025 (Appendix 4). Staff from the Department of Special Education frequently included the Executive Director of Special Education, Directors of Special Education, Coordinator for Special Education Compliance, Nonpublic Services, and Family Support, Coordinator of Special Education Compliance and Dispute Resolution Processes, and the Coordinator of Countywide Services. [Public testimony from SECAC](#) in April 2025. Participants discussed budget requests based on growth trends and staffing projections for specific programs serving children and students birth-age 21. The group also discussed the impact on special education services as it pertained to case management responsibilities and the need for additional resources to improve learner outcomes. Information about the budget timeline, hiring needs, and other critical areas of need (e.g., assistive technology, teacher training needs, compensatory services, adult support, regional program oversight, behavioral support and continuum expansion) were also discussed.. These topics remain relevant as future staffing needs are considered. Testimony from our community partners addressed concerns around teacher recruitment and hiring and advocated for the importance of adult support, commonly referred to as *close adult supervision* in HCPSS. Community partners advocated for no reductions to Special Education funding during this difficult budget year which saw many reductions across the HCPSS budget to balance and address changing priorities. Equity was also raised as an area of concern related to students receiving special education services and the risk of lower academic achievement and higher rates of disciplinary actions should the supports for special education be reduced.

Additionally, other community members presented testimony as part of the budget development and approval process during work sessions with the HCPSS Board of Education and Howard County Council. DSE leadership also receives information and input about staffing resources through individual parent input provided directly to the DSE Leadership Team through phone discussions, meetings, face-to-face conversations, and emails.

The existing formula continues to reveal the need for additional staffing resources. Funding levels have not yet ensured staffing in accordance with the current formula for teachers and support staff in all schools. This is further complicated by various types of vacancies and reliance on temporary staff supports. It should be expected that the teacher, support staff, and related service provider staffing formulas for special education be examined as student needs evolve. Informed by the special education review, future discussions about special education staffing should build upon current models for using differentiated staffing and other best practices. During the fall of 2024, both HCPSS and HCEA began workgroups to further examine the needs, along with Research Triangle Institute, International (RTI) who conducted a [systemic audit of needs](#).

The HCPSS SFY 2026 Special Education Staffing Plan is posted annually on the HCPSS website to comply with MSDE requirements.

Evidence of Maintenance of Effort

In order to receive IDEA funds, the Executive Director of Special Education submits forms to demonstrate Maintenance of Effort (MOE) eligibility. MOE eligibility is met when budgeted expenditures equal or exceed the actual expenditures in the preceding fiscal year for which actual expenditures are available.

In the table below for the upcoming fiscal year FY 2026 budgeted expenditures exceed FY 2024 actual expenditures demonstrating that HCPSS complies with the MOE requirements. MOE calculations include those costs in State Category 06 Special Education as well as associated transportation costs in State

Category 09 and employee fixed costs in State Category 12. The FY 2026 Approved Operating Budget Special Education summary pages and program pages are attached (Appendix 3).

Source Funds	Option 1: Total Expenditures, Local Funds Only	Option 2: Per Capita Expenditures, Local Funds Only	Option 3: Total Expenditures, State and Local Funds	Option 4: Per Capita Expenditures, State and Local Funds
SFY24, Ages 3–21, Actual Expenditures	\$154,363,244	\$21,936	\$241,640,857	\$34,339
SFY26, Ages 3–21, Budgeted Expenditures	\$195,583,763	\$26,509	\$293,910,678	\$39,836

Staffing Patterns of Service Providers

Special Education in System-Wide Plans

The HCPSS has recently implemented a multi-year special education strategic plan. The plan focuses on learners receiving early intervention and special education services.

Staffing Guidelines

Special Education staff members are assigned to schools based on formulas that are derived from direct instructional service hours outlined in students' Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs). In addition to instructional service hours, the following factors are also considered in determining staffing allocations:

- Travel time for itinerant personnel and personnel providing services in homes and community programs. At the beginning of the school year, caseloads are designed to minimize travel time and to ensure that all students receive the services identified in their IEPs/IFSPs.
- Number and intensity of student needs receiving services in comprehensive schools and regionalized programs.

One goal of special education services on the IFSP/IEP is to ensure that our learners with developmental delays and disabilities are educated in their least restrictive environment. We also ensure learners have opportunities to be educated alongside their nondisabled peers to the greatest extent appropriate. Services for students with IEPs are identified for each individual student to facilitate progress in the student's grade level curriculum. Services for students with IFSPs are provided throughout the year in natural environments, as appropriate, based on their IFSPs. As reported in the Maryland Special Education/Early Intervention Services Census Data & Related Tables (released April 2024), the HCPSS LRE served a total of 7037 students ages 3-21. HCPSS students with IEPs, ages 5K through 21, receiving services inside the regular education classroom for 80% or more of the time was 73.8%, inside the regular education classroom for 40-79% of the time 17.1%, and inside the regular education classroom for less than 40% of

the time was 2.2 %. Data shows 423 students were represented in the following categories: Public/Private Day and Public/Private Residential combined with 30 students parentally placed. Additional data may be found in the [Maryland Special Education/Early Intervention Services Census Data & Related Tables](#) (released April 2024) including LRE data for preschool students, ages 3-5 Pre-K.

Many HCPSS school improvement plans have a focus on serving students with disabilities. Identifying and allocating appropriate resources, especially professional and support staffing, is a priority for school teams. Other areas of focus include, but are not limited to, critical training on understanding disability, instructional interventions aligned with specially designed instruction based on the IEP, and disproportionality related to identification, placement, and discipline responses.

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

Early Childhood Special Education (Birth-5)

Program	FTE	Per	Location Services Provided	
INFANTS AND TODDLERS				
Teacher/Service Provider	1.0	Per 22-25 families	In natural environments such as a child's home, childcare settings, and community.	
Paraeducator	1.0	Per regional cluster		
EARLY CHILDHOOD				
PRESCHOOL (4 x ½ days a week)				
Teacher	0.5	Per 9 children with IEPs and typically developing peers	At select elementary schools across the county.	
Paraeducator	0.5			
PRE-K (5 x ½ days a week, typically co-taught)				
Teacher	0.5	Per 1-7 children with IEPs and income eligible children		
PRE-K (Full day)				
Teacher	1.0	Per 1-7 children with IEPs and income-eligible children		
Paraeducator	1.0	Per 1-7 children with IEPs and income-eligible children		
PRE-K (Blueprint co-taught)				
Teacher	1.0	Per 1-7 children with IEPs and income-eligible children	At select elementary schools across the county. Some services are provided at home as appropriate.	
Paraeducator	1.0	Per 1-7 children with IEPs and income-eligible children		
MULTIPLE INTENSE NEEDS CLASSROOM (MINC)				
MINC-PS (Preschool - 4 x ½ days a week)				
Teacher	0.5	Per 5 children with IEPs and 5 typically developing peers (additional temporary employees as determined necessary)	At select elementary schools across the county. Some services are provided at home as appropriate.	
Paraeducator	0.5			
Student Assistant	0.5			

MINC-PK (Pre-K) & MINC-PK (Blueprint co-taught)			
Teacher	1.0	Per 6 Children with IEPs and 8 typically developing peers (additional temporary employees as determined necessary)	
Paraeducator	2.0		
Student Assistant	1.0		
MINC-EARLY LEARNER			
Teacher	1.0	Per 6 children with IEPs and 6 typically developing peers additional temporary employees as determined necessary)	
Paraeducator	2.0		
Student Assistant	2.0		
MINC-FOUNDATIONAL LEARNER			
Teacher	1.0	Per 6 children with IEPs (additional temporary employees as determined necessary)	
Paraeducator	1.0		
Student Assistant	1.0		
PALS			
Teacher	1.0	Per 10-18 children with IEPs served in community settings (contracted support as needed)	Services are provided in a community setting.
Paraeducator	1.0		

Special Education K-12

ELEMENTARY SPECIAL EDUCATION	FTE	Number of IEP Instructional Hours
Teacher	2.0	120 or fewer
Teacher	3.0	121-479
Teacher	4.0	480-599
Teacher	5.0	600-719
Teacher	6.0	720-839
Teacher	7.0	840-959
Teacher	8.0	960-1,079
Teacher	9.0	1,080 or more
MIDDLE SPECIAL EDUCATION	FTE	Number of IEP Instructional Hours
Teacher	2.0	140 or fewer
Teacher	3.0	141-559
Teacher	4.0	560-699
Teacher	5.0	700-839
Teacher	6.0	840-979
Teacher	7.0	980-1,119
Teacher	8.0	1,120-1,259
Teacher	9.0	1,260 or more
HIGH SPECIAL EDUCATION	FTE	Number of IEP Instructional Hours

Teacher	3.0	160 or fewer
Teacher	4.0	161-839
Teacher	5.0	840-1,019
Teacher	6.0	1,020-1,199
Teacher	7.0	1,200-1,379
Teacher	8.0	1,380-1,559
Teacher	9.0	1,560-1,739
Teacher	10.0	1,740-1,919
Teacher	11.0	1,920-2,099
Teacher	12.0	2,100-2,279
Teacher	13.0	2,280 or more
ELEMENTARY SPECIAL EDUCATION	FTE	Number of IEP Instructional Hours
Paraeducator	3.0	419 or fewer
Paraeducator	4.0	420-539
Paraeducator	5.0	540-659
Paraeducator	6.0	660-779
Paraeducator	7.0	780-899
Paraeducator	8.0	900-1,019
Paraeducator	9.0	1,020 or more
MIDDLE SPECIAL EDUCATION	FTE	Number of IEP Instructional Hours
Paraeducator	3.0	489 or fewer
Paraeducator	4.0	490-629
Paraeducator	5.0	630-769
Paraeducator	6.0	770-909
Paraeducator	7.0	910-1,049
Paraeducator	8.0	1,050-1,189
Paraeducator	9.0	1,190 or more
HIGH SPECIAL EDUCATION	FTE	Number of IEP Instructional Hours
Paraeducator	4.0	750 or fewer
Paraeducator	5.0	751-929
Paraeducator	6.0	930-1,109
Paraeducator	7.0	1,110 or more

ELEMENTARY SCHOOL REGIONAL ACADEMIC LIFE SKILLS	FTE	Students
Teacher	1.0	Per 6-8 Students
Paraeducator	2.0	
MIDDLE SCHOOL REGIONAL ACADEMIC LIFE SKILLS	FTE	Students
Teacher	2.0	Per 7-9 Students
Paraeducator	2.0	
HIGH SCHOOL REGIONAL ACADEMIC LIFE SKILLS	FTE	Students
Teacher	2.0	Per 10 Students
Paraeducator	2.0	

ELEMENTARY SCHOOL REGIONAL EMOTIONAL DISABILITIES (ED)	FTE	Students
Teacher	1.0	
Paraeducator	2.0	Per 6-8 students. One additional teacher and/or paraeducator for more than 8 students will be considered.
Crisis Position	1.0	
MIDDLE SCHOOL REGIONAL EMOTIONAL DISABILITIES (ED)	FTE	Students
Teacher	1.0	
Paraeducator	1.0	Per 6-8 students per grade. One additional teacher and/or paraeducator for more than 8 students will be considered.
Crisis Position	1.0	
REGIONAL HEARING IMPAIRED	FTE	Students
Teacher	1.0	Per 4-6 students
PRIMARY LEARNER PROGRAM (ELEMENTARY SCHOOLS)	FTE	Students
Teacher	1.0	
Paraeducator	4.0	Per 4-5 Students (Maintaining a 1:1 ratio Instructional Staff to Students)
UPPER LEARNER PROGRAM (ELEMENTARY SCHOOLS)	FTE	Students
Teacher	1.0	
Paraeducator	4.0	Per 4-5 Students (Maintaining a 1:1 ratio Instructional Staff to Students)
CORNERSTONE PROGRAM (CEDAR LANE SCHOOL)	FTE	Students
Teacher	1.0	Up to 5 Students per Class
Paraeducator		The ratio of 1:1 to Students

TRANSITION SERVICES	FTE	School
Transition Teacher	13.0	Distributed among 13 High Schools, Cedar Lane, and Homewood

Bridges Program

BRIDGES PROGRAM (HOMEWOOD SCHOOL)	FTE	Students
Teacher	1.0	
Paraeducator	1.0	Per 7 Students

Cedar Lane School

CEDAR LANE SCHOOL	FTE	Students
Teacher	1.0	
Paraeducator	2.0	Per 6 Students

Speech Services

Program	FTE	Per
INFANTS AND TODDLERS		
Speech Language Pathologist	2.0–3.0	Per Regional Cluster
MINC		
Speech Language Pathologist	0.4	Per Class
PRESCHOOL/PRE-K		
Speech Language Pathologist	0.3	Per Class
KINDERGARTEN		
Speech Language Pathologist	0.2	Per Class
ACADEMIC LIFE SKILLS		
Speech Language Pathologist	0.1	Per ALS class
UL/PL PROGRAMS (Other Specialized Programs)		
Speech Language Pathologist	0.4	Per UL/PL class
ELEMENTARY SCHOOL-BASED PROGRAMS		
Speech Language Pathologist	1.0	Per 30–40 Direct IEP Hours
SECONDARY SCHOOL-BASED PROGRAMS		
Speech Language Pathologist-MS	1.0	Per 35–40 Direct IEP Hours
Speech Language Pathologist-HS	1.0	Per 40–50 Direct IEP Hours
<i>Additional allocations of differentiated staffing positions are given for high-need students.</i>		

Countywide Services (Related Service Providers)

Program	FTE	Per
PHYSICAL THERAPY		
Physical Therapist	1.0	Per 21 hours of direct service to students
OCCUPATIONAL THERAPY		
Occupational Therapist	1.0	Per 21 hours of direct service to students
VISION SERVICES		
Teacher of the Blind/Visually Impaired	1.0	Per 21 hours of direct service to students. Students requiring Orientation and Mobility Specialists are distributed amongst trained TBVI staff.
HEARING SERVICES		
Teacher of the Deaf/Hard of Hearing	1.0	Per 21 hours of direct service to students
ADAPTED PHYSICAL EDUCATION		
Teacher	1.0	Per 21 hours of direct service to students

2024-2025
Early Childhood Special Education Program Descriptions

	Services or Program	Curriculum	Program and Services Description
Single Service Delivery Model	Speech-language, occupational, or physical therapy in the child's home elementary school with periodic special education consultation.	Child receives instruction based on the curriculum offered in a community program, if enrolled.	Child is successful in current community-based program or in their home. IEP addresses needs in one developmental area.
Community-Based Services (PALS)	Consultation and/or direct services from special educator, speech-language pathologist, and/or occupational therapist in a community-based program where the child is enrolled by the parent. Services provided on an itinerant basis.	Child receives instruction based on the curriculum offered in a community program, if enrolled.	Child is enrolled in a community program by the parents and requires some support, accommodations, or modifications to be successful. IEP team agrees that the child's needs can be met in a community-based setting primarily through a consultative or coaching model with caregivers.
Preschool ** (3 year olds)	4 days, 4 day, 2.5 hours/day (10 hours/week)	Child receives instruction based on the HCPSS early childhood curriculum.	IEP services are provided in classes with children who do not have disabilities.
Multiple Intense Needs Class for Preschool ** (MINC-PS)	4 day, 2.5 hours/day (10 hours/week)	Child receives instruction based on modified HCPSS early childhood curriculum.	IEP addresses comprehensive needs that impact engagement, communication, independence and/or social interaction. Focus of instruction is on building foundational learning skills and communication skills. Includes opportunities with typically developing peers.
Pre-K ** (MUST be 4 years old by September 1)	Full Day Pre-K Program 5 days, 6.5 hours /day (32.5 hours/week)	Child receives instruction based on the HCPSS early childhood curriculum.	IEP services are provided in classes with children who do not have disabilities. Co-teaching models with early childhood general education teachers are often utilized.
Multiple Intense Needs Class for Pre-K ** (MINC-PK)	Co-taught MINC-PK 5days, 6.5 hours /day (32.5 hours/week)	Child receives instruction based on the HCPSS early childhood curriculum with modifications as needed.	IEP addresses comprehensive needs that impact communication, social interaction, behavior and self-management. Instruction includes large and small groups, and intensive 1:1 instruction based on the principles of applied behavior analysis and other specialized techniques. Also includes opportunities to learn alongside typically developing peers.

Multiple Intense Needs Class for Early Learners ** (MINC-EL)	4 days, 6.5 hours /day (26 hours/week)	Child receives instruction based on the HCPSS early childhood curriculum with modifications as appropriate.	IEP addresses comprehensive needs that impact communication, social interaction, behavior and self-management. Instruction includes large and small group and intensive 1:1 instruction based on the principles of applied behavior analysis and other specialized techniques. Also includes opportunities to learn alongside typically developing peers. Includes ongoing support from the Autism Specialist for Early Intervention.
Multiple Intense Needs Class for Foundational Learners** (MINC-FL)	4 days, 6.5 hours /day (26 hours/week)	Child receives instruction based on the HCPSS early childhood curriculum with significant modifications.	IEP addresses needs in multiple areas, with an emphasis on communication, mobility and self-help. Instruction focuses on functional skills and generalization. Student IEPs also require multiple related services, as well as extensive medical supports and services. All IEP services are provided outside of general education, unless dictated by the IEP for selected activities.
** All classroom-based programs include Family Connections monthly to address student and family needs.			

This chart is a guide, for informational purposes, to support the special education decision-making process. It is not intended to be used in isolation to determine IEP services or placement. The IEP Team may consider a program if the child's needs cannot be met in less restrictive settings.

Special Education and Related Service Descriptions and Staffing

Early Childhood Special Education - Birth to Five

This program supports the HCPSS priority of placing equity and student learning above all else, by ensuring that infants, toddlers (ages birth-4) and preschoolers (ages 3-5) with disabilities approach, meet, or exceed Maryland College and Career-Ready Standards for Prekindergarten. In partnership with HCPSS Early Childhood and community-based early childhood stakeholders, this office promotes school readiness through access for all young children with natural and inclusive learning opportunities and presumed competence of students with and without disabilities. Consistent implementation of evidence-based practices, appropriate use of technology for teaching and learning, and measurement of student progress accounts for growth and informs instruction. This includes federally mandated continuous year-round services for Infants and Toddlers and inclusive Prekindergarten settings with options for Extended School Year.

The Infants and Toddlers Program (ITP) serves children from birth to three years of age who have a developmental delay or who are at risk for developmental delay and children 3 and 4 years of age through the Extended IFSP Option. The program is part of the Howard County Infants and Toddlers Program (HCITP), a coordinated, transdisciplinary, 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.

The Preschool and Pre-K Programs serve children who are three through five years of age who have a disability or developmental delay. Team members provide instruction and therapy services as dictated by the IEP, using techniques which combine sound principles of early childhood special education, developmentally appropriate practices, and evidence-based practices. 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. Multiple Intense Needs Classes (MINC) serve children ages three through five who have moderate to severe delays in cognition, social interaction, communication, and/or behavior. Staff members use instructional strategies 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.

The Behavior and Autism Specialists and Social Workers provide training to staff members and families in implementing instructional, behavioral and social/emotional support plans as needed across the continuum of services.

Program 3324 - Birth-Five Early Intervention Services						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Director	0.0	0.0	0.0	1.0	1.0
Operating	Coordinator	1.0	1.0	1.0	0.0	
Operating	Instructional Facilitator	1.0	1.0	1.0	1.0	
Operating	Behavioral Specialist	2.0	2.0	2.0	2.0	

Operating	Autism Specialist	1.0	1.0	1.0	1.0	
Operating	Teacher Resource	4.0	4.0	2.0	2.0	
Operating	Teacher 10 Month	117.0	117.0	138.0	137.0	2.0
Operating	Teacher 11 Month	27.0	29.5	31.0	31.0	
Operating	Speech Pathologist	15.0	17.0	18.0	18.0	
Operating	Occupational Therapist	8.5	11.5	11.5	11.0	
Operating	Physical Therapist	10.0	9.0	10.0	10.0	
Operating	Social Worker	1.5	1.5	1.5	1.5	
Operating	Program Assistant	0.0	2.0	3.0	3.0	
Operating	Nurse	0.0	0.0	0.0	0.0	
Operating	Psychologist	0.0	0.0	0.0	0.0	
Operating	Technical Assistant	0.5	1.0	1.0	1.0	
Operating	Secretary	1.0	1.0	1.0	1.0	
Operating	Paraeducator	121.5	122.0	148.0	149.0	4.0
Operating	Student Assistant	80.0	80.0	79.0	79.0	1.0
Total Operating	All Positions	391.0	400.5	449.0	448.5	8.0
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Grants	Instructional Facilitator	1.0	1.0	1.0	1.0	
Grants	Occupational Therapist	1.5	1.5	1.5	1.0	
Grants	Social Worker	0.5	0.5	1.0	1.0	
Grants	Speech Pathologist	4.9	4.9	6.2	5.2	2.0
Grants	Teacher Resource	0.0	0.0	2.0	2.0	
Grants	Technical Assistant	1.5	1.5	1.0	1.0	
Grants	Nurse	0.0	0.0	1.0	0.0	
Grants	Board Certified Behavior Supervisor	0.0	0.0	0.0	1.0	1.0
Grants	Program Assistant	0.0	0.0	0.0	1.0	1.0
Grants	Paraeducator	1.0	1.0	0.0	0.0	
Grants	Secretary	1.0	1.0	0.0	0.0	
Total Grants	All Positions	11.4	11.4	13.7	13.2	4.0
Total All Funds	All Positions	402.4	411.9	462.7	461.7	12.0

School Based Instructional Services (Continuum of Services)

A continuum of special education services is provided from kindergarten to age 21. A range of specialized instructional supports are available for school-age students with disabilities within the student's home school or within regional programs where students receive more intensive services and supports. Staffing adjustments help to expand the continuum of services within the neighborhood (or

local) schools for students who have intensive needs, but require lesser restrictive environments (e.g., regionalized programs) to learn.

Programs provide special education staff who:

- Coordinate and provide special education instruction, and related and support services, in the student's least restrictive environment according to students' Individualized Education Programs.
- Conduct screenings/assessments for students referred by parent(s) and teachers to school-based Individualized Education Program (IEP) teams.
- Collaborate with IEP Team members to develop and implement students' IEP
- Provide consultation and support to general education teachers to design and implement specialized instruction based on each student's Individualized Education Programs.
- Monitor student learning and guiding instructional adjustments to improve academic outcomes for students with IEPs

The Regional Academic/Life Skills classes for elementary students provide special education and related services for children who are kindergarten through fifth grade. Classrooms have an average of seven children with multiple intense needs and involve a focus on each student's integration into the school and community. The student's communication, academic and social skills needs drive all intensive instructional intervention, supports and services.

The Local and Regional Academic/Life Skills classes for secondary students provide special education and related services to students in a structured classroom setting that incorporates modified instruction aligned with curriculum content standards, functional academics, life skills, transition activities, and vocational/work related opportunities. Students enrolled in these classes are seeking a certificate of program completion and may be taking the MD alternative state assessments.

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.

The COMPASS (Creating Opportunities to Manage Progress, Achieve Success, and Self-Regulate) Program is a trauma-informed program, located within comprehensive schools at each level (Elem, Middle and High), which offers specialized support to students, enabling them to develop academic, behavioral, and social-emotional skills. This setting allows students to practice these skills in a less restrictive environment while receiving direct instruction and positive behavioral support in a more structured setting. Aligned with each student's Individualized Education Program (IEP), the program addresses the specific needs of students, promoting emotional regulation, adaptive behavior, and academic success. The COMPASS program prepares students to transition back to a general education setting, empowering them to apply their skills and achieve greater independence and success.

The Primary Learner (Grades K-2) and Upper Learner (Grades 3-5) programs provide elementary school students specialized instruction utilizing Applied Behavior Analysis methodology and naturalistic teaching to learn academic and behavior skills. These regionalized special education services are delivered across six comprehensive elementary schools. Students are provided opportunity and access to grade level aligned instruction across the general education and special education classroom as determined by their individualized plans. Utilizing a low student to staff ratio, students receive intensive and individualized instruction throughout the school day.

At the middle and high school levels, students who require intensive intervention in reading, writing and/or math receive services in the Intensive Resource class. This program is regionalized in one middle and one high school, serving students across Howard County. Students receive specially designed instruction in both the general education content class as well as additional targeted instruction in a small group setting with the special educator.

Program 3321 - Special Education School-Based Services						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Resource Teacher	0.0	0.0	0.0	1.0	
Operating	Teacher	578.0	585.0	596.0	596.0	21.0
Operating	SCH Mental Health Teacher	1.0	1.0	1.0	1.0	1.0
Operating	Transition Facilitator	0.0	1.0	1.0	0.0	
Operating	Transition Teacher	12.0	13.0	13.0	13.0	
Operating	Paraeducator	509.5	521.5	532.5	532.5	8.0
Operating	Student Assistant	190.0	196.0	210.0	210.0	13.0
Total Operating	All Positions	1,290.5	1,317.5	1,353.5	1,353.5	43.0
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2025	Vacancy at September 2025
Grants	Transition Teacher	1.0	1.0	1.0	1.0	
Grants	Teacher	20.0	20.0	20.0	19.0	
Grants	Paraeducator	77.5	77.5	77.5	77.5	
Grants	Student Assistant	15.0	15.0	15.0	14.0	
Total Grants	All Positions	113.5	113.5	113.5	111.5	0.0
Total All Funds	All Positions	1,404.0	1,431.0	1,467.0	1,465.0	43.0

Other supports for Special Education Students

Close adult supervision (CAS) is a supplementary aid and service provided to students to support the student's access to instruction and/or safety in school. CAS may be provided through existing staff. Allocating additional staffing to provide CAS is based on a variety of student needs including academic, communication, social, emotional, behavioral and medical challenges. Additional adult support (e.g., student assistants, temporary employees) as described in the student's IEP is allocated based on student need. The need for CAS is reviewed on an annual basis at an IEP team meeting and made available through a set process. The goal for putting CAS in place for students is to increase their capacity for independent performance and to reduce the student's reliance on external support to participate in the learning process. The two types of positions that provide CAS are described below:

- Student assistants (SAs) are HCPSS employees who provide CAS to students with severe physical, cognitive, or behavioral concerns to access education that manifest in the school setting.
- Temporary employees for students are employed through contracted service agencies as authorized by the Department of Special Education and Interim Student Support staff employed

by the school system. Such personnel assist students who have moderate to severe cognitive, medical, physical, or emotional disabilities, struggle with the demands of academic tasks or functional skills and have difficulty accessing a less restrictive learning environment.

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.

Bridges Program for Students with Emotional Disabilities (ED)

Bridges is a unique program that provides special education instruction and therapeutic services for up to approximately 60-70 students who have an emotional disability or another disability with social emotional/behavior goals and services that require more intensive therapeutic support in a smaller middle or high school learning environment.

Objectives of the program are:

- To meet the educational, social and emotional needs of students who require a restrictive placement as determined by their IEPs.
- To return students to lesser restrictive settings.
- To meet the social and emotional needs of suspended or expelled students with IEPs as an interim alternative setting, or for students in emotional crisis referred through the threat management process.

Program 3323 Bridges						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Facilitator	0.0	0.0	1.0	1.0	
Operating	Social Worker	0.0	3.0	3.0	3.0	
Operating	School Mental Health Teacher	3.0	0.0	0.0	0.0	
Operating	Specialist Mental Health	1.0	1.0	0.0	0.0	
Operating	School Mental Health Technician	4.0	4.0	4.0	4.0	
Operating	Teacher	9.0	9.0	9.0	10.0	
Operating	Paraeducator	6.0	6.0	6.0	6.0	
Total Operating	All Positions	23.0	23.0	23.0	24.0	0.0

Cedar Lane Program

The Cedar Lane Program on the Fulton Campus provides a structured learning environment for students Grades K through 21, whose needs are so complex that they require a highly specialized, comprehensive program in a public separate day school special school setting. Classes are provided for preschool students who are developmentally delayed, students in Grades K-2 who require intensive instruction with

functional communication and behaviors 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 with access to typical peers across programs, schools, and community settings in the least restrictive environment. Specific programs to serve students with more intensive needs are also housed at Cedar Lane. The students receive individual instruction to meet identified IEP goals and increased opportunity to have functional communication and other skill acquisition needs.

Program 3322 Cedar Lane School						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Principal	1.0	1.0	1.0	1.0	
Operating	Assistant Principal	1.0	1.0	1.0	1.0	
Operating	Secretary Principal	1.0	1.0	1.0	1.0	
Operating	Secretary Teacher	1.0	1.0	1.0	1.0	
Operating	Board Certified Behavior Supervisor	0.0	0.0	1.0	1.0	
Operating	Board Certified Behavior Analyst	1.0	1.0	0.0	0.0	
Operating	Teacher 10 Month	28.5	26.5	26.5	23.5	
Operating	Teacher 11 Month	4.0	6.0	6.0	6.0	
Operating	Adapted PE	0.0	0.0	0.0	2.0	
Operating	Registered Behavior Technician	1.0	1.0	1.0	1.0	
Operating	Paraeducator	53.0	53.0	53.0	52.0	1.0
Operating	Student Assistant	1.0	1.0	1.0	1.0	
Total Operating	All Positions	92.5	92.5	92.5	90.5	1.0

Speech Programs

Speech: SLPs play a vital role in supporting students from birth through age 21 who have communication disorders. Their responsibilities are comprehensive, including administering screenings and assessments, providing direct therapeutic intervention, and designing specialized programs. They collect and analyze data, all while adhering to strict compliance policies and procedures.

A core focus for our SLPs is ensuring that their interventions are educationally relevant. They provide a unique contribution by using their expertise in communication to help students access their educational programs. This can involve helping young children meet developmental milestones or assisting older students in developing effective communication skills for academic, social, and future work settings.

Our SLPs are also committed to providing culturally competent services that are tailored to the individual experiences of each student. Finally, their therapeutic interventions and caseloads are carefully established based on the needs identified in each student's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). This thoughtful approach takes into account all factors, including direct

service time, travel, meetings, and the essential work of data collection and paperwork, to ensure every student receives the support they need.

Interpreting: Educational interpreters play a crucial role in supporting students who are deaf or hard-of-hearing. Their primary function is to facilitate effective communication and instruction between the student, their teacher, and classmates. Interpreters are typically assigned on a 1:1 basis, as outlined in the student's Individualized Education Program (IEP) or 504 plan. The Hearing Services Team regularly reviews these assignments to ensure they meet the student's needs.

In addition to classroom support, interpreters also provide services for extracurricular activities and during parent conferences and meetings, ensuring the student has full access to their educational experience both in and out of the classroom.

Interpreter assignments are determined by the specific needs identified in the student's IEP or 504 plan. When establishing interpreter caseloads, key factors such as planning time, travel time, and scheduled meetings are taken into consideration to ensure they can effectively support their assigned students.

Deaf and Hard of Hearing Services: Teachers of the Deaf and Hard of Hearing (DHH) are specialized educators who provide services to students with significant hearing loss or deafness. Their services are based on the student's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP).

DHH teachers provide specialized, one-on-one or small-group instruction. This is often necessary for students with cochlear implants or those learning a functional communication system, such as American Sign Language (ASL). This direct instruction can be delivered in the general education classroom or in a separate setting, as determined by the student's needs. A crucial part of this role is providing indirect services. This includes consulting with and training school staff and families to help them effectively support the student's academic and social development.

The DHH teacher is part of a comprehensive support team.

Program 3325 Speech, Language, and Hearing Services						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Instructional Facilitator	2.0	2.0	1.0	1.0	
Operating	Speech Pathologist	128.1	128.1	128.1	129.1	23.3
Operating	Program Head	0.0	0.0	0.0	1.0	
Operating	Interpreter - Educational	15.0	18.0	17.0	17.0	1.0
Operating	Teacher of the Deaf and Hard of Hearing	3.0	4.0	4.0	3.0	
Operating	Assistant Speech Language Pathologist	0.0	0.0	0.0	0.0	
Total Operating	All Positions	148.1	152.1	150.1	151.1	24.3

Countywide Services

Countywide Services: Responsibilities of the County Diagnostic Center include:

- Child Find Services-Point of entry into the school system for infant/toddler, preschool age children, and school age students who attend a parentally placed educational setting.
- Indepth interdisciplinary diagnostic assessment team for students who have complex needs and are referred by the DSE and IEP teams.
- Assessment, collaboration, consultation, training, and support in the following areas: adapted physical education, audiology, assistive technology, instructional access, educational support, occupational therapy, physical therapy, psychology, and speech/language.
- Direct and consultative special education services in adapted physical education, audiology, physical therapy, and occupational therapy in the least restrictive environment in both general and special education settings according to the IFSP/IEP to provide instruction and promote access to the educational program. Additional supports may be provided through a 504 Plan.
- Training and assistance to differentiate instruction, provide service in the LRE, assessment, instructional techniques and learning strategies, behavioral interventions, professional learning, and IEP development.
- 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.

Audiology: Audiology services are provided to students from birth to 21 years of age to support their hearing needs within the educational environment. They provide a number of services to our students. Audiologists conduct hearing screenings and comprehensive audiological assessments to evaluate a student's hearing function. They provide assistive technology support through the use and management of assistive listening devices, such as FM amplification systems and other classroom audio technologies. Finally, our Audiologists provide expert consultation and training to educators, speech-language pathologists, other school staff, and parents. This training focuses on the student's specific hearing loss, its impact on their learning, and the effective use of audiological equipment.

Occupational Therapy: Occupational Therapists (OTs) work with students from birth to 21 years of age to support their ability to participate in daily academic and self-care activities. Their services are designed to facilitate functional skills and promote independence within the educational setting.

OTs provide specialized therapeutic activities and interventions to develop and improve fine motor skills, visual motor skills, visual perception, sensory motor skills, and sensory processing. For our youngest children, services may be provided in a home or community setting (e.g., in the Infant/Toddlers Program), while for school-aged students, the focus is on enabling access to the school environment. OTs introduce adaptive techniques or materials to compensate for skill weaknesses, ensuring students can successfully participate in classroom activities.

OT caseloads are determined by the specific needs outlined in a student's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). When managing caseloads, the following factors are taken into consideration to ensure effective service delivery: planning time, travel time, meetings, assessments, data collection and analysis, consultation and training

Physical Therapy: Physical Therapists (PTs) help students from birth to 21 years old develop and improve their movement and gross motor skills. The primary goal of these services is to achieve functional outcomes that enable students to access their learning environment. This includes assisting young children in the Infant/Toddlers Program within their home and community, as well as helping older students navigate the school setting.

PT services focus on key areas such as postural control, smooth transitions between positions, and mobility both with and without assistive devices. They also assist with practical skills like negotiating bus steps. Physical therapists are involved in addressing building accessibility issues and help with the selection and adaptation of equipment to improve a student's posture and functional abilities at school.

PT caseloads are determined by the specific needs outlined in a student's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). The caseloads take into account necessary time for planning, travel, meetings, data collection and analysis, and consultation and training.

Instructional Access Team: The Instructional Access Team (IAT) provides crucial support to school staff, students, and parents of students with disabilities. The team's primary focus is on ensuring students can access the curriculum and meet their communication needs through the effective use of instructional and assistive technology.

The IAT has expertise in a wide range of low- and high-tech tools, digital content, and instructional strategies designed to enhance student learning and access. They handle all assistive technology requests and work directly with school teams to address equipment concerns, provide necessary training, offer purchasing information, and help facilitate student access to the least restrictive learning environment.

Essential responsibilities of the IAT include assisting with the development of IEPs related to assistive technology, attending IEP team meetings, observing students in their learning environments, training both staff and students on new technologies, and guiding staff through assessment processes to ensure students have the appropriate tools for full curriculum access.

Adapted Physical Education: Adapted Physical Education (APE) teachers provide specialized instruction and advocacy for students in physical education classes. They work to ensure that students with gross motor skill delays can fully access the physical education curriculum.

APE teachers provide a continuum of collaborative services, including direct, specially designed instruction to students. A key part of their role is supporting and training general physical education teachers and paraprofessionals who have students with APE on their IEPs.

APE teacher caseloads are determined by the needs identified in each student's IEP. Caseload considerations include time for planning, travel, meetings, data collection and analysis, and providing consultation and training.

Vision Program: Itinerant teachers for students who are blind or visually impaired provide assessment, consultation, and individualized instruction to students from birth to 21 years old. These specialized services focus on a range of skills and techniques for blindness and low vision. Instruction covers areas such as braille, the use of specialized technology, study and organizational skills, self-advocacy, and activities of daily living.

Orientation and mobility (O&M) instruction is provided by specially trained O&M instructors. These services, including both vision instruction and O&M, are delivered in various settings including the home (for the Infant/Toddler Program), school, and community.

Caseloads are determined by the needs identified in each student's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). The caseload size takes into account essential factors such as planning, travel time, meetings, data collection and analysis, and consultation and training. In addition to our Special Educators, the department is supported by Program Assistants and a Braillist.

Behavior Specialists and Board Certified Behavior Supervisors (BCBSs): The HCPSS has highly qualified personnel available to identify and address the complex needs of students who experience interfering behaviors. Behavior specialists and BCBSs are available to help construct behavior intervention programs for individual students and assist parents of children in regional programs and public separate day settings. The specialists serve several school locations, including consulting with staff to address individual student needs, and design professional learning activities for teachers and support staff. Each Behavioral Specialist is assigned a Behavior Paraeducator to work within the schools. Similarly, HCPSS now has Registered Behavior Technicians who work under the direct supervision of the BCBSs to address behavior reduction and skill acquisition needs for students.

Transition Team: Transition planning is included in the student's IEP whether a student continues in the HCPSS until age 21, prepares for post-graduation employment, or plans for higher education. 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 transition teachers implement and facilitate transition IEP goals and activities.

Program 3320 Countywide Services						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Coordinator	1.0	1.0	1.0	1.0	
Operating	Psychologist	0.0	0.0	0.0	1.0	1.0
Operating	Audiologist	2.0	2.0	2.0	2.0	
Operating	Occupational Therapist	51.0	53.0	53.0	52.5	4.4
Operating	Assistant Occupational Therapist	2.0	2.0	2.0	2.0	
Operating	Physical Therapist	11.8	12.8	12.8	13.0	3.0
Operating	Speech Pathologist	2.0	2.0	2.0	1.0	
Operating	Adapted PE Teacher	15.6	15.6	15.6	14.6	
Operating	Teacher Other Special Education Countywide	2.0	1.0	1.0	0.0	
Operating	Program Head	0.0	0.0	0.0	4.0	
Operating	Teacher Work Study	0.0	0.0	0.0	0.0	
Operating	Teacher Resource	6.0	7.0	7.0	7.0	1.0
Operating	Teacher 11 Month	0.0	0.0	0.0	1.0	1.0

Operating	Teacher of the Blind and Visually Impaired	11.0	12.0	12.0	11.0	1.0
Operating	Braillist	1.0	1.0	1.0	1.0	
Operating	Secretary	3.0	3.0	2.0	1.0	
Operating	Secretary Teacher	1.0	1.0	1.0	1.0	
Operating	Technical Assistant	1.0	1.0	1.0	0.0	
Operating	Paraeducator	4.0	4.0	3.0	4.0	
Total Operating	All Positions	114.4	118.4	116.4	117.1	11.4
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Grants	Adapted PE	0.4	0.4	0.4	0.4	
Grants	Occupational Therapist 11 Month	1.0	1.0	0.0	0.0	
Grants	Physical Therapist 11 Month	1.0	1.0	1.0	1.0	
Grants	Visual/Hearing Impaired Teacher	1.0	1.0	1.0	1.0	
Grants	Secretary	0.0	0.0	0.4	1.0	
Total Grants	All Positions	3.4	3.4	2.8	3.4	0.0
Total All Funds	All Positions	117.8	121.8	119.2	120.5	11.4

Nonpublic & Community Intervention

This program supports:

- Students enrolled in nonpublic schools or who may benefit from support and services to prevent the need for more restrictive placements.
- Students attending Maryland School for the Deaf, Maryland School for the Blind, and Regional Institutes for Children and Adolescents.
- Supporting dispute resolution processes (i.e., due process hearings, mediation, state complaint procedures)
- Compliance monitoring

Program 3328 Nonpublic Services and Special Education Compliance						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Coordinator	1.0	1.0	1.0	1.0	
Operating	Nonpublic Facilitator	1.0	1.0	1.0	1.0	
Operating	Teacher Resource	2.0	2.0	2.0	2.0	
Operating	Nonpublic Analyst	1.0	1.0	1.0	1.0	
Operating	Technical Assistant	1.0	1.0	1.0	1.0	

Operating	Secretary	1.0	1.0	1.0	1.0	
Total Operating	All Positions	7.0	7.0	7.0	7.0	0.0
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Grants	Coordinator	0.0	0.0	1.0	1.0	
Grants	Facilitator	2.0	2.0	1.0	1.0	
Total Grants	All Positions	2.0	2.0	2.0	2.0	0.0
Total All Funds	All Positions	9.0	9.0	9.0	9.0	0.0

Psychological Services

Psychological services are provided for students from infancy through 21 years who require special education and related services in order to access learning in natural environments and school settings. School psychologists observe and evaluate students; attend IEP and IFSP team meetings; plan and support educational programs; develop, in collaboration with the IEP team, behavioral intervention programs; provide therapeutic counseling and educational services to students and parents; and consult with teachers, parents, and administrators.

Program 5701 Psychological Services						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Psychologist	83.2	82.2	81.2	80.2	
Operating	Manager, Crisis Team	1.0	1.0	1.0	1.0	
Total Operating	All Positions	84.2	83.2	82.2	81.2	0.0
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Grants	Psychologist	3.8	2.8	2.8	2.8	
Total Grants	All Positions	3.8	2.8	2.8	2.8	0.0
Total All Funds	All Positions	88.0	86.0	85.0	84.0	0.0

Special Education Central Office

The Special Education Central Office supervises all HCPSS special education services and programs. The Central Office staff ensures compliance with special education mandates, including improving the performance outcomes for students. The office evaluates special education programs and services and conducts training for special and general educators, related service providers, support teachers, parents, and the community. Parents are encouraged to be partners in the education of their children through ongoing collaboration with the parent/community groups. The office also develops and maintains the special education budget, directs programs and services to deliver specially designed instruction and supports, provides technical assistance to various system staff and support in areas such as behavior reduction and skill acquisition. Strategies to address disproportionality in identification, placement, and disciplinary response is also monitored through departmental oversight.

Program 3330 Special Education Central Office						
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Operating	Executive Director	1.0	1.0	1.0	1.0	
Operating	Director	1.0	1.0	1.0	1.0	
Operating	Coordinator	0.0	0.0	0.5	0.5	
Operating	Instructional Facilitator	4.0	4.0	3.0	3.0	
Operating	Fiscal Analyst	0.0	0.0	0.5	0.5	
Operating	Teacher Resource	2.0	2.0	2.0	2.0	
Operating	Board Certified Behavior Supervisor	0.0	0.0	6.0	6.0	
Operating	Board Certified Behavior Analyst	6.0	6.0	0.0	0.0	
Operating	Behavior Specialist	2.0	2.0	2.0	2.0	
Operating	Registered Behavior Technician	3.0	3.0	3.0	3.0	
Operating	Behavior Paraeducator	1.0	1.0	1.0	1.0	
Operating	Program Assistant	0.0	7.0	7.0	7.0	
Operating	Clerk	7.0	0.0	0.0	0.0	
Operating	Executive Assistant	1.0	1.0	1.0	0.0	1.0
Operating	Secretary	1.0	1.0	1.0	1.0	
Total Operating	All Positions	29.0	29.0	29.0	28.0	1.0
Fund	Position	Approved Budget FY2023	Approved Budget FY2024	Approved Budget FY2025	Approved Budget FY2026	Vacancy at September 2025
Grants	CCEIS Program Head	1.0	1.0	1.0		
Grants	Instructional Facilitator, Comprehensive Coordinated Early Intervention Services (CCEIS)	0.0	0.0	0.0	1.0	
Grants	Registered Behavior Technician, Special Education	0.0	0.0	0.0	1.0	
Grants	Instructional Facilitator	3.0	3.0	3.0	3.0	
Grants	Facilitator Behavior Intervention	0.0	1.0	1.0	1.0	

Grants	DEI Facilitator	1.0	1.0	1.0	1.0	
Grants	Facilitator Regional ED	0.0	0.0	1.0	1.0	
Grants	Teacher Resource	7.0	8.0	8.0	8.0	
Grants	Social Worker	0.0	2.0	2.0	2.0	
Grants	Math Coach	0.0	0.0	2.0	3.0	
Grants	Specialist	1.0	1.0	1.0	1.0	
Grants	Board Certified Behavior Analyst	1.0	1.0	1.0	1.0	
Grants	Behavior Specialist	6.0	8.0	6.0	6.0	
Grants	Accountant	1.0	1.0	1.0	1.0	
Grants	Analyst	1.0	1.0	1.0	1.0	
Grants	Fiscal Analyst	0.0	0.0	1.0	1.0	1.0
Grants	Medicaid Billing Technician	1.0	1.0	1.0	1.0	
Grants	Secretary	2.0	2.0	2.0	2.0	
Grants	Behavior Paraeducator	5.0	5.0	5.0	9.0	
Grants	Paraeducator	5.0	5.0	5.0	0.0	
Total Grants	All Positions	35.0	41.0	43.0	44.0	1.0
Total All Funds	All Positions	64.0	70.0	72.0	72.0	2.0

In support of the Department of Special Education Strategic Plan, the Board of Education approved an extra \$1.75 million dollars to fund an additional 17 positions to support the strategic initiatives.

Process for Monitoring Caseloads to Ensure Implementation of IEPs and to Address Staffing Concerns

Direct school support by DSE Instructional Facilitators and Resources Teachers yields information and data throughout the school year utilized for the (1) **monitoring and evaluation (M/E)** of the current caseloads and staffing plan throughout the year; (2) **development (D)** of the future staffing plan; or (3) both **(M/E/D)**. Such information assists in identifying and responding to concerns about adequate staffing from educators and parents, effectiveness of service provision, and administrator oversight.

As a part of the process for monitoring caseloads, DSE staff review direct service hour data from their assigned schools' caseloads and evaluate it against existing staffing formulas to determine the adequacy of staffing resources. DSE Instructional Facilitators engage with administrators and school-based staff to receive updates about staffing needs as they may constantly fluctuate. Regular meetings with the DSE Director occur to determine additional staffing needs. The following process ensures that there is ample opportunity for staffing concerns to be addressed.

September	School caseload lists generated from the Tienet database are reviewed by Instructional Facilitator (M/E) . Caseload data is reviewed by the DSE. School staffing is calculated according to the formula. Additional staffing for the current school year is determined based on identified needs. Changes are made (e.g., schedules) as appropriate in response to concerns from school-based 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.
December	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)
December/January	DSE Instructional Facilitators meet with Principals and Instructional Team Leaders in January-February and address the following: <ul style="list-style-type: none">• Use of staffing formulas• Use of staff• Needs for additional staff, examples: increased enrollment, student needs, programs, etc.• Surplus staff
February	The DSE meets to address staffing allocations. Staffing is calculated according to the staffing formula and staffing requests. The special education staffing for the next fiscal year is developed. (D)
March	Staffing is calculated according to the staffing formula, data sheets, and school requests, and administrators are notified of their staffing. (D)
May to August	Additional staff is assigned based on the staffing formula, substantiated requests and available reserve. (M/E)

Special education and general education teachers work together to provide appropriate instruction for students with disabilities. Paraeducators provide critical support as well. Direct instruction may be provided by a general educator or other staff. The special educator is required to provide consultation as they are ultimately responsible for the development, implementation and evaluation of the specially designed instruction. Students may receive direct instruction from general education teachers and support from a paraeducator or might rotate between general and special education teachers within the same classroom for instruction as two examples of utilizing staffing resources for co-teaching.

Dealing with Changes in Staffing Needs and Vacancies

Administrators have the opportunity to work with the Instructional Facilitators, Coordinators, Directors, and Executive 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 from administrators are considered in staffing allocations and adjustments. Administrators also receive notification regarding staffing in the March-May timeframe. DSE Leadership also engages with the Division of Schools (DOS) to problem solve areas of concern in each system area. The Executive Directors who oversee the three areas along with the DOS Directors also provide data and input from school administrators to inform collaborative discussions with DSE Leadership.

The DSE Coordinators, 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, as appropriate
- Review schedules of teachers and paraprofessionals
- Discuss possible solutions with staff members and administrators
- Identify and recommend changes in schedules or assignments at the local school level
- Make revisions to schedules.

If the concern cannot be fully resolved, the Instructional Facilitator, with the approval of the appropriate Coordinator and/or Director or Executive Director of Special Education, may take the following actions, as appropriate:

- Request and obtain additional professional or support staff from the local budget as available
- Obtain temporary staffing resources through contracted agencies and other skilled supports through grant funding if available
- Secure daily or long-term substitute staff
- Process an FTE conversion/reclassification
- Forward schedule revision recommendations to the DOS team and assist with completing revisions as directed.

Instructional Facilitators and Facilitators address concerns raised about the provision of related services. 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.

When vacancies occur in teaching positions, short-term or long-term substitutes (commonly referred to as HCPSS guest teachers) are hired. Teacher vacancies are filled with teacher-certificated staff as expeditiously as possible. Substitutes are obtained for paraprofessionals, as needed, in order to fulfill the requirements of IEPs. Additionally, contracted teachers may be hired for special education teacher vacancies. These contractors must be Maryland certified and successfully meet the interview requirements.

When vacancies occur in related service positions, contracted service providers or HCPSS part-time personnel are used. Access to some virtual SLP providers is an option as well provided the IEP team indicates the student needs may be addressed in this model and support from in-person staff can be coordinated. For teachers and related service provider positions, the DSE central support team provides direct support to ensure planning, instruction and data collection are in place.

To mitigate the impact of vacancies, DSE has identified several workload reduction strategies that include:

- Rotating Program Assistants (position supporting case managers with clerical tasks)
- Establishing a centrally based itinerant assessment team
- Realigning central office resources to strengthen school support
- Streamlining procedures where possible
- Providing additional professional learning (e.g., data collection, TIENET clerical, lesson material creation) for various staff
- Establishing designated Instructional Team Leaders at the Elementary level for five schools with the heaviest load, to support on-the-ground, daily needs with behavior, instruction and legal compliance mandates.

Evaluation of Staffing Plans

As part of the Division of Academics, the Department of Special Education assumes responsibilities for evaluating staffing in special education. The DSE leadership team collaborates to recommend staffing levels through the budgeting and allocation processes consistent with the existing formulas. Other leadership team members assume responsibility for the review and completion of this annual plan and participate in the operating budget development cycle. The financial team assisting with the budget (operating and grant) functions also updates and verifies staffing information with the plan.

The effectiveness of the plan is assessed by all DSE leadership, including Coordinators, Instructional Facilitators, on an ongoing basis by reviewing caseload information and input from school administrators and school-based staff, DSE staff, and appropriate stakeholders in the community. Additional considerations were presented during the 2024-2025 school year by the HCEA Special Education Workgroup and the HCPSS Special Education Staffing Workgroup. These will inform staffing requests in future budget cycles. Information pertaining to staffing is also obtained through parent forums, individual meetings, letters and emails. The Department of Special Education Coordinators and Instructional Facilitators work with special education case managers and school administrators to consider any adjustments to the staffing that are required to meet student needs.

Least Restrictive Environment (LRE)

The effectiveness of the staffing plan is reflected in higher percentages of students being served in the LRE A. The table below reflects HCPSS LRE data for students ages 6-21 over several years.

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

	Least Restrictive Environment	Oct. 2018	Oct. 2020 5K-21	Oct. 2022 5K-21	Oct. 2023 5K-21	Oct. 2024 5K-21
A	General Education Class	76.8%	74.6%	74.1%	73.8%	73.4%
B	Resource Room/Combination	13.4%	15.1%	17.0%	17.1%	18.1%
C	Separate Class	2.5%	3.7%	2.3%	2.3%	2.4%
	Other	6.8%	6.8%	6.3%	6.8%	6.92%

NOTE: INFORMATION OBTAINED FROM [MARYLAND'S EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES CENSUS DATA & RELATED TABLES PUBLICATIONS](#). SEE 2017, 2019, 2021, 2023, AND 2024 PUBLICATIONS FOR MORE INFORMATION.

Professional Development

The HCPSS coordinates extensive professional learning designed to provide special educators, general education teachers, related service providers and paraprofessionals with the skills needed to appropriately serve students with disabilities in the LRE. These efforts assist with the success and retention of professional and support staff. Topics for professional learning are determined from input of teachers, related service providers, instructional team leaders, members of SECAC and Autism Society of Maryland, administrators, and staff members within the DSE. HCPSS uses operating funding as well as available grant funding to support professional learning for staff.

The planning process for professional learning sessions includes integrating and selecting activities in accordance with student-centered practices noted in the *current system priorities*. DSE continues to review the feedback ratings and comments of activities provided in the previous year in order to determine the need for ongoing staff development in certain areas. In addition, sessions are included to ensure that administrators, educators, related services providers and support teachers understand and implement special education procedures and processes as mandated by federal and state law. Collaboration with the DOS ensures access to the school administrators during administrator meetings.

Separate listings of professional development activities offered for all Special Education staff for the 2024-2025 school year are listed in Appendix 5. These include offerings for school age K-21 staff, early childhood special education staff and related service providers.



APPENDIX 1:

HCPSS STRATEGIC PLAN 2024-2029



Together we will **BE GREAT!**

Strategic Plan
2024-2029



Letter from the Superintendent

DEAR HOWARD COUNTY PUBLIC SCHOOL SYSTEM COMMUNITY,

As I began my tenure as the HCPSS Superintendent, my highest priority was to ensure we are preparing every student to realize success and fulfill their dreams. **Our students are our highest priority, and we put them at the top of our organizational structure.** This paradigm shift can only be accomplished when staff and collaborative partnerships exist with parents/guardians and community members to ensure our staff and students are successful. I believe we are not a great school system until we are great for all.

To achieve this ambitious goal, we embarked on a comprehensive strategic planning process. Students, staff, families, and community partners were engaged to gather their values, insights, and aspirations. Through a survey, interviews, and community input sessions, we listened to all voices and incorporated this feedback into the plan.

This strategic plan is more than just a document — it's a five-year roadmap for reimagining education in the Howard County Public School System, challenging the status quo, and creating a great and robust learning experience for all. **We cannot do this alone.** We need the collective effort of our entire community to make this vision a reality.

Together, we will ground ourselves in the following commitments to make progress toward being a great system for every individual:

- We will ensure each student has **equitable** access to high-quality instruction and support services.
- We will embrace cutting-edge ideas and **innovative** practices.
- We will nurture a culture of **belonging** by creating welcoming, safe, affirming, and supportive environments for all.

Each year, we will measure progress made toward meeting each goal included in this plan. We will provide public reports so all members of the community can evaluate our success in a fully transparent way that ensures accountability and shines a light on areas that require additional attention or a change in direction.

Ultimately, it is my goal that, during my tenure as Superintendent, we will move much closer to being a great school system for every member of our learning community.

Together, we will build a legacy of excellence that benefits generations to come. Let's fearlessly pursue our dreams and together we will BE GREAT!

William J. Barnes, Superintendent

“ ”





How We Built This Plan



Community Voices

This strategic plan is a reflection of the collective voice of our community. We engaged thousands of community members through a survey, interviews, personal engagements and input sessions. Staff listened to, read, and absorbed each piece of feedback to capture the voices of our students, families, staff, and community members. Our work does not end here. We embrace the ongoing process of improving and refining this plan. We believe that together, we will BE GREAT!

12,467 Survey Responses

from students, staff, families, and community members

28 Input-Giving Groups

including students, school-based and central office staff, community groups, and external readers

225 Personal Engagements

with parents/guardians, Board of Education members, and the County Executive

1 Advisory Committee

including students, staff, and community leaders

Foundational Components

This strategic plan is grounded in a commitment to put our students as our highest priority. It is anchored in the core values identified by our community and aligned with our Educational Equity Framework, Maryland's Commitments based on the Blueprint for Maryland's Future, and the foundational Five Focus Areas established by the Board of Education. Our strategies are rooted in the four elements of the Educational Equity Framework and guided by the requirements under Maryland's Educational Blueprint Commitments. Success is measured through the Five Focus Areas.

Maryland's Educational Blueprint Commitments

Strategy connections — early childhood, excellent staff, career pathways, customized instruction, accountable operations

Five Focus Areas

Student-centered measures of success — attendance, proficiency in math, reading by grade 3, college and career ready, effective discipline practices

STUDENTS



Educational Equity Framework

A foundation of Belonging, Opportunity & Access, Instructional Excellence, Engaged & Inspired Learners



Values Shape Our Vision & Mission



Vision

Our Vision

We are a great school system that inspires
Growth, Well-Being, and Excellence for all.



Our Mission

HCPSS creates an **innovative**
and accountable learning community
where we expand opportunities
and access, remove barriers,
and foster an inclusive environment.

Mission



Theory of Change

HOW DOES OUR MISSION HELP US REALIZE OUR VISION?

IF HCPSS creates an **innovative and accountable learning** community where **we expand opportunities and access, remove barriers, and foster an inclusive environment...**

THEN HCPSS students will experience **growth, well-being, and excellence** within a great school system.



INNOVATIVE & ACCOUNTABLE LEARNING COMMUNITY



Vision & Mission in Action

Our priorities and strategies are grounded in the following commitments in order to provide an excellent instructional experience for all students:

1. Ensuring equitable opportunities and access.
2. Creating innovative learning and working environments.
3. Nurturing an inclusive culture of belonging.





Together, we will BE GREAT!

BE GREAT through **BE**quity, **G**rowth, **R**eimagination, **E**xcellence, **A**ccountability, and **T**eamwork — Together. **We can BE GREAT when we work as a team.**

BELONGING

Feeling socially connected, supported, and valued and experiencing appreciation, validation, and affirmation.

EQUITY

Creating a just environment where everyone has access to the opportunities and resources they need to be successful.

GROWTH

Increasing in knowledge, skills, and personal and social development, through learning, practice, mistakes, and persistence toward goals.

REIMAGINATION

Problem solving collaboratively to find innovative solutions and alternate pathways to meet the diverse and changing needs of all.

EXCELLENCE

Being outstanding within a culture of support that encourages high expectations and values personal effort.

ACCOUNTABILITY

Demonstrating trustworthiness through words and actions and taking responsibility for both, in order to meet high standards.

TEAMWORK

Highlighting the importance of everyone's active contributions and recognizing that great accomplishments do not happen alone.



Future-Ready Skills

HOW SHOULD STUDENTS BE PREPARED FOR LIFE AFTER HIGH SCHOOL?

Students must be equipped with skills that help them innovate, apply knowledge, collaborate, persevere, and communicate effectively. We asked our community what skills students should have when they leave HCPSS.



We heard...

"Making sure we learn skills that we would need for the future as times change."
- Middle school student

"The most important thing for me as a parent is that my son becomes interested in learning and more engaged in the classroom setting so that they may be successful in the future."
- Parent/Guardian

HCPSS students will possess these future-ready skills through a great academic experience:

Communication

Effective Information Sharing: Express ideas and share well-informed opinions for a variety of purposes and audiences.



Global Citizenship: Understand how to contribute to and benefit from diverse perspectives in a variety of situations, in school and beyond.



Critical Thinking

Analytical Reasoning: Gather information, weigh evidence, evaluate arguments and sources, and utilize multiple perspectives to find solutions.

Curious Mindset: Ask questions, grapple with ideas, and critically analyze practices to improve and innovate.



Perseverance

Self-Awareness & Discipline: Recognize one's identity and strengths, stay adaptable, and continue efforts to achieve, despite setbacks.

Goal-Setting: Identify and persistently work toward achieving meaningful short- and long-term goals.

Problem-Solving

Troubleshooting: Identify components of the concern, set goals, and generate ideas for solutions and equitable outcomes.

Conflict Resolution: Apply strategies that value diverse perspectives to overcome disagreements and work toward mutually-beneficial outcomes.

Teamwork

Collaborative Learning: Recognize that multiple perspectives and skill sets result in deeper and fuller understanding.

Leadership Development: Gain experience in different team roles to understand how to effectively apply skills and strengths in various situations.



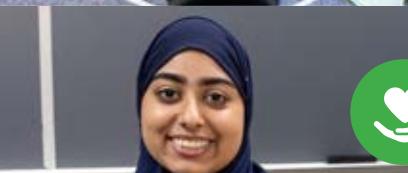
Priorities

TO BE A GREAT SCHOOL SYSTEM FOR ALL, WE WILL TRANSLATE OUR MISSION AND COMMITMENTS INTO STRATEGIES AND GOALS THAT ARE ALIGNED WITH THESE FIVE PRIORITY AREAS.



Priority 1: Strengthen Learning & Instruction

To create equitable learning environments, each student's experience is grounded in high expectations aligned to standards, guided by their needs, assets, and aspirations, and backed by necessary supports to prepare them for future endeavors.



Priority 2: Cultivate Student Belonging & Well-Being

To inspire growth and engagement, each student thrives in a safe and supportive environment where their academic, social, emotional, and behavioral health needs are met, and has equitable opportunities to co-create and shape their experiences.



Priority 3: Foster Staff Growth & Engagement

To promote excellence and well-being, each employee is viewed as a valued member of a learning and working community where their expertise is valued and professional growth is prioritized.



Priority 4: Enhance Systemic Planning & Procedures

To be innovative and accountable, dynamic systems are built to plan, allocate, and monitor resources, striving for safe and healthy environments that prioritize need and advance equitable outcomes.



Priority 5: Partner with Families & Community

To strengthen belonging and access for all students, family engagement opportunities and community partnerships are established to extend learning and supports for students within and beyond the classroom.



Priority 1

STRENGTHEN LEARNING & INSTRUCTION

To create equitable learning environments, each student's experience is grounded in high expectations aligned to standards, guided by their needs, assets, and aspirations, and backed by necessary supports to prepare them for future endeavors.

Key Strategies

Provide effective instruction: Implement well-planned, evidence-based classroom instruction that uses high-quality materials, technology, and student voice to improve all students' progress and achievement.

Redesign special education: Re-evaluate staffing and personalize instructional practices to ensure students receiving specially-designed instruction have their needs fully addressed.

Tailor evidence-based interventions: Identify students who require additional supports, implement those supports, and monitor their progress toward meeting standards.

Reimagine time: Embed staff collaborative planning, maximize instructional time, and provide opportunities for student enrichment activities such as art, music, and leadership in the school day.

Expand early childhood experiences: Expand access to early learning opportunities to prepare students and families for kindergarten and beyond.



Goals

- 1.** Increase the percent of students **reading proficiently** by the end of Grade 3 and minimize disparities across student groups.
- 2.** Increase the percent of students **proficient in mathematics** by the end of middle school and minimize disparities across student groups.
- 3.** Increase the percent of students who are **college and career ready** by the end of Grade 10 and minimize disparities across student groups.
- 4.** Increase the percent of **professional learning experiences** that lead to **better teaching**.

“Add things to the curriculum that will actively help with research, communication, organization, personal financial management and healthy habits.”
- High school student

“Add courses that can prepare you for all different kinds of jobs even starting from middle school.”
- Middle school student

“Make math and reading fun because if they don’t have a fun time they won’t learn.”
- Elementary school student



Priority 2



Goals

- 1.** Reduce student **chronic absenteeism** rates and minimize disparities across student groups.
- 2.** Increase percent of students participating in advanced programs including **college and career ready pathways** and challenging courses and minimize disparities across student groups.
- 3.** Reduce disproportionate **suspension rates**.
- 4.** Improve **school climate** survey ratings.

“

“Making sure the school doesn’t just talk about physical safety, but mental. A lot of the conflicts and hurt feelings come from intimidation and bullying, not physical bullying.”
- Middle school student

“Distribute monthly surveys to allow students to provide constructive criticism of the school system so unknown issues can be brought to light.”
- High school student

CULTIVATE STUDENT BELONGING & WELL-BEING

To inspire growth and engagement, each student thrives in a safe and supportive environment where their academic, social, emotional, and behavioral health needs are met, and has equitable opportunities to co-create and shape their experiences.

Key Strategies

Foster instructional belonging:

- Promote student voice and self-advocacy by partnering with students to co-create learning.
- Support students' social-emotional needs and create a restorative, safe, and supportive learning environment.

Focus on behavioral health: Ensure students have access to behavioral health services through school-based problem-solving teams, direct services, and partnerships with community providers.

Expand access to advanced-level courses: Remove barriers and increase access to and success in rigorous college and career ready coursework.

Amplify student voice: Support students' leadership and creativity in ways that honor student dignity and affirm identity.

Ensure fair and clear expectations: Prepare staff to co-create classroom community norms with students and consistently implement the Student Code of Conduct to eliminate disproportionality.





Priority 3

FOSTER STAFF GROWTH & ENGAGEMENT

To promote excellence and well-being, each employee is viewed as a valued member of a learning and working community where their expertise is valued and professional growth is prioritized.

Key Strategies

Enhance recruitment practices: Implement targeted recruitment and retention initiatives such as affinity groups, growing our own educators, and partnering with Historically Black Colleges and Universities (HBCUs) and other higher education institutions to focus on unfilled vacancies and staff diversity.

Retain excellent staff: Enhance onboarding, new staff mentoring that includes a focus on conditionally licensed staff, and professional learning to reduce turnover.

Support engagement and well-being:

- Create structures to solicit feedback and promote shared decision making.
- Create a welcoming and inclusive work environment that values staff.
- Develop and implement a comprehensive plan to support staff well-being.

Rethink professional learning:

- Value staff time while providing access to effective professional learning that is role specific.
- Implement a system calendar and evaluate professional learning offerings.

Foster staff advancement: Provide staff with opportunities and support toward career advancement including understanding the career ladder and accessing job shadowing.



Goals

1. Increase the number of **racially/ethnically diverse** members of the workforce.
2. Decrease the percentage of unfilled **school-based vacancies**, with a focus on **special education** staff.
3. Increase the number of educators pursuing **National Board Certification** to improve instructional practices.
4. Increase **staff engagement** survey ratings.

“

We should be provided differentiated professional learning that meets our needs, just as we provide for students.”

- Elementary school staff

“Hire teachers who are more representative of diverse students and teachers who are excellent at connecting with students through relationship building and classroom management/engagement practices.”

- ARL teacher

“Empower staff at all levels to contribute ideas and suggestions before decisions are made.”

- Instructional facilitator



Priority 4



Goals

- 1.** Foster a **culture of continuous improvement** in which schools, offices, and departments monitor and report progress toward strategies and goals and make adjustments in a timely manner.
- 2.** Enhance **school and campus** security through security assessments.
- 3.** Ensure **equitable distribution of resources** to schools to better meet student needs.
- 4.** Improve **operational responsiveness** survey ratings.

“

“Transparent decision-making and clear communication about policies and procedures.”
– Parent/Guardian

“Make sure everyone feels safe when they walk into the building.”
– Middle school student

ENHANCE SYSTEMIC PLANNING & PROCEDURES

To be innovative and accountable, dynamic systems are built to plan, allocate, and monitor resources, striving for safe and healthy environments that prioritize need and advance equitable outcomes.

Key Strategies

Strengthen security: Assess the physical and cyber security of each school and campus regularly, allocate resources based on needs, and implement proactive security measures.

Utilize metrics and standards to enhance facilities: Establish clear performance standards and metrics for facility maintenance and operations and use that data for distribution of resources.

Align staffing: Assess staff roles and responsibilities and refine staffing guidelines to connect with funding and student needs.

Improve funding allocation and accountability: Implement needs assessments to inform short-and-long-term resource allocation and incorporate controls to support financial accuracy and accountability.

Expand the use of systemic processes and procedures: Establish consistent use of project charters, standard operating procedures, and after-action reviews.





Priority 5

PARTNER WITH FAMILIES & COMMUNITY

To strengthen belonging and access for all students, family engagement opportunities and community partnerships are established to extend learning and supports for students within and beyond the classroom.

Key Strategies

Enhance family engagement:

- Create a welcoming and inclusive school environment that values families.
- Solicit and incorporate feedback to shape HCPSS processes and decisions.
- Implement a comprehensive family engagement plan that includes families in the design and implementation of community events including family academies.

Enhance communication channels and processes:

Develop community messaging best practices for schools and offices that incorporate accessibility, concise messaging, and translation services.

Collaborate with community partners:

- Continue to explore opportunities with partners to increase awareness of and access to supports.
- Collaborate with local businesses to expand student opportunities to volunteer, work, and learn skills.
- Establish and continue collaborating with diverse committees and advisory groups.



Goals

1. Expand opportunities for **family-school partnerships** to extend classroom learning beyond the school day.
2. Increase access to **work-based learning options**, such as internships and apprenticeships.
3. Enhance the impact of **community partnerships** to advance system academic and well-being initiatives.
4. Increase family and community participation in **committees, advisories, and workgroups**.



“Make all the opportunities that are available to students known. Some students don’t know [about] them.”
– High school student



“Parents should receive more frequent feedback about the students’ academic performance and behavior.”
– Parent/Guardian



Acknowledgments

A heartfelt thank you to all who so generously shared your time, thoughts, lived experience, and passion for students and the school system throughout this strategic planning process. This plan is where it is now as a result of your interviews, survey comments, reflections on drafts, and honest sharing.

WE CANNOT DO THIS WORK ALONE AND YOUR ENGAGEMENT IS PROOF OF HOW GREAT WE CAN BE, TOGETHER.

Strategic Plan Advisory

Mary Klyap, Ph.D.

Co-Chair, Coordinator,
Data Literacy and Coaching

Charlene Allen, Ed.D.

Co-Chair, Coordinator,
Leadership Development

Erin Alistar

Student, Howard County Association
of Student Councils

Taylor Allen

Student, High School

Ursula Appau

Student, High School

Catherine Carter

PTA Council of Howard County

Kelly Clark, Ed.D.

Howard County Library System

Allen Cosentino

Principal, Middle School

Ivan Croft, Ph.D.

Instructional Facilitator,
Office of Psychological Services

Eric Fagan

Teacher, High School

Elizabeth Hammon

Community Advisory Council

James Hollywood III

Howard County Resident

Quiana Holmes

The Council of Elders of Howard County

La'Chonde Martin-Barwick

Special Educator, Middle School

Nicole Meyerson

Assistant Principal, Elementary School

Sorsha Mulroe

Teacher, Elementary School;
Asian American Educators of Howard County

Glenda Robertson

American Federation of State,
County and Municipal Employees

Seema Sabnani

Howard County Resident

Benjamin Schmitt

Howard County Education Association

Karim Shortridge, Ed.D.

Howard County Association
of Supervisors and Administrators

Jeri Somerville

Assistant Principal, High School

Wilmer Velasquez Quintanilla

Student, Middle School

Darria Wise

Special Education Citizen
Advisory Committee

Research Support

Eva Yiu, Ph.D.

Coordinator, Research and Program Evaluation



Leadership

Board of Education of Howard County

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Linfeng Chen, Ph.D.

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Superintendent of Schools

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Deputy Superintendent

Cornell Brown, Jr.

Chief Operating Officer

Brian Hull

Chief Financial Officer

Jennifer Robinson

Chief Schools Officer

Terrell Savage, Ed.D.

Chief Academic Officer

Caroline Walker, Ph.D.

Chief Equity and Innovation Officer

Brian Bassett

Director of Communications and Engagement

T. Michael Carson

Human Resources Executive Officer

J. Stephen Cowles, Esq.

General Counsel

Great Together





10910 Clarksville Pike, Ellicott City, Maryland 21042
410-313-6600 • www.hcpss.org/strategic-plan/



APPENDIX 2:

HCPSS FY 2026 OPERATING BUDGET SCHEDULE

Budget Process

Budget Process and Schedule

This section outlines some of the many ways that citizens can participate in the development, review, and approval of the Howard County Public School System's budget.

Overview of the Budget Process

The operating budget process includes the development of three budgets: the Superintendent's Proposed, presented to the Board of Education for review; the Board of Education's Requested, submitted to the County Council, and the final budget Adopted by the County Council and the Board of Education. It is a year-round process that begins with the development of a performance manager's requested budget in early fall.

Budget priorities are developed as performance managers begin to compile budget requests for the next fiscal year. These preliminary requests are reviewed and adjusted by supervisors. During this time, the Budget Office develops anticipated revenue projections.

The final performance managers' requests are submitted to the school system's Budget Office for analysis and preparation for review by the Superintendent and other leadership team members. After careful consideration, the Superintendent recommends a proposed budget to the Board of Education in January.

The Board holds public hearings and work sessions. During work sessions, staff are asked to provide additional data, often detailed, in support of the programs. From this information, the Board develops the budget request they will submit to the County Executive in March.

The County Executive reviews the Board of Education's Requested Operating Budget and may recommend reductions to the Board's request, but not increases, before submitting a proposed budget to the County Council in April. The Board of Education may amend its budget request and the amendments may be considered by the county government before the budget is approved.

The County Council holds public hearings and work sessions, during which staff again may be asked to provide additional data in support of the budget request. The Council may make changes to the County Executive's budget and may reduce any portion of the Executive's budget and/or restore funding to the school system (up to the level requested by the Board of Education). Additional Board of Education meetings may be held during the latter part of the County Council's budget review process to respond to last-minute budget issues. The County Council approves the county budget in late May and the Board of Education adopts the detailed school system budget, then creating the final version of the budget, the Approved Operating Budget.

Budget Process

Public Meeting Schedule

The public is encouraged to attend public hearings and work sessions and may provide written and/or verbal testimony. The following is the schedule for the FY 2026 Operating Budget in 2025:

- FY 2026 Fiscal Outlook Presentation – October 24, 2024
- Superintendent's Proposed Operating Budget presented – January 9
- Board of Education work sessions – January 16, 23, February 6, 20, 27, April 29, May 27, June 4
- Board of Education public hearings – January 30, February 10, May 1
- Board of Education's Requested Budget adopted – March 4
- Board of Education's Requested Budget submitted to County Executive – early March
- County Executive Budget presented to the County Council – April 14
- County Council public hearing on the education budget – April 23, May 8
- County Council work session on the education budget – May 5
- County Council work session on budget amendments – May 16
- County Council adopts budget – May 21
- Board adopts final budget – June 12

Budget Feedback to the Board of Education

Written testimony on the Operating Budget may be submitted via email at boe@hcpss.org or by written letter addressed to:

Howard County Board of Education
Attn: Budget Testimony
10910 Clarksville Pike
Ellicott City, MD 21042

Please note that written testimony is part of the public record maintained by the Board of Education and may be accessed by members of the public upon request.

Budget Feedback to the Budget Office

In addition to written testimony at public hearings, you may submit comments throughout the year to the Budget Office prior to the Superintendent's official presentation to the Board of Education via email at budget@hcpss.org.

Written feedback may be submitted by mail:

Howard County Public School System
Attn: Budget Office
10910 Clarksville Pike
Ellicott City, MD 21042

Budget Process

Budget Feedback to the Howard County Government

You may submit comments during the county government's review of the school system budget.

The County Executive and County Council members are:

Dr. Calvin Ball, County Executive
Elizabeth Walsh, Council Member, (District 1)
Opel Jones, Council Member (District 2)
Christiana Rigby, Council Member (District 3)
Deb Jung, Council Member (District 4)
David Yungmann, Council Member (District 5)

The address for correspondence to county officials is:

Howard County Council
George Howard Building
3430 Court House Drive
Ellicott City, MD 21043
(410) 313-2001 (County Council)

Email addresses for county officials, and more information on the county budget process, can be found on the county government's website at www.howardcountymd.gov.

Other Ways to Participate

Parent-teacher organizations, advisory committees, student organizations, school administrators, school-based management groups, and other interested parties play an important role in the budget process.

School principals and school-based management committees review the needs of individual schools and submit their input to the Superintendent and other school system managers. Input from schools is an important consideration when performance managers prepare their budget requests. Individuals who participate in school-based management committees are helping to shape the budget at its initial stages.

Local PTAs and the countywide PTA Council are also involved in the budget process. Local PTAs often submit testimony during the budget process. The PTA Council performs a formal review of the Superintendent's budget and provides comments to the Board of Education. PTAs also participate during the county government's budget review and approval process. An advisory committee to the Board of Education reviews and comments on the budget as well. Other advisory and advocacy groups are also active in the budget process.

For More Information

Citizens who need more information on the school system budget may contact:

- Budget Office (410) 313-5638
- Public Information Office (410) 313-6600

An electronic copy of the budget can be found on the school system's website at www.hcpss.org.



APPENDIX 3:

FY 2026 APPROVED OPERATING BUDGET, SPECIAL EDUCATION SUMMARY, AND PROGRAM PAGES

Division of Academics – Department of Special Education – Budget Summary

Overview of the Division

The Department of Special Education (DSE) is in the Division of Academics. The role of this Department is to ensure students with disabilities, birth to age 21, receive high-quality services within their homes, community, and/or school settings to improve outcomes for learners who receive early intervention and special education services.

The services of this Department are delivered through the budgets of the following programs:

- Countywide Services
- Speech, Language, and Hearing Services
- Special Education School-Based Services
- Early Childhood Special Education: Birth–Five
- Cedar Lane
- Special Education Summer Services
- Special Education Compliance and Nonpublic Services
- Special Education–Central Office

The Department of Special Education (DSE) promotes Equity in Action by ensuring that students with disabilities receive a free, appropriate public education that meets individual learner needs in the least restrictive environment. The DSE is committed to providing high-quality early intervention and special education services to improve outcomes for learners, birth to age 21. DSE leaders value and promote open, transparent, and accessible communication so that all stakeholders become partners in the work.

Over the past few years, the Department has reduced spending on materials, and worked toward maximizing staffing allocations, increasing professional learning opportunities, and decreasing case management workload through a variety of approaches. While striving to address all legal service hour requirements under the Individuals with Disabilities Education Act (IDEA), the DSE continues to experience constraints in creating comprehensive programs and supports that could meet more complex student needs and reduce the potential for rising nonpublic placement costs due to lack of options within the existing continuum of services.

Summary of Major Budget Changes for FY 2026

The budget for the Department of Special Education is increasing by a total of \$77.2 million or 43.88 percent compared to the current budget. This total change in budget is for budget additions and budget realignments. The amount of change for each is:

- Budget additions equal \$22.1 million, a 12.54 percent increase and (1.00) FTE positions.
- Budget realignments equal \$55.1 million and the realignment of (0.8) net FTE positions.

More specific information on these budget changes is explained below which are followed by schedules summarizing the Division budget and changes by program.

Budget changes are grouped as Existing Service Commitments, Employee Compensation and Benefits, Other Priorities, One-Time Funding Items, Base Budget Reductions, and Realignments.

Division of Academics – Department of Special Education – Budget Summary

- Existing Service Commitments are budget changes supporting the continued provision of existing services. These changes include items such as:
 - Blueprint for Maryland's Future
 - Staffing Changes based on Enrollment Changes
 - Special Education Service Levels, Contract Costs, and Compliance and Non-Public Placement
 - Facilities and Operations including Utilities
 - Student Transportation
 - Property, Liability, and Other Insurances
 - Retirement, and
 - Other Existing Service cost changes.
- Employee Compensation and Benefits are changes made in the budget to support the costs for existing obligations such as negotiated labor contracts compensation increases, prior negotiated pay and benefits, employee health insurance, and Blueprint National Board Certification pay and maintenance pay.
- Other Priorities represent those budget items to support existing policy, Superintendent or Board defined goals and objectives, and specific issues.
- One-Time Funding Items are one-time budget costs specifically approved by the Maryland State Department of Education as non-recurring costs.
- Base Budget Reductions are budget reductions to existing services funded in the base budget (FY25 Approved Budget) that are being made to balance expenditure growth within revenue growth. Base Budget Reductions are sub-grouped into:
 - School-Based reductions directly affecting school instruction and operation; and
 - Non-School-Based reductions to Central Office services and systemwide costs that support students, staff, and the operation of schools.
- Realignments represent transfer of funds between programs, state categories and/or spend categories, to support existing requirements. Realignments are budget neutral, although there can be significant changes between programs and accounts. The FY 2026 budget includes a significant movement of budget authority for budgetary realignments that have been done for three purposes:
 - Realignments to meet Blueprint Minimum School Fund reporting requirements. For FY 2026, employee benefits (Social Security, Medicare, pension, and health insurance) have been realigned from the Fixed Charges budget (Program 8001) into each program budget. As a result, all program budgets with positions will show a significant increase in budget reflecting the cost of the employee benefits in the program.
 - Realignments for the Superintendent's reorganization of divisions and programs done in July 2025.
 - Realignments of existing budget authority to meet budgetary needs and properly classify expenditures by state category, division, program, and/or account.

Budget additions for Existing Service Commitments, Employee Compensation and Benefits, Other Priorities, One-Time Funding Items, Base Reductions, and Realignments are sub-grouped for clearer understanding of the reason(s) for the budget changes in the division and programs. Each division summary section provides a narrative explanation of budget changes and schedules that present the changes in budget dollars and full-

Division of Academics – Department of Special Education – Budget Summary

time equivalent (FTE) positions from the current budget. The Factors Influencing and Summary of the Budget in the Executive Summary section of the budget book provides the combined summary of budget changes for all divisions and by state category.

A summary of budget changes for this division is provided below.

Existing Service Commitments

- (\$175,000) – Decreasing transportation budget. The costs for special education student transportation is included in the Transportation Department's budget in the Operations Division.
- \$238,235 – For financial obligations related to position reclassifications.
- \$642,453 – Estimated change in retirement costs for the Department of Special Education.
- \$1,062,695 – To meet projected contract cost increases for various contracts including private duty nurses, translation services, temporary employees, and software systems.
- \$6,952,053 – A net increase for Nonpublic Services and Compliance increasing the budget for non-public transfer tuition.
- \$1,750,000 – Placeholder for the implementation of the Special Education Strategic Plan.
- \$1,750,386 – Technical adjustments to the Retirement calculation.
- (\$2,041,085) – Year-over-Year Personnel Cost Change. This adjustment will appear in all program budgets that have budgeted personnel. A complete explanation for these changes is included in the Factors Influencing in the Executive Summary section of the budget book.
- (\$275,204) – Reduction of benefit costs for existing services commitments and other priorities.

Employee Compensation and Benefits

- \$8,753,790 – Placeholder for employee compensation increases subject to collective bargaining.
- \$3,964,567 – Benefit costs for new positions, wages, and stipends including National Board Certification pay for teachers. Includes \$2,742,697 for Health Insurance cost increases based on preliminary actuarial estimates.
- (\$461,600) – Reduction of Benefit Credit.

Non-School Based

- (\$85,965) – Reduction of (1.0) Central Office Special Education Secretary.

Realignments

- \$55,241,403 – Realignment of Employee Health Insurance, Social Security, Medicare, and Retirement from Fixed Charges to the programs in the Special Education department.
- (\$99,292) – Realignment of existing budget authority to meet budgetary needs and a realignment of (0.80) net FTE positions.

Summary schedules of these changes are presented in the following pages.

Division of Academics – Department of Special Education – Budget Summary

SUMMARY OF FY 2026 REVISED APPROVED BUDGET											
Program	Program Number	Approved Budget FY 2025		Budget Additions and Base Reductions		Total Realignments	Net Budget Changes	Net Budget Changes FTE	Revised Approved FY 2026	\$ Change From FY 2025	% Change from FY 2025
		Amount	Description	Amount	Description						
Countywide Services	3320	\$ 11,864,326	\$ 1,406,126	\$ 3,374,613	\$ 4,780,739	0.70	16,645,065	\$ 4,780,739	40.30%		
Special Education - School-Based Services	3321	84,242,467	7,921,641	32,738,107	40,659,748	-	124,902,215	40,659,748	48.27%		
Cedar Lane	3322	6,134,435	45,870	2,245,911	2,291,781	(2.00)	8,426,216	2,291,781	37.36%		
Early Childhood Special Education: Birth-Five	3324	31,052,793	2,929,543	11,279,776	14,209,319	(0.50)	45,262,112	14,209,319	45.76%		
Speech, Language, and Hearing Services	3325	14,512,263	1,105,971	4,212,090	5,318,061	1.00	19,830,324	5,318,061	36.65%		
Special Education Summer Services	3326	2,272,816	103,924	195,700	299,624	-	2,572,440	299,624	13.18%		
Special Education Compliance and Nonpublic Services	3328	22,872,855	6,592,569	296,918	6,889,487	-	29,762,342	6,889,487	30.12%		
Special Education - Central Office	3330	3,025,106	1,969,681	798,996	2,768,677	(1.00)	5,793,783	2,768,677	91.52%		
Academics-Special Education Total		\$ 175,977,061	\$ 22,075,325	\$ 55,142,111	\$ 77,217,436	(1.80)	\$ 253,194,497	\$ 77,217,436	43.88%		

Division of Academics – Department of Special Education – Budget Summary

SUMMARY OF FY 2026 BUDGET CHANGES BY PROGRAM AND SUMMARY GROUPINGS										
	3320		3321		3322		3324		3325	
PROGRAMS	Countywide Services	FTE	Special Education - School-Based Services	FTE	Cedar Lane	FTE	Early Childhood Special Education: Birth-Five	FTE	Speech, Language, and Hearing Services	FTE
Bus Contracts-Obligated Increase	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-
Reclassifications	127,886	-	10,410	-	-	-	58,574	-	22,127	-
Retirement	42,468	-	321,750	-	47,412	-	132,365	-	64,845	-
Special Education- Contracts	-	-	931,124	-	-	-	300,000	-	-	-
Special Education Compliance and Nonpublic Services	-	-	-	-	-	-	-	-	-	-
Special Education-Other	-	-	-	-	-	-	-	-	-	-
Fiscal Stability Measures	274,489	-	1,367,804	-	(1,465)	-	(22,103)	-	139,293	-
Year over Year Personnel Cost Change	300,731	-	(1,622,729)	-	(457,598)	-	(82,099)	-	(202,356)	-
Benefit Cost- Existing Services	(3,790)	-	(315,749)	-	845	-	35,140	-	6,877	-
Subtotal Existing Service Commitments	741,784	-	692,610	-	(410,806)	-	421,877	-	30,786	-
EMPLOYEE COMPENSATION AND BENEFITS										
Employee Compensation	603,190	-	4,925,732	-	337,128	-	1,791,058	-	887,638	-
Health Insurance	150,256	-	1,722,037	-	115,142	-	534,167	-	192,247	-
Blueprint-National Board Certification	1,650	-	250,855	-	4,675	-	180,075	-	-	-
Benefit Credit	(4,000)	-	(443,500)	-	-	-	(9,400)	-	(4,700)	-
Benefit Cost- Employee Compensation	(789)	-	773,907	-	(269)	-	11,766	-	-	-
Subtotal Employee Compensation and Benefits	750,307	-	7,229,031	-	456,676	-	2,507,666	-	1,075,185	-
SUBTOTAL BUDGET ADDITIONS	1,492,091	-	7,921,641	-	45,870	-	2,929,543	-	1,105,971	-
SUMMARY OF BASE BUDGET REDUCTIONS										
Non-School Based	(85,965)	(1.00)	-	-	-	-	-	-	-	-
Subtotal Base Budget Reductions	(85,965)	(1.00)	-	-	-	-	-	-	-	-
Budget Realignments	3,374,613	1.70	32,738,107	-	2,245,911	(2.00)	11,279,776	(0.50)	4,212,090	1.00
DIVISION TOTAL	\$ 4,780,739	0.70	\$ 40,659,748	-	\$ 2,291,781	(2.00)	\$ 14,209,319	(0.50)	\$ 5,318,061	1.00

Division of Academics – Department of Special Education – Budget Summary

SUMMARY OF FY 2026 BUDGET CHANGES BY PROGRAM AND SUMMARY GROUPINGS										
PROGRAMS	3326		3328 Special Education		3330				Total FTE	
	Special Education		Compliance and Nonpublic Services		Special Education - Central Office					
	Summer Services	FTE	\$ (175,000)	FTE	\$ 19,238	FTE	\$ (175,000)	-		
Bus Contracts-Obligated Increase	\$ -	-	\$ -	-	\$ -	-	\$ -	-	-	
Reclassifications	-	-	-	-	19,238	-	238,235	-		
Retirement	4,836	-	6,900	-	21,877	-	642,453	-		
Special Education- Contracts	92,824	-	(261,253)	-	-	-	1,062,695	-		
Special Education Compliance and Nonpublic Services	-	-	6,952,053	-	-	-	6,952,053	-		
Special Education-Other	-	-	-	-	1,750,000	-	1,750,000	-		
Fiscal Stability Measures	(3,915)	-	(2,043)	-	(1,674)	-	1,750,386	-		
Year over Year Personnel Cost Change	(70)	-	20,591	-	2,445	-	(2,041,085)	-		
Benefit Cost- Existing Services	-	-	1,473	-	-	-	(275,204)	-		
Subtotal Existing Service Commitments	93,675	-	6,542,721	-	1,791,886	-	9,904,533	-		
EMPLOYEE COMPENSATION AND BENEFITS										
Employee Compensation	8,977	-	40,942	-	159,125	-	8,753,790	-		
Health Insurance	1,272	-	8,906	-	18,670	-	2,742,697	-		
Blueprint-National Board Certification	-	-	-	-	-	-	437,255	-		
Benefit Credit	-	-	-	-	-	-	(461,600)	-		
Benefit Cost- Employee Compensation	-	-	-	-	-	-	784,615	-		
Subtotal Employee Compensation and Benefits	10,249	-	49,848	-	177,795	-	12,256,757	-		
SUBTOTAL BUDGET ADDITIONS	103,924	-	6,592,569	-	1,969,681	-	22,161,290	-		
SUMMARY OF BASE BUDGET REDUCTIONS										
Non-School Based	-	-	-	-	-	-	(85,965)	(1.00)		
Subtotal Base Budget Reductions	-	-	-	-	-	-	(85,965)	(1.00)		
Budget Realignments	195,700	-	296,918	-	798,996	(1.00)	55,142,111	(0.80)		
DIVISION TOTAL	\$ 299,624	-	\$ 6,889,487	-	\$ 2,768,677	(1.00)	\$ 77,217,436	(1.80)		

Countywide Services**3320****Program Overview and Insights**

County Diagnostic Center (CDC): CDC serves as the point of entry into the Infant & Toddler/Child Find Program for children age birth to three, preschool age, and School-Age Child Find for students attending parentally placed private or religiously affiliated schools in Howard County who are suspected of having an educational disability.

Countywide Special Education Instructional and Related Services: Provides assessment, direct intervention, environmental or equipment adaptations, and technology to ensure accessibility and communication, as well as consultation to staff members and parents. Services include the following for young children and students with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs) and 504 Plans: Teachers of the Blind/Visually Impaired (TBVI) and Orientation and Mobility certified specialists (O&M); Adapted Physical Education (APE) teachers; Occupational Therapists (OT); Physical Therapists (PT); Speech and Language Pathologists (SLP); Instructional Access Team (supports assistive technology needs); Indepth Diagnostic Team; and Audiology Services.

Improving student learning outcomes and addressing disproportionality in special education remain paramount. Countywide Services aligns its work to ensure areas of Disability Acceptance, IEP (Individualized Education Programs) Compliance, Continuum of Services/Service Delivery Models, Specially Designed Instruction/Instructional Practices, and Family Engagement. Efforts are supported by professional development for staff and learning experiences for families.

It is the goal of HCPSS to increase the percentage of students (K–21) receiving special education services and supports within the general education classroom at least 80 percent of the day as determined by IEP Teams while also ensuring a continuum of services is accessible to all students with IEPs.

Percentage of Students, Age K–21, Receiving Special Education Services by Least Restrictive Environment (LRE) as reported by the MSDE Annual Census Report				
	Child Count Actual Oct. 2020 FY 2021	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023	Child Count Actual Oct. 2023 FY 2024
Total Students in Special Education	5,167	5,369	5,754	6,254
LRE A – 80% or more in General Ed	74.65%	75.08%	74.19%	73.44%
LRE B – 40-79% in General Ed	15.19%	14.99%	17.07%	17.00%
LRE C – 40% or less in Gen Ed	2.67%	2.98%	2.36%	2.24%
Separate Facility**	6.89%	6.2%	6.38%	6.84%

*Home, Hospital, Public Separate Day, Private Separate Day, Public Separate Residential, Private Separate Residential (not LRE A-C)

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Countywide Services	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
<i>State Category 03 Instructional Salaries and Wages</i>											
<i>Salaries and Wages</i>											
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Subtotal	-	-	-	-	-	-	-	100,000	100,000	100,000	100,000
<i>State Category 06 Special Education</i>											
<i>Salaries and Wages</i>											
Salaries	10,007,934	9,627,847	9,876,153	8,881,793	10,560,625	9,748,628	10,906,657	11,628,238	11,795,665	11,927,652	1,020,995
Wages-Temporary Help	50,000	47,924	50,000	51,912	91,350	58,051	91,350	63,482	63,482	63,482	(27,868)
Wages-Summer Pay	92,200	26,316	92,200	61,971	92,200	41,434	92,200	64,332	64,332	64,332	(27,868)
Subtotal	10,150,134	9,702,087	10,018,353	8,995,676	10,744,175	9,848,113	11,090,207	11,756,052	11,923,479	12,055,466	965,259
<i>Contracted Services</i>											
Repair-Equipment	17,200	12,902	17,200	17,198	17,000	15,190	17,000	17,000	17,000	17,000	-
Medical Services	2,500	-	2,500	-	2,500	-	2,500	-	-	-	(2,500)
Contracted-Consultant	9,000	5,400	9,000	7,100	9,000	26,204	9,000	9,000	9,000	9,000	-
Contracted-Labor	75,000	373,185	75,000	769,675	267,000	960,321	267,000	267,000	267,000	267,000	-
Maintenance-Software	34,879	-	34,879	-	34,879	6,005	34,879	34,879	34,879	34,879	-
Subtotal	138,579	391,487	138,579	793,973	330,379	1,007,720	330,379	327,879	327,879	327,879	(2,500)
<i>Supplies and Materials</i>											
Textbooks	25,000	24,072	25,000	24,769	25,000	16,182	25,000	25,000	25,000	25,000	-
Library/Media	500	-	500	-	500	-	500	-	-	-	(500)
Supplies-Audio Visual	917	-	917	-	917	-	917	-	-	-	(917)
Supplies-Testing	5,550	5,270	4,000	3,607	3,000	2,281	3,000	3,000	3,000	3,000	-
Supplies-General	69,200	134,758	167,400	163,653	167,400	144,124	142,290	142,790	142,790	142,790	500
Technology-Computer	64,800	48,970	64,800	64,568	64,800	94,680	55,080	109,687	109,687	109,687	54,607
Technology-Supply	14,336	1,500	14,336	13,575	14,336	3,924	12,186	13,103	13,103	13,103	917
Subtotal	180,303	214,570	276,953	270,172	275,953	261,191	238,973	293,580	293,580	293,580	54,607
<i>Other Charges</i>											
Travel-Conferences	360	-	360	300	360	355	360	360	360	360	-
Travel-Mileage	105,000	63,416	105,000	71,232	105,000	79,496	105,000	105,000	105,000	105,000	-
Dues & Subscriptions	3,785	34,283	5,785	3,338	5,785	4,865	5,785	5,785	5,785	5,785	-
Subtotal	109,145	97,699	111,145	74,870	111,145	84,716	111,145	111,145	111,145	111,145	-
<i>Equipment</i>											
Equipment-Technology	64,243	31,901	64,243	63,712	64,243	12,130	54,607	62,500	62,500	62,500	7,893
Equipment-Additional	45,900	29,730	45,900	45,236	45,900	-	39,015	39,015	39,015	39,015	-
Subtotal	110,143	61,631	110,143	108,948	110,143	12,130	93,622	101,515	101,515	101,515	7,893
<i>State Category 12 Fixed Charges</i>											
<i>Other Charges</i>											
Employee Health Insurance	-	-	-	-	-	-	-	2,159,992	2,159,992	2,134,266	2,134,266
Retirement	-	-	-	-	-	-	-	599,666	608,041	627,408	627,408
Social Security	-	-	-	-	-	-	-	871,801	884,104	893,806	893,806
Subtotal	-	-	-	-	-	-	-	3,631,459	3,652,137	3,655,480	3,655,480
Program 3320 Total	\$ 10,688,304	\$ 10,467,474	\$ 10,655,173	\$ 10,243,639	\$ 11,571,795	\$ 11,213,870	\$ 11,864,326	\$ 16,321,630	\$ 16,509,735	\$ 16,645,065	\$ 4,780,739

Budget Summary Analysis**Program 3320—Countywide Services**

State/Spend Category	Description of Expenditure	Change from		
		FY 2025	Explanation of Change	
<i>State Category 03 Instructional Salaries and Wages</i>				
Salaries and Wages				
Salaries	Salaries for staff serving this program.	\$ 100,000	<ul style="list-style-type: none"> • Reflects the following staffing adjustments in FY 2025: ◦ 1.0 Psychologist (State Category 03) reclassified from (1.0) Speech Pathologist (State Category 06) 	
<i>State Category 06 Special Education</i>				
Salaries and Wages				
Salaries	Salaries for staff serving this program.	1,020,995	<ul style="list-style-type: none"> • Reflects the following staffing adjustments in FY 2025: ◦ (0.5) Occupational Therapist reclassified to 0.5 Program Head ◦ 1.0 Teacher 10-month transferred from Birth-Five Early Intervention Services (3324) reclassified to 1.0 Teacher 11-month ◦ (1.0) Adapted PE Teacher reclassified to 1.0 Program Head ◦ 0.5 Occupational Therapist transferred from Birth-Five Early Intervention Services (3324) reclassified to 0.5 Program Head ◦ (1.0) Teacher of the Blind & Visually Impaired reclassified to 1.0 Program Head ◦ (1.0) Technical Assistant reclassified to 1.0 Paraeducator ◦ (1.0) Speech Pathologist (State Category 06) reclassified to 1.0 Psychologist (State Category 03) • Reflects the following increase in positions in FY 2025: ◦ 0.2 Physical Therapist • Reflects the following staffing adjustments in FY 2026: ◦ (1.0) Secretary • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff. • Reflects additional pay for National Board Certification compensation increase. 	
Wages-Temporary Help	Temporary services for certified and/or licensed staff when positions are vacant or coverage may be needed to cover medical leave. Funds moved from the salary account when required.	(27,868)	<ul style="list-style-type: none"> • Realigns funding to Technology-Computer based on spending trends. 	
Wages-Summer Pay	Occupational and physical therapy, vision, audiology, assistive technology services; services provided by preschool Child Find and In depth Diagnostic Teams for assessments, including speech/language, occupational therapy, physical therapy, educational, and psychological.	(27,868)	<ul style="list-style-type: none"> • Realigns funding to Technology-Computer based on spending trends. 	
Contracted Services				
Repair-Equipment	Audiometer calibration and repairs to equipment: vision, physical therapy, adaptive physical education, and assistive technology. Covers aging equipment and increased inventories.	-	<ul style="list-style-type: none"> • No change. 	
Medical Services	Pediatric, psychiatric, ear/nose/throat, neurological, and vision exams required to identify educational disabilities.	(2,500)	<ul style="list-style-type: none"> • Realigns funding to Equipment-Technology based on spending trends. 	

State/Spend Category	Description of Expenditure	Change from	
		FY 2025	Explanation of Change
State Category 06 Special Education (cont'd)			
Contracted Services (cont'd)			
Contracted-Consultant	County Diagnostic Center consultants and bilingual assessments for educational testing.	-	• No change.
Contracted-Labor	Temporary contracted services for occupational and physical therapy, vision, audiology, etc. when positions are vacant or coverage is needed for medical leave. Funds moved from the salary account when required.	-	• No change.
Maintenance-Software	Subscriptions and apps to support assistive technology.	-	• No change.
Supplies and Materials			
Textbooks	Large print textbooks and other written media for students who are visually impaired and brailled textbooks for students who are blind.	-	• No change.
Library/Media	Books, periodicals, and parent materials.	(500)	• Realigns funding to Supplies-General based on spending trends.
Supplies-Audio Visual	Audio visual supplies, including headsets.	(917)	• Realigns funding to Technology-Supply based on spending trends.
Supplies-Testing	Revised test kits, new tests, and protocols for occupational and physical therapy, vision, adapted physical education, educational, speech/language staff.	-	• No change.
Supplies-General	Work Study and Adaptive Physical Education supplies; specialized equipment for audiology, physical therapy, vision, occupational therapy, and assistive technology.	500	• Realigns funding from Library/Media to support student supplies purchases.
Supplies-Other	Supplies, materials, and equipment directly connected to individual students and their IFSP/IEP/504 requirements.	-	• No change.
Technology-Computer	Technology to support students with communication and access needs who have IEPs and 504s.	54,607	• Realigns funding from Wages to support student technology purchases.
Technology-Supply	Supplies to provide access to technology and protection for technology.	917	• Realigns funding from Supplies-Audio Visual to support student technology purchases.
Other Charges			
Travel-Conferences	Staff attendance at conferences to stay abreast of advancements of educational technology.	-	• No change.
Travel-Mileage	Business-related mileage reimbursement for countywide services itinerant staff.	-	• No change.
Dues & Subscriptions	Membership to Physical Therapy.com for continuing education.	-	• No change.
Equipment			
Equipment-Technology	Mid tech devices, replacement of old devices/assistive technology.	7,893	• Realigns funding from Wages to provide equipment to assist students with disabilities.
Equipment-Additional	Equipment to support students with severe communication impairments.	-	• No change.

State/Spend Category	Description of Expenditure	Change from		Explanation of Change
		FY 2025	FY 2024	
State Category 12 Fixed Charges				
Other Charges				
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	2,134,266		• Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel.
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	627,408		• Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel.
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	893,806		• Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages.
		Total \$ Change	\$ 4,780,739	
		Total % Change	40.30%	

Staffing

Program 3320	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
COORDINATOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
PSYCHOLOGIST	-	-	-	-	1.0	1.0	1.0
AUDIOLOGIST	2.0	2.0	2.0	2.0	2.0	2.0	2.0
OCCUPATIONAL THERAPIST	43.8	51.0	53.0	53.0	53.0	53.0	52.5
ASST OCCUPATIONAL THERAPIST	2.0	2.0	2.0	2.0	2.0	2.0	2.0
PHYSICAL THERAPIST	11.8	11.8	12.8	12.8	13.0	13.0	13.0
SPEECH PATHOLOGIST	2.0	2.0	2.0	2.0	1.0	1.0	1.0
ADAPTED PE TEACHER	14.6	15.6	15.6	15.6	14.6	14.6	14.6
TCHR OTHER SPEC ED COUNTYWIDE	2.0	2.0	1.0	-	-	-	-
PROGRAM HEAD	-	-	-	1.0	4.0	4.0	4.0
TEACHER WORK STUDY	12.0	-	-	-	-	-	-
TEACHER RESOURCE	6.0	6.0	7.0	7.0	7.0	7.0	7.0
TEACHER 11 MONTH	-	-	-	-	1.0	1.0	1.0
TEACHER OF THE BLIND AND VISUALLY IMPAIRED	11.0	11.0	12.0	12.0	11.0	11.0	11.0
BRAILLIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0
SECRETARY	3.0	3.0	3.0	2.0	5.0	5.0	4.0
SECRETARY TEACHER	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TECHNICAL ASSISTANT	-	1.0	1.0	1.0	-	-	-
PARAEDUCATOR	3.0	4.0	4.0	3.0	4.0	4.0	4.0
Total Operating Fund FTE	116.2	114.4	118.4	116.4	121.6	121.6	120.1

Enrollment

Program 3320 Ages 3–21	Actual FY 2022	Actual FY 2023	Actual FY 2024	Budgeted FY 2025	Projected FY 2026
Assessments					
Audiology	187	191	174	225	191
Child Find (Intakes) Screens	332	342	417	419	479.5
Child Find Assessments	285	306	646	357	710
Infant Toddler Assessments	79**	including Travel Team	408	104/350	448
Direct/Periodic Services					
Adapted Physical Education	302	270	277	326	304
Assistive Technology	2,322	2,624	2,965	2,724	3,265
Physical Therapy	303	240	214	288	235
Occupational Therapy	1,873	2,195	2,290	2,542	2,519
Vision (including Orientation and Mobility)	239	245	249	255	250

* We have reviewed the numbers for Infant Toddler assessments which are down due to a change in process. Many of the assessments are now completed by Infant Toddler clusters with Child Find completing assessments for our "crunch kids" and holding the TPM meetings. While Infant Toddler meetings have gone down, Child Find screening and assessment continue to rise.

Special Education School-Based Services

3321

Program Overview and Insights

As required under the [Individuals with Disabilities Education Act \(IDEA\)](#) and [Code of Maryland Regulations \(COMAR 13a09.10.17\)](#), this program identifies students with disabilities and delivers special education services and other customized supports to narrow the achievement gap that exists between children and youth with disabilities and their non-disabled peers at the elementary and secondary levels (Grades K-through age 21). The goal of this program is to ensure that all students with disabilities are college, career, and/or community ready when they exit the HCPSS. Delivering high-quality special education services in a consistent and collaborative manner strengthens individualized skills for students who receive special education services.

Every HCPSS student with an Individualized Education Program (IEP) shall receive specially designed instruction based on the Maryland College and Career Ready Standards / [Alternate Achievement and Assessment Standards](#) and targeted evidence-based instructional interventions aligned with their IEP. Staffing resources allow for flexible service delivery options that address learners' strengths and needs. Parents, guardians, and caregivers are an integral part of the IEP team that supports student success. The human and material resources in this program are utilized to engage the family throughout the student's individualized educational journey.

[Special Education Programs](#)

It is the goal of HCPSS to increase the percentage of students exiting with a Maryland High School Diploma.

Percentage of Students with IEPs Earning Diplomas and Certificates			
	Child Count Actual – Oct. 2019 FY 2020	Child Count Actual – Oct. 2022 FY 2022	Child Count Actual – Oct. 2023 FY 2023
Total Students in Special Education Exiting	502	619	559
Percent Exiting with a Diploma	82%	83%	81%
Percent Exiting with a Certificate of Completion	13%	10%	16%

-Source: *Maryland Early Intervention and Special Education Services Census Data & Related Table 2022-2023s*.

-Percent exiting is determined by dividing the number of students earning a diploma or certificate by the total number of students exiting with a diploma, certificate, dropping out, and/or reaching maximum age.

It is the goal of HCPSS to decrease the gap in graduation rate between students with IEPs and all students.

Gap in Graduation Rate between Students with IEPs and All Students					
	Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023	Actual FY 2024
4-year cohort difference	19.61%	23.16%	18.57%	24.53%	TBD
5-year cohort difference	13.05%	18.77%	13.21%	TBD	TBD

-Source: reportcard.msde.maryland.gov

-4-year cohort data pending for FY 2024 and 5-year cohort data pending FY 2023 and FY 2024

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Special Education School-Based Services	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
State Category 06 Special Education											
Salaries and Wages											
Salaries	\$ 63,484,223	\$ 60,512,041	\$ 70,598,387	\$ 67,646,871	\$ 75,999,668	\$ 72,595,167	\$ 80,177,436	\$ 84,304,663	\$ 91,317,240	\$ 84,625,253	\$ 4,447,817
Wages-Other	-	73,831	-	647,415	-	52,250	-	-	-	-	-
Wages-Substitute	706,500	555,993	761,500	683,748	761,500	784,820	736,500	736,500	736,500	736,500	-
Wages-Temporary Help	-	-	-	-	-	3,458	-	-	-	-	-
Wages-Workshop	-	1,054,457	8,000	301,924	59,500	74,304	59,500	59,500	59,500	59,500	-
Subtotal	64,190,723	62,196,322	71,367,887	69,279,958	76,820,668	73,509,999	80,973,436	85,100,663	92,113,240	85,421,253	4,447,817
Contracted Services											
Medical Services	52,500	4,176	52,500	1,980	42,500	720	42,500	5,000	5,000	5,000	(37,500)
Contracted-General	-	-	-	-	-	-	-	52,276	52,276	52,276	52,276
Contracted-Labor	3,158,225	2,905,077	3,168,725	5,365,702	5,329,054	6,471,505	3,067,674	3,848,022	3,848,022	3,848,022	780,348
Maintenance-Software	-	-	-	-	10,000	-	10,000	108,500	108,500	108,500	98,500
Subtotal	3,210,725	2,909,253	3,221,225	5,367,682	5,381,554	6,472,225	3,120,174	4,013,798	4,013,798	4,013,798	893,624
Supplies and Materials											
Supplies-General	79,455	71,779	96,455	71,816	110,455	109,568	93,887	93,887	93,887	93,887	-
Supplies-Materials of Instruction	18,970	15,493	28,970	23,113	28,970	28,491	28,970	28,970	28,970	28,970	-
Supplies-Testing	22,000	21,843	22,000	21,989	22,000	21,545	22,000	39,743	39,743	39,743	17,743
Technology-Computer	-	-	-	8,307	-	-	-	19,757	19,757	19,757	19,757
Technology-Supply	-	1,281	-	8,485	-	-	-	-	-	-	-
Subtotal	120,425	110,396	147,425	133,710	161,425	159,604	144,857	182,357	182,357	182,357	37,500
State Category 09 Student Transportation Services											
Contracted Services											
Trans-Bus Contracts	10,000	1,357	11,000	6,970	12,600	9,462	-	-	-	-	-
Trans-Private Carrier	4,000	1,500	4,000	2,000	4,000	2,000	4,000	4,000	4,000	4,000	-
Subtotal	14,000	2,857	15,000	8,970	16,600	11,462	4,000	4,000	4,000	4,000	-
State Category 12 Fixed Charges											
Other Charges											
Employee Health Insurance	-	-	-	-	-	-	-	25,148,891	27,248,891	24,668,891	24,668,891
Retirement	-	-	-	-	-	-	-	4,181,480	4,529,322	4,331,117	4,331,117
Social Security	-	-	-	-	-	-	-	6,257,264	6,772,660	6,280,799	6,280,799
Subtotal	-	-	-	-	-	-	-	35,587,635	38,550,873	35,280,807	35,280,807
Program 3321 Total	\$ 67,535,873	\$ 65,218,828	\$ 74,751,537	\$ 74,790,320	\$ 82,380,247	\$ 80,153,290	\$ 84,242,467	\$ 124,888,453	\$ 134,864,268	\$ 124,902,215	\$ 40,659,748

Budget Summary Analysis

Program 3321—Special Education School-Based Services		Change from FY 2025	Explanation of Change
State/Spend Category	Description of Expenditure		
<i>State Category 06 Special Education</i>			
Salaries and Wages			
Salaries	Salaries for staff serving students with disabilities in this program.	\$ 4,447,817	<ul style="list-style-type: none"> • Reflects the following staffing adjustments in FY 2025: <ul style="list-style-type: none"> ◦ (1.0) Transition Facilitator reclassified to 1.0 Resource Teacher • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff. • Reflects additional pay for Blueprint career ladder National Board Certification compensation increase.
Wages-Temporary Help	Wages paid to teacher substitutes for staff participating in professional learning activities.	-	<ul style="list-style-type: none"> • No change.
Wages-Workshop	Workshop wages for after school professional learning sessions and other work.	-	<ul style="list-style-type: none"> • No change.
Contracted Services			
Medical Services	Psychiatric consultation for students in regional programs, support to their families, and consultation with program staff. These supports are also provided to schools without regional programs.	(37,500)	<ul style="list-style-type: none"> • Realigns (\$17,743) funding to Supplies-Testing based on spending trends. • Realigns (\$19,757) funding to Technology-Computer based on spending trends.
Contracted-General	Contract costs for the temporary employees contract with Social Services consultants.	52,276	<ul style="list-style-type: none"> • Increases funding for temporary staffing.
Contracted-Labor	Wages paid for temporary employees, nursing services, translations for children with disabilities who have more intensive academic, medical, and/or behavioral needs.	780,348	<ul style="list-style-type: none"> • Increases \$878,848 funding for service contracts. • Realign (\$98,500) funding from Maintenance-Software based on spending trends.
Maintenance-Software	Software licenses and subscription to support professional learning, data management, and the eligibility/assessment process.	98,500	<ul style="list-style-type: none"> • Realigns funding from Contracted-Labor from support spending trends of software licenses.

State/Spend Category	Description of Expenditure	Change from FY 2025	Explanation of Change
<i>State Category 06 Special Education (cont.)</i>			
Supplies and Materials			
Supplies-Materials of Instruction	Funds provided to each special education team to purchase specialized instructional materials for students in accordance with their IEP. The percentage of Materials of Instruction funds allocated to schools and held centrally is determined on a program-by-program basis, based on historical data to ensure that student needs are met.	- • No change.	
Supplies-Testing	Educational evaluation materials required to complete assessments as part of the special education eligibility process. Informal diagnostic tools to gather information for students who may require additional specially designed instruction.	17,743 • Realigns funding from Medical Services to purchase for student assessments.	
Supplies-General	Specialized materials to supplement instruction for students within and outside of general education classroom and to support new program set-up. Materials include reading and math intervention materials to provide multi-tiered supports.	- • No change.	
Technology-Computer	Technology to support students with communication and access needs.	19,757 • Realigns funding from Medical Services based on spending trends.	
<i>State Category 09 Student Transportation Services</i>			
Contracted Services			
Trans-Bus Contracts	Lift buses for students to participate in field trips and intervention/extracurricular programs after school.	- • No change.	
Trans-Private Carrier	Cab fares for parents to participate in the IEP team meeting process.	- • No change.	
<i>State Category 12 Fixed Charges</i>			
Other Charges			
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	24,668,891 • Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel.	
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	4,331,117 • Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel.	
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	6,280,799 • Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages.	

Total \$ Change \$ 40,659,748

Total % Change 48.27%

Staffing

Program 3321	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
RESOURCE TEACHER	-	-	-	-	1.0	1.0	1.0
TEACHER	555.0	578.0	585.0	596.0	606.0	679.0	596.0
SCH MENTAL HEALTH THERAPIST	-	1.0	1.0	1.0	1.0	1.0	1.0
TRANSITION FACILITATOR	-	-	1.0	1.0	-	-	-
TRANSITION TEACHER	-	12.0	13.0	13.0	13.0	13.0	13.0
PARAEDUCATOR	486.5	509.5	521.5	532.5	542.5	542.5	532.5
STUDENT ASSISTANT	178.0	190.0	196.0	210.0	222.0	254.0	210.0
Total Operating Fund FTE	1,219.5	1,290.5	1,317.5	1,353.5	1,385.5	1,490.5	1,353.5

Enrollment

Program 3321	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023	Child Count Actual Oct. 2023 FY 2024	Child Count Budgeted FY 2025	Child Count Projected FY 2026
Students K– Age 21	5,413	5,754	6,224	6,025	6,990

Numbers do not include Prekindergarten students who are reported in program 3324.

Cedar Lane**3322**

Program Overview and Insights

The Cedar Lane school is a public separate day school that serves students with disabilities across the school district. Cedar Lane serves students from age 5 to 21. Students work in a small classroom setting based on their grade level. The past few years have shown a marked increase in enrollment for students with autism. During the 2022–2023 school year, Cedar Lane added four new classrooms to allow room for increased enrollment. The Pre-K program (1 classroom) was moved from Cedar Lane to Fulton Elementary School in August 2024.

The Cedar Lane program teaches functional communication skills in an academic setting. Students receive academic instruction in group settings, structured 1:1 teaching, and community-based instruction. Classroom staff members work closely with related service providers and families to prepare students for a transition to a less restrictive environment or adult services. More than 50 percent of students at Cedar Lane have behavioral intervention plans.

Cedar Lane's location on the Fulton campus provides opportunities for students to connect with the community. Students participate in inclusive activities such as art class, pep rallies, and lunch time at Fulton ES, Lime Kiln MS, and Reservoir HS. The Maple Lawn community is also accessed by students for community-based instruction and high school students are assigned to jobs in the community. Our goal is for all students to have at least one hour or more of community experience during the week. As students gain experience in community settings, school staff members work with families and comprehensive schools to consider a return to a less restrictive environment.

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Cedar Lane	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
<i>State Category 06 Special Education</i>											
<i>Salaries and Wages</i>											
Salaries	\$ 4,779,710	\$ 4,626,754	\$ 5,406,888	\$ 5,191,965	\$ 5,821,248	\$ 5,656,258	\$ 6,029,262	\$ 5,889,933	\$ 5,929,138	\$ 5,929,138	\$ (100,124)
Wages-Other	-	4,987	-	1,363	-	-	-	-	-	-	-
Wages-Stipends	-	1,500	-	-	-	-	-	-	-	-	-
Wages-Summer Pay	41,700	30,132	41,700	35,361	41,700	31,045	41,700	41,700	41,700	41,700	-
Wages-Workshop	-	908	-	655	-	-	-	-	-	-	-
Subtotal	4,821,410	4,664,281	5,448,588	5,229,344	5,862,948	5,687,303	6,070,962	5,931,633	5,970,838	5,970,838	(100,124)
<i>Contracted Services</i>											
Maintenance-Other	3,000	1,914	3,000	1,894	3,000	2,907	3,000	3,000	3,000	3,000	-
Subtotal	3,000	1,914	3,000	1,894	3,000	2,907	3,000	3,000	3,000	3,000	-
<i>Supplies and Materials</i>											
Library/Media	1,000	901	1,000	965	1,000	782	1,000	1,000	1,000	1,000	-
Supplies-Materials of Instruction	8,500	8,418	8,500	8,147	13,500	12,194	13,500	13,500	13,500	13,500	-
Supplies-Student Activity	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-
Supplies-General	14,380	14,222	42,380	23,785	42,380	35,669	36,023	36,023	36,023	36,023	-
Supplies-Other	5,000	5,010	5,000	25,440	5,000	4,886	4,250	4,250	4,250	4,250	-
Technology-Computer	3,000	-	3,000	1,632	3,000	2,268	3,000	3,000	3,000	3,000	-
Technology-Supply	1,000	-	1,000	-	1,000	112	1,000	1,000	1,000	1,000	-
Subtotal	34,580	30,251	62,580	61,669	67,580	57,611	60,473	60,473	60,473	60,473	-
<i>State Category 12 Fixed Charges</i>											
<i>Other Charges</i>											
Employee Health Insurance	-	-	-	-	-	-	-	1,649,453	1,649,453	1,649,453	1,649,453
Retirement	-	-	-	-	-	-	-	292,139	294,088	303,467	303,467
Social Security	-	-	-	-	-	-	-	436,105	438,985	438,985	438,985
Subtotal	-	-	-	-	-	-	-	2,377,697	2,382,526	2,391,905	2,391,905
Program 3322 Total	\$ 4,858,990	\$ 4,696,446	\$ 5,514,168	\$ 5,292,907	\$ 5,933,528	\$ 5,747,821	\$ 6,134,435	\$ 8,372,803	\$ 8,416,837	\$ 8,426,216	\$ 2,291,781

Budget Summary Analysis

Program 3322–Cedar Lane

State/Spend Category	Description of Expenditure	Change from		
		FY 2025	Explanation of Change	
State Category 06 Special Education				
Salaries and Wages				
Salaries	Salaries for staff at Cedar Lane School.	\$ (100,124)	<ul style="list-style-type: none"> • Reflects the following staffing adjustments in FY 2025: <ul style="list-style-type: none"> ◦ (1.0) Teacher 10 Month transferred to Birth-Five Early Intervention Services (3324) ◦ (2.0) Teachers 10 Month reclassified to 2.0 Adapted PE Teachers ◦ (1.0) Paraeducator transferred to Birth-Five Early Intervention Services (3324) • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff. • Reflects additional pay for Blueprint career ladder National Board Certification compensation increase. 	
Wages-Summer Pay	Wages paid for summer Cornerstone instruction.	-	<ul style="list-style-type: none"> • No change. 	
Contracted Services				
Maintenance-Other	Maintenance and cleaning of the therapy pool.	-	<ul style="list-style-type: none"> • No change. 	
Supplies and Materials				
Library/Media	Periodicals, library books, and supplies that provide instructional material for reading and math instruction.	-	<ul style="list-style-type: none"> • No change. 	
Supplies-Materials of Instruction	Instructional materials needed to implement individualized education programs for students with significant disabilities.	-	<ul style="list-style-type: none"> • No change. 	
Supplies-Student Activity	Supplies for student activities.	-	<ul style="list-style-type: none"> • No change. 	
Supplies-General	Supplies, materials, and equipment to assist with student instruction (assistive technology, augmentative, communication devices) and therapy requirements.	-	<ul style="list-style-type: none"> • No change. 	
Supplies-Other	First Aid Supplies, for safety reasons due to the number of students with significant medical and behavioral issues.	-	<ul style="list-style-type: none"> • No change. 	
Technology-Computer	Technology to support students with communication and access needs who have IEPs and 504s.	-	<ul style="list-style-type: none"> • No change. 	
Technology-Supply	Supplies to provide access to technology and protection for technology.	-	<ul style="list-style-type: none"> • No change. 	

FY 2026**Approved Operating Budget (Revised)****Howard County Public School System**

State/Spend Category	Description of Expenditure	Change from FY 2025	Explanation of Change
State Category 12 Fixed Charges			
Other Charges			
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	1,649,453	• Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel.
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	303,467	• Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel.
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	438,985	• Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages.
		Total \$ Change \$ 2,291,781	
		Total % Change 37.36%	

Staffing

Program 3322	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
PRINCIPAL	1.0	1.0	1.0	1.0	1.0	1.0	1.0
ASSISTANT PRINCIPAL	1.0	1.0	1.0	1.0	1.0	1.0	1.0
SECRETARY PRINCIPAL	1.0	1.0	1.0	1.0	1.0	1.0	1.0
SECRETARY TEACHER	1.0	1.0	1.0	1.0	1.0	1.0	1.0
BOARD CERT BEHAVIOR SUPERVISOR	-	-	-	1.0	1.0	1.0	1.0
BOARD CERT BEHAVIOR ANALYST	1.0	1.0	1.0	-	-	-	-
TEACHER 10 MONTH	25.5	28.5	26.5	26.5	23.5	23.5	23.5
TEACHER 11 MONTH	4.0	4.0	6.0	6.0	6.0	6.0	6.0
ADAPTED PE	-	-	-	-	2.0	2.0	2.0
REGISTERED BEHAVIOR TECHNICIAN	-	1.0	1.0	1.0	1.0	1.0	1.0
PARAEDUCATOR	47.0	53.0	53.0	53.0	52.0	52.0	52.0
STUDENT ASSISTANT	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Operating Fund FTE	82.5	92.5	92.5	92.5	90.5	90.5	90.5

Enrollment

Program 3322	Actual FY 2022	Actual FY 2023	Actual FY 2024	Budgeted FY 2025	Projected FY 2026
K-Age 21	113	121	132	130	135
Pre-K	4	3	2	5	0
Total Enrollment	117	124	134	135	135

Program Manager: Paul Owens
 Academics – Special Education

Cedar Lane – 3322

Early Childhood Special Education: Birth–Five

3324

Program Overview and Insights

In partnership with the HCPSS (Howard County Public School System) Early Childhood Office and community-based early childhood stakeholders, this office promotes school readiness through access for all young children within inclusive learning environments for students with and without disabilities. Consistent implementation of evidence-based practices, appropriate use of technology for teaching and learning, and on-going measurement of student progress informs instruction. Federally mandated continuous year-round services for Infants and Toddlers and inclusive Prekindergarten settings with options for Extended School Year (ESY) are provided.

In addition to school-based support, this office strategically oversees public awareness marketing and community and family outreach. Communication efforts are in place to ensure all relevant community partners and stakeholders can work collaboratively to align services, programs, curriculum, and expectations to create a solid foundation for all students ages birth to five.

The Office of Early Childhood Programs and Office of Early Intervention Services strive to continually improve and ensure young learners have access to inclusive and high-quality early learning experiences. Both offices have collaborated to set the following goal for which the offices will focus in the next few years:

- All students have access to appropriate grade-level standards through first instruction in high-quality Prekindergarten programs.
- Increase access to high-quality, full-day Pre-K programs so that all children can begin Kindergarten ready to learn.

This program budget provides community-based staffing for implementation of Individual Family Support Plans (IFSP), school-based staffing for implementation of Individual Education Programs (IEP) for students ages 3 and 4; plus, supplies, materials of instruction, and classroom furnishings that support specially designed instruction, student engagement, social/emotional needs, and individual student needs. This program's central-based staffing supports developmentally appropriate instruction, specially designed instruction, behavioral interventions, professional learning, and state-mandated compliance measures.

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Early Childhood Special Education Birth-Five	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
<i>State Category 03 Instructional Salaries and Wages</i>											
<i>Salaries and Wages</i>											
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -
Subtotal	-	-	-	-	-	-	-	100,000	100,000	-	-
<i>State Category 06 Special Education</i>											
<i>Salaries and Wages</i>											
Salaries	19,304,104	18,379,675	23,321,022	22,366,461	25,699,019	25,331,595	29,317,195	31,032,014	31,404,703	31,074,627	1,757,432
Wages-Stipends	-	-	-	-	-	-	1,500	1,500	1,500	1,500	-
Wages-Substitute	31,150	3,485	36,150	19,301	36,150	9,055	39,738	39,738	39,738	39,738	-
Wages-Temporary Help	15,000	6,899	15,000	20,965	15,000	17,344	15,000	95,242	95,242	95,242	80,242
Wages-Workshop	-	-	1,750	906	1,750	10,225	1,750	1,750	1,750	1,750	-
Wages-Summer Pay	450,000	370,573	450,000	476,497	450,000	646,431	450,000	450,000	450,000	450,000	-
Subtotal	19,800,254	18,760,632	23,823,922	22,884,130	26,201,919	26,014,650	29,825,183	31,620,244	31,992,933	31,662,857	1,837,674
<i>Contracted Services</i>											
<i>Contracted-General</i>											
Maintained-Labor	500,000	234,107	700,000	140,363	700,000	402,848	600,000	416,700	716,700	716,700	116,700
Maintenance-Software	3,410	-	37,900	35,446	37,900	27,688	37,900	37,900	37,900	37,900	-
Subtotal	503,410	234,107	737,900	175,809	737,900	430,582	637,900	454,600	754,600	754,600	116,700
<i>Supplies and Materials</i>											
<i>Supplies-Testing</i>											
Supplies-General	79,250	11,699	29,500	23,765	23,000	21,908	44,000	44,000	44,000	44,000	-
Technology-Computer	208,000	174,429	157,500	142,523	157,500	93,365	241,500	125,000	125,000	125,000	(116,500)
Supplies-Materials Of Instruction	16,221	10,710	3,510	10,512	1,000	12,920	1,000	1,000	1,000	1,000	-
Technology-Supply	-	-	-	-	-	-	-	180,000	180,000	180,000	180,000
Subtotal	308,557	199,879	192,495	178,693	183,485	129,379	288,485	351,985	351,985	351,985	63,500
<i>Other Charges</i>											
<i>Dues & Subscriptions</i>											
Travel-Conferences	-	-	-	-	-	-	-	300	300	300	300
Travel-Mileage	99,880	52,938	99,880	98,045	99,880	119,659	99,880	130,000	130,000	130,000	30,120
Subtotal	99,880	52,938	99,880	98,045	99,880	119,659	99,880	130,000	130,000	130,000	30,120
<i>State Category 07 Student Personnel Services</i>											
<i>Salaries and Wages</i>											
Salaries	-	-	-	-	196,818	196,817	201,345	205,874	207,292	207,292	5,947
Subtotal	-	-	-	-	196,818	196,817	201,345	205,874	207,292	207,292	5,947
<i>State Category 08 Student Health Services</i>											
<i>Salaries and Wages</i>											
Salaries	-	-	-	-	-	-	-	89,898	90,340	-	-
Subtotal	-	-	-	-	-	-	-	89,898	90,340	-	-
<i>State Category 09 Student Transportation Services</i>											
<i>Contracted Services</i>											
Trans-Private Carrier	-	-	-	-	-	-	-	1,000	1,000	1,000	1,000
Subtotal	-	-	-	-	-	-	-	1,000	1,000	1,000	1,000
<i>State Category 12 Fixed Charges</i>											
<i>Other Charges</i>											
Employee Health Insurance	-	-	-	-	-	-	-	8,227,909	8,227,909	8,167,909	8,167,909
Retirement	-	-	-	-	-	-	-	1,598,230	1,616,879	1,639,979	1,639,979
Social Security	-	-	-	-	-	-	-	2,354,940	2,382,441	2,344,190	2,344,190
Subtotal	-	-	-	-	-	-	-	12,181,079	12,227,229	12,152,078	12,152,078
Program 3324 Total	\$ 20,712,101	\$ 19,247,556	\$ 24,854,197	\$ 23,336,677	\$ 27,420,002	\$ 26,891,087	\$ 31,052,793	\$ 45,136,980	\$ 45,857,679	\$ 45,262,112	\$ 14,209,319

Program Manager: Jennifer Riccardi
Academics – Special Education

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Early Childhood Special Education: Birth–Five – 3324

Budget Summary Analysis**Program 3324—Early Childhood Special Education: Birth-Five**

State/Spend Category	Description of Expenditure	Change from		
		FY 2025	Explanation of Change	
<i>State Category 03 Instructional Salaries and Wages</i>				
Salaries and Wages				
Salaries	Salaries for staff serving this program.	\$	- • No change.	

State Category 06 Special Education

Salaries and Wages			
Salaries	Salaries for staff serving this program.	1,757,432	• Reflects the following staffing adjustments in FY 2025: ◦ (1.0) Coordinator reclassified to 1.0 Director ◦ (1.0) Teacher 10 Month transferred to Speech, Language, and Hearing Services (3325) ◦ (1.0) Teacher 10 Month transferred to Countywide Services (3320) ◦ 1.0 Teacher 10 Month transferred from Cedar Lane (3322) ◦ (0.5) Occupational Therapist transferred to Countywide Services (3320) ◦ 1.0 Paraeducator transferred from Cedar Lane (3322) • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff.
Wages-Stipends	HCAA Longevity Stipends		- • No change.
Wages-Substitute	Wages paid to teacher substitutes for professional development, federally mandated transition meeting attendance and absences.		- • No change.
Wages-Temporary Help	Wages paid to contractual staff through temporary services to support early childhood development in natural and inclusive environments, particularly in community settings (PALS), or translation of program documents.	80,242	• Realigns funding from Supplies-General to support additional service needs.

State/Spend Category	Description of Expenditure	Change from FY 2025	Explanation of Change
<i>State Category 06 Special Education (cont.)</i>			
Salaries and Wages (cont.)			
Wages-Workshop	Wages for after school professional learning sessions and other work.	- • No change.	
Wages-Summer Pay	Wages paid to teachers, paraeducators and ESY staff for year-round services for infants and toddlers and extended summer school, as dictated by IFSP/IEP. Additional wages paid to special educators and related service providers who cover both the Summer Central Team and the Early Intervention Assessment Team for year-round assessment and services for Infants and Toddlers and Child Find.	- • No change.	
Contracted Services			
Contracted-Labor	Funds for hourly contracted services to provide close adult supervision and additional supports as needed for toddlers and preschool children, including those with multiple and intense needs.	116,700	• Increases funding for Contracted-Labor cost to support the Learning Together Program.
Maintenance-Software	Software licenses and subscription to support professional learning, data management, and the eligibility/assessment process.	- • No change.	
Supplies and Materials			
Supplies-Testing	Updated materials for eligibility and evaluation including social-emotional screening protocols.	- • No change.	
Supplies-General	Office equipment, supplies for young children with disabilities. Books, periodicals, and parent materials related to early intervention.	(116,500)	• Realigns (\$80,242) funding to Wages-Temp based on spending trends. • Realigns (\$30,120) funding to Travel Mileage based on spending trends. • Realigns (\$6,138) funding to Social Security based on spending trends.
Technology-Computer	iPads for Infant & Toddler Program, new staff for in-home services; replacement computers, assistive technology, desktops, laptop, iPads, printers, and projectors.	- • No change.	
Supplies-Materials Of Instruction	Instructional materials needed to implement individualized education programs for students.	180,000	• Increases funding for instructional supplies and materials cost to support the Learning Together Program.
Technology-Supply	Assistive technology, peripherals for instruction, toner, cables, mouse, keyboards, monitors, and clickers.	- • No change.	

State/Spend Category	Description of Expenditure	Change from FY 2025	Explanation of Change
<i>State Category 06 Special Education (cont.)</i>			
Other Charges			
Dues & Subscriptions	Access to educational subscriptions.	300	• Increases funding for educational subscription to support the Learning Together Program.
Travel-Conferences	Business-related mileage reimbursement for Birth-Five Early Intervention Services staff.	2,000	• Increases funding for conference cost to support the Learning Together Program.
Travel-Mileage	Reimbursement for central office staff, teachers and paraeducators for mileage incurred for provision of service in home, school, and community settings; to access professional learning and to attend meetings and conferences as needed.	30,120	• Increases funding for staff related mileage costs to support the Learning Together Program.
<i>State Category 07 Student Personnel Services</i>			
Salaries and Wages			
Salaries	Salaries for staff serving this program.	5,947	• Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff.
<i>State Category 08 Student Health Services</i>			
Salaries and Wages			
Salaries	Salaries for staff serving this program.	-	• No change.
<i>State Category 09 Student Transportation Services</i>			
Contracted Services			
Trans-Private Carrier	Cab fares for parents to participate in the IEP team meeting process.	1,000	• Realigns funding from Contracted-Labor based on spending trends.
<i>State Category 12 Fixed Charges</i>			
Other Charges			
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	8,167,909	• Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel.
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	1,639,979	• Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel.
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	2,344,190	• Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages.

Total \$ Change \$ 14,209,319
 Total % Change 45.76%

Staffing

Program 3324	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
DIRECTOR	-	-	-	-	1.0	1.0	1.0
COORDINATOR	1.0	1.0	1.0	1.0	-	-	-
INSTRUCTIONAL FACILITATOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
BEHAVIORAL SPECIALIST	2.0	2.0	2.0	2.0	2.0	2.0	2.0
AUTISM SPECIALIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TEACHER RESOURCE	4.0	4.0	4.0	2.0	2.0	2.0	2.0
TEACHER 10 MONTH	104.0	117.0	117.0	138.0	135.0	135.0	137.0
TEACHER 11 MONTH	25.0	27.0	29.5	31.0	32.0	32.0	31.0
SPEECH PATHOLOGIST	11.7	15.0	17.0	18.0	20.0	20.0	18.0
OCCUPATIONAL THERAPIST	7.0	8.5	11.5	11.5	12.0	12.0	11.0
PHYSICAL THERAPIST	9.0	10.0	9.0	10.0	10.0	10.0	10.0
SOCIAL WORKER	1.5	1.5	1.5	1.5	1.5	1.5	1.5
PROGRAM ASSISTANT	-	-	2.0	3.0	3.0	3.0	3.0
NURSE	-	-	-	-	1.0	1.0	-
PSYCHOLOGIST	-	-	-	-	1.0	1.0	-
TECHNICAL ASSISTANT	0.5	0.5	1.0	1.0	1.0	1.0	1.0
SECRETARY	-	1.0	1.0	1.0	1.0	1.0	1.0
PARAEDUCATOR	107.5	121.5	122.0	148.0	149.0	149.0	149.0
STUDENT ASSISTANT	43.0	80.0	80.0	79.0	79.0	79.0	79.0
Total Operating Fund FTE	318.2	391.0	400.5	449.0	452.5	452.5	448.5

Enrollment

Program 3324	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023	Child Count Actual Oct. 2023 FY 2024	Budgeted FY 2025	Projected FY 2026
Infants and Toddlers served (Birth–3)	999	1,215	1,295	1,514	1,211
Infants and Toddlers (Extended IFSP)	44	57	52	69	128
Special Education and Related Services – ages 3-5*	561	669	835	1,281	1,097

*These numbers include students with disabilities in all Prekindergarten programs, some of whom are also represented in Pre-K (1302).

These do not include any students with disabilities in kindergarten.

Budgeted and projected for ages 3-5 are calculated using typical average trend data of actual students served on the last day of school.

Speech, Language, and Hearing Services

3325

Program Overview and Insights

Services are provided in various settings to learners with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs) and 504 Plans who require speech, language, or hearing services. Services include individualized and specialized instruction, direct services, consultation, program support and implementation, assessment, participation in IFSP/IEP processes, as well as collaboration and training across the continuum of service. Educational interpreters provide sign language support to learners as prescribed by the IFSP/IEP/504. Sign Language Interpreter Services are available for events sponsored by HCPSS (Howard County Public School System). World Language Interpreter Services are available to families of students who have IFSPs and IEPs.

Improving student learning outcomes and addressing disproportionality in special education remain paramount. Speech, Language, and Hearing Services aligns its work to key focus areas *including Disability Acceptance, IEP (Individualized Education Program) Compliance, Continuum of Services/Service Delivery Models, Specially Designed Instruction/Instructional Practices, and Family Engagement*. Efforts are supported by professional development for staff and learning experiences for families.

It is the goal of HCPSS to increase the percentage of students (K–21) receiving special education services and supports within the general education classroom at least 80 percent of the day as determined by IEP Teams while also ensuring a continuum of services is accessible to all students with IEPs.

Percentage of Students, Age K–21, Receiving Special Education Services by Least Restrictive Environment (LRE) as reported by the MSDE Annual Census Report				
	Child Count Actual Oct. 2020 FY 2021	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023	Child Count Actual Oct. 2023 FY 2024
Total Students in Special Education	5,167	5,369	5,754	6,254
LRE A – 80% or more in General Ed	74.65%	75.08%	74.19%	73.44%
LRE B – 40-79% in General Ed	15.19%	14.99%	17.07%	17.00%
LRE C – 40% or less in Gen Ed	2.67%	2.98%	2.36%	2.24%
Separate Facility*	6.89%	6.2%	6.38%	6.84%

*Home, Hospital, Public Separate Day, Private Separate Day, Public Separate Residential, Private Separate Residential (not LRE A-C)

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Speech, Language, and Hearing Services	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
<i>State Category 06 Special Education</i>											
Salaries and Wages											
Salaries	\$ 11,506,480	\$ 10,598,989	\$ 12,633,936	\$ 10,894,921	\$ 13,283,316	\$ 11,452,438	\$ 13,508,684	\$ 14,042,650	\$ 14,274,739	\$ 14,271,739	\$ 763,055
Wages-Temporary Help	75,000	203,257	75,000	245,841	75,000	304,762	75,000	143,000	143,000	143,000	68,000
Wages-Summer Pay	178,000	128,320	178,000	148,645	208,000	109,050	208,000	140,000	140,000	140,000	(68,000)
Subtotal	11,759,480	10,930,566	12,886,936	11,289,407	13,566,316	11,866,250	13,791,684	14,325,650	14,557,739	14,554,739	763,055
Contracted Services											
Contracted-Consultant	4,000	3,950	4,000	3,048	4,000	3,300	4,000	4,000	4,000	4,000	-
Contracted-Labor	444,719	1,761,478	498,719	2,040,522	618,719	3,311,421	618,719	618,719	618,719	618,719	-
Subtotal	448,719	1,765,428	502,719	2,043,570	622,719	3,314,721	622,719	622,719	622,719	622,719	-
Supplies and Materials											
Supplies-Materials of Instruction	5,160	2,528	5,160	3,435	5,160	1,760	5,160	5,160	5,160	5,160	-
Supplies-Testing	10,500	10,357	39,880	38,354	20,200	15,083	20,200	20,200	20,200	20,200	-
Supplies-General	11,130	21,191	12,130	11,996	12,130	11,908	10,310	10,310	10,310	10,310	-
Technology-Computer	11,400	-	11,400	11,392	11,400	3,973	9,690	9,690	9,690	9,690	-
Subtotal	38,190	34,076	68,570	65,177	48,890	32,724	45,360	45,360	45,360	45,360	-
Other Charges											
Dues & Subscriptions	-	-	26,000	25,712	26,000	25,394	26,000	26,000	26,000	26,000	-
Training	3,500	3,200	3,500	204	3,500	-	3,500	3,500	3,500	3,500	-
Travel-Mileage	23,000	10,771	23,000	16,677	23,000	16,237	23,000	23,000	23,000	23,000	-
Subtotal	26,500	13,971	52,500	42,593	52,500	41,631	52,500	52,500	52,500	52,500	-
<i>State Category 12 Fixed Charges</i>											
Other Charges											
Employee Health Insurance	-	-	-	-	-	-	-	2,783,952	2,783,952	2,753,952	2,753,952
Retirement	-	-	-	-	-	-	-	696,514	708,024	730,420	730,420
Social Security	-	-	-	-	-	-	-	1,053,792	1,070,854	1,070,634	1,070,634
Subtotal	-	-	-	-	-	-	-	4,534,258	4,562,830	4,555,006	4,555,006
Program 3325 Total	\$ 12,272,889	\$ 12,744,041	\$ 13,510,725	\$ 13,440,747	\$ 14,290,425	\$ 15,255,326	\$ 14,512,263	\$ 19,580,487	\$ 19,841,148	\$ 19,830,324	\$ 5,318,061

Program Manager: Emily Kinsler
Academics – Special Education

405

Speech, Language, and Hearing Services – 3325

Budget Summary Analysis**Program 3325—Speech, Language, and Hearing Services**

State/Spend Category	Description of Expenditure	Change from FY 2025	Change from		
			FY 2025		
<i>State Category 06 Special Education</i>					
Salaries and Wages					
Salaries	Salaries for Speech-Language Pathologists, Teachers of the deaf/hard-of-hearing, and Educational Interpreter staff.	\$ 763,055	<ul style="list-style-type: none"> • Reflects the following decrease in positions in FY 2025: <ul style="list-style-type: none"> ◦ 1.0 Teacher 10 Month transferred from Birth-Five Early Intervention Services (3324) reclassified to 1.0 Speech Pathologist 10 Month ◦ (1.0) Teacher of the Deaf & Hard of Hearing to 1.0 Program Head • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff. 		
Wages-Temporary Help	Wages paid to temporary staff such as world language interpreters for parents of Multilingual Learners (MLs) who have Individualized Family Service Plan/Individualized Education Program. Covers sign language interpreters providing free-lance services for plays, graduations, parent conferences, sports events, etc., to meet requirements of the Americans with Disabilities Act (ADA). Includes cost of substitute interpreters and speech-language pathologists during absences. Funds moved from the salary account when required.	68,000	<ul style="list-style-type: none"> • Transfers funding from Wages-Summer Pay to support required minimum of 2 working hours. 		
Wages-Summer Pay	Wages paid for Extended School Year services, including speech-language pathologists, teachers of the deaf/hard-of-hearing, and educational interpreter services.	(68,000)	<ul style="list-style-type: none"> • Transfers funding to Wages-Temp based on spending trends. 		
Contracted Services					
Contracted-Consultant	Bilingual evaluators and consultants for professional development.	-	<ul style="list-style-type: none"> • No change. 		
Contracted-Labor	Sign language-interpreters when required by the Americans with Disabilities Act (ADA), world language interpreters for parents of Multilingual Learners (MLs) in special education, substitute educational interpreters, and coverage for vacant positions of certificated and licensed staff on leave.	-	<ul style="list-style-type: none"> • No change. 		

State/Spend Category	Description of Expenditure	Change from	FY 2025	Explanation of Change
<i>State Category 06 Special Education</i>				
Supplies and Materials				
Supplies-Materials of Instruction	Supplies for sign language-interpreters when required by the Americans with Disabilities Act. Supplies for instruction for SLPs and Teachers of Deaf and Hard of Hearing (DHH). The percentage of Materials of Instruction funds allocated to schools and held centrally is determined on a program-by-program basis, based on historical data to ensure that student needs are met. The percentage of funds for materials of instruction held centrally vs. allocated to schools may be adjusted during the year to flexibly respond to the uncertain circumstances presented by the COVID-19 pandemic.	- • No change.		
Supplies-Testing	Speech-language tests and protocols, testing materials for new schools and replacement of tests that have been revised or updated.	- • No change.		
Supplies-General	These funds are accessed by SLPs, Teachers of DHH, Educational Interpreters, and the Instructional Access Team in order to purchase specialized supplies, materials, and equipment/technology for children/students to support of speech, language and hearing services.	- • No change.		
Technology-Computer	iPads to support the Speech, Language, and Hearing Services Program as well as computers for staff in this program.	- • No change.		
Other Charges				
Dues & Subscriptions Training	Access to educational subscriptions. Training for Speech Pathologists for research-based and evidence-based interventions.	- • No change.		
Travel-Mileage	Business-related mileage reimbursement related to travel of speech-language pathologists, itinerant teachers for deaf/hard of hearing, and educational interpreters.	- • No change.		

State/Spend Category	Description of Expenditure	Change from		
		FY 2025	Explanation of Change	
State Category 12 Fixed Charges				
Other Charges				
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	2,753,952	• Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel.	
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	730,420	• Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel.	
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	1,070,634	• Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages.	
Total \$ Change		\$ 5,318,061		
Total % Change		36.65%		

Staffing

Program 3325	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
INSTRUCTIONAL FACILITATOR	2.0	2.0	2.0	1.0	1.0	1.0	1.0
SPEECH PATHOLOGIST	121.3	128.1	128.1	128.1	131.1	131.1	129.1
PROGRAM HEAD	-	-	-	-	1.0	1.0	1.0
INTERPRETER-EDUCATIONAL	12.0	15.0	18.0	17.0	17.0	17.0	17.0
TEACHER OF THE DEAF AND HARD OF HEARING	3.0	3.0	4.0	4.0	3.0	3.0	3.0
ASST SPEECH LANG PATHOLOGIST	1.0	-	-	-	-	-	-
Total Operating Fund FTE	139.3	148.1	152.1	150.1	153.1	153.1	151.1

Enrollment

Program 3325	Actual FY 2022	Actual FY 2023	Actual FY 2024	Budgeted FY 2025	Projected FY 2026
Students Pre-K-12 (excluding Early Intervention) Speech Services	3,840	4,154	4,455	4,652	4,989

Special Education Summer Services

3326

Program Overview and Insights

The Individuals with Disabilities in Education Act (<https://sites.ed.gov/idearegs/b/b/300.106>) and Code of Maryland Regulations (<http://mdrules.elaws.us/comar/13a.05.01.08>) require students with disabilities be provided extended school year (ESY) services when the benefits a student gains during the regular school year will be significantly jeopardized if they are not provided with an educational program over a long period of time. This budget provides funds for ESY services for eligible students with an Individualized Education Program (IEP) in rising 1st grade through 12th grade. Eligibility for ESY services occurs annually by the IEP team. At the eligibility IEP team meeting, critical life skills and corresponding goal areas including reading, written language, mathematics, social interaction, communication, and behavior are identified.

In order to meet the diverse needs of students, ESY provides flexible and varied services.

- **Academic Intervention (AI)** programs for rising first to eighth graders in the student's home school/school cluster with access to the general education setting and nondisabled students.
- **High School Extended School Year Services** for rising 9th through 12th grade students. All high school services are provided in a single location.
- **Academic Emotional Disability (ED) and Other Related Disabilities Regional** ESY program offers flexible services for students who are served in the ED Regional program during the school year.
- **Cedar Lane and Homewood Center** ESY services are for students who attend Cedar Lane School and Homewood Center during the school year.
- **Social Opportunities and Relationships (SOAR)** program offers flexible services for rising first to ninth graders who have critical life skill needs in the areas of social interactions and communication skills.
- **Regional Academic Life Skills (ALS), Primary Learner (PL), and Upper Learner (UL)** ESY programs offer services for students who participate in these structured programs during the academic school year.

The purpose of Extended School Year Services is to maintain progress gained on identified critical life skills. During ESY a maximum ratio of 10 students per Teacher and Paraeducator is the target for academic intervention. Specialized programs maintain their staff to student ratios during the regular school year. Additional support staff outlined in the ESY IEP are provided when indicated.

Percentage of Students Maintaining Progress Made Towards Extended School Year Goals and Objectives				
Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023	Actual FY 2024
80%	92%*	95%	95%	91%

* Affected by the impact of COVID-19 on instruction and operations.

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Special Education Summer Services	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
<i>State Category 06 Special Education</i>											
<i>Salaries and Wages</i>											
Salaries	\$ -	\$ -	\$ 114,000	\$ -	\$ 114,000	\$ 119,550	\$ 125,856	\$ 133,100	\$ 134,213	\$ 134,213	\$ 8,357
Wages-Summer Pay	\$ 1,827,199	\$ 1,405,027	\$ 1,827,199	\$ 1,802,797	\$ 2,137,485	\$ 2,036,833	\$ 2,137,485	\$ 2,191,227	\$ 2,191,227	\$ 2,137,485	\$ -
Subtotal	1,827,199	1,405,027	1,941,199	1,802,797	2,251,485	2,156,383	2,263,341	2,324,327	2,325,440	2,271,698	8,357
<i>Contracted Services</i>											
Contracted-Labor	-	-	-	-	-	-	-	92,824	92,824	92,824	92,824
Subtotal	-	-	-	-	-	-	-	92,824	92,824	92,824	92,824
<i>Supplies and Materials</i>											
Supplies-General	6,129	6,069	9,500	22,379	9,500	1,017	8,075	23,075	23,075	8,075	-
Subtotal	6,129	6,069	9,500	22,379	9,500	1,017	8,075	23,075	23,075	8,075	-
<i>Other Charges</i>											
Travel-Mileage	1,400	426	1,400	896	1,400	1,057	1,400	1,400	1,400	1,400	-
Subtotal	1,400	426	1,400	896	1,400	1,057	1,400	1,400	1,400	1,400	-
<i>State Category 12 Fixed Charges</i>											
<i>Other Charges</i>											
Employee Health Insurance	-	-	-	-	-	-	-	18,226	18,226	18,226	18,226
Retirement	-	-	-	-	-	-	-	6,602	6,624	6,835	6,835
Social Security	-	-	-	-	-	-	-	177,412	177,493	173,382	173,382
Subtotal	-	-	-	-	-	-	-	202,240	202,343	198,443	198,443
Program 3326 Total	\$ 1,834,728	\$ 1,411,522	\$ 1,952,099	\$ 1,826,072	\$ 2,262,385	\$ 2,158,457	\$ 2,272,816	\$ 2,643,866	\$ 2,645,082	\$ 2,572,440	\$ 299,624

Budget Summary Analysis**Program 3326—Special Education Summer Services**

State/Spend Category	Description of Expenditure		Change from			
			FY 2025	Explanation of Change		
<i>State Category 06 Special Education</i>						
Salaries and Wages						
Salaries	Salaries for staff serving this program.	\$ 8,357	<ul style="list-style-type: none"> • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff. 			
Wages-Summer Pay	Summer pay for multiple staff (i.e., principals, lead teachers, teachers, behavior specialists, and paraeducators) who provide direct services and/or program oversight for students receiving ESY services.	-	<ul style="list-style-type: none"> • No change. 			
Contracted Services						
Contracted-Labor	Contracted services to support summer school programs.	92,824	<ul style="list-style-type: none"> • Increases funding for Extended School Year contracted labor. 			
Supplies and Materials						
Supplies-General	Classroom supplies, teacher resources/supplies, adaptive materials and equipment to support student IEP goals and objectives identified for ESY.	-	<ul style="list-style-type: none"> • No change. 			
Other Charges						
Travel-Mileage	Mileage for the extended school year (ESY) site supervisor staff to travel between sites.	-	<ul style="list-style-type: none"> • No change. 			
<i>State Category 12 Fixed Charges</i>						
Other Charges						
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	18,226	<ul style="list-style-type: none"> • Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel. 			
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	6,835	<ul style="list-style-type: none"> • Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel. 			
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	173,382	<ul style="list-style-type: none"> • Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages. 			
		Total \$ Change \$ 299,624				
		Total % Change 13.18%				

Staffing

Program 3326	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
FACILITATOR	-	1.0	1.0	1.0	1.0	1.0	1.0
Total Operating Fund FTE	-	1.0	1.0	1.0	1.0	1.0	1.0

Enrollment

Program 3326	Actual FY 2022	Actual FY 2023	Actual FY 2024	Actual FY 2025	Projected FY 2026
Students	1,293	1,433	1,657	1,921	2,130

Special Education Compliance and Nonpublic Services

3328

Program Overview and Insights

The Office of Special Education Compliance and Nonpublic Services is responsible for providing a Free Appropriate Public Education (FAPE) to students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA), when appropriate services are not available within the HCPSS continuum of services. The Office facilitates the referral and placement of students with disabilities in Maryland State Department of Education (MSDE)-approved nonpublic schools or state-operated facilities. Through case management activities, continuous monitoring, and on-site reviews, it ensures students with disabilities are receiving high-quality special education services. The office plans and supports the transition of nonpublic school students to less restrictive settings within HCPSS.

This office is responsible for providing consultation, guidance, and professional learning for school system staff on the requirements of IDEA and COMAR. It manages the HCPSS response to the IDEA dispute resolution processes and procedures invoked by parents of students with disabilities, including Independent Educational Evaluation (IEE), due process, mediation and conflict resolution requests, and MSDE State complaints. The office must oversee a comprehensive compliance and monitoring system for all Individualized Education Programs (IEP) and facilitate compliance for compensatory educational services, mediations, and other conflict resolution agreements, hearing decisions, and corrective actions required by the Office of Administrative Hearings or MSDE.

For every student to receive a high-quality education through access to individualized instruction and supports, HCPSS IEP Teams must examine the strengths and needs of each student with a disability by examining progress data on IEP goals at least annually. For some students, progress is not achievable through services that can be provided in an HCPSS school. In these instances, the Central IEP Placement Team identifies nonpublic schools that can provide the academic and behavioral support needed for the student to make progress. In FY 2024, HCPSS ensured services to students in 36 nonpublic schools. Each student accessing nonpublic settings has an HCPSS case manager responsible for ensuring they receive a high-quality education that includes the necessary instructional, behavioral, and/or mental health supports.

The following table provides data on the number of students transitioning back to a less restrictive environment in HCPSS programs.

Number of Students Returning to HCPSS Programs				
Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023	Actual FY 2024
11	5*	5*	6	1

* Affected by the impact of COVID-19 on instruction and operations.

Beginning in FY 2019, the Office of Special Education Compliance increased its offerings of professional learning courses for all HCPSS staff related to compliance with the requirements of the IDEA.

Number of Professional Learning Courses Offered				
Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023	Actual FY 2024
44	45	118	49	114

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Special Education Compliance and Nonpublic Services	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
<i>State Category 06 Special Education</i>											
Salaries and Wages											
Salaries	\$ 503,833	\$ 462,053	\$ 683,525	\$ 518,854	\$ 737,411	\$ 734,287	\$ 781,798	\$ 829,725	\$ 836,817	\$ 836,817	\$ 55,019
Wages-Workshop	17,980	5,935	23,980	34,272	673,980	28,193	873,980	50,000	50,000	873,980	-
Subtotal	521,813	467,988	707,505	553,126	1,411,391	762,480	1,655,778	879,725	886,817	1,710,797	55,019
<i>Contracted Services</i>											
Legal Fees	25,000	-	-	-	-	-	-	-	-	-	-
Contracted-General	-	-	-	-	-	-	-	441,000	441,000	441,000	441,000
Contracted-Labor	285,400	520,702	285,400	504,766	460,400	325,113	1,060,400	778,147	778,147	778,147	(282,253)
Subtotal	310,400	520,702	285,400	504,766	460,400	325,113	1,060,400	1,219,147	1,219,147	1,219,147	158,747
<i>Supplies and Materials</i>											
Supplies-General	6,000	6,000	6,000	5,871	6,000	5,975	5,100	5,100	5,100	5,100	-
Subtotal	6,000	6,000	6,000	5,871	6,000	5,975	5,100	5,100	5,100	5,100	-
<i>Other Charges</i>											
Legal Settlements	-	4,000	25,000	17,000	25,000	17,904	25,000	25,000	25,000	25,000	-
Travel-Mileage	7,600	1,555	7,600	1,972	7,600	1,836	7,600	7,600	7,600	7,600	-
Subtotal	7,600	5,555	32,600	18,972	32,600	19,740	32,600	32,600	32,600	32,600	-
<i>Transfers</i>											
Transfers-Out of County	105,000	14,682	105,000	55,310	105,000	50,913	105,000	105,000	105,000	105,000	-
Transfers-Non Public Placement	14,323,308	13,746,413	14,323,308	14,971,917	15,838,977	18,665,744	19,838,977	23,871,030	26,371,030	26,371,030	6,532,053
Subtotal	14,428,308	13,761,095	14,428,308	15,027,227	15,943,977	18,716,657	19,943,977	23,976,030	26,476,030	26,476,030	6,532,053
<i>State Category 09 Student Transportation Services</i>											
Contracted Services											
Trans-Bus Contracts	-	-	-	-	175,000	-	175,000	-	-	-	(175,000)
Subtotal	-	-	-	-	175,000	-	175,000	-	-	-	(175,000)
<i>State Category 12 Fixed Charges</i>											
Other Charges											
Employee Health Insurance	-	-	-	-	-	-	-	127,582	127,582	127,582	127,582
Retirement	-	-	-	-	-	-	-	61,245	61,658	62,721	62,721
Social Security	-	-	-	-	-	-	-	64,810	65,330	128,365	128,365
Subtotal	-	-	-	-	-	-	-	253,637	254,570	318,668	318,668
Program 3328 Total	\$ 15,274,121	\$ 14,761,340	\$ 15,459,813	\$ 16,109,962	\$ 18,029,368	\$ 19,829,965	\$ 22,872,855	\$ 26,366,239	\$ 28,874,264	\$ 29,762,342	\$ 6,889,487

Budget Summary Analysis**Program 3328—Special Education Compliance and Nonpublic Services**

State/Spend Category	Description of Expenditure	Change from		Explanation of Change		
		FY 2025	FY 2024			
State Category 06 Special Education						
Salaries and Wages						
Salaries	Salaries for staff serving this program.	\$ 55,019	(55,019)	<ul style="list-style-type: none"> • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff. 		
Wages-Workshop	Workshop wages are for direct services to students to comply with compensatory services and other nonpublic service supports related to case management. Wages are also used for staff preparation and attendance for hearings/mediations going beyond the workday.	(-)	(-)	<ul style="list-style-type: none"> • No change. 		
Contracted Services						
Legal Fees	Contracted attorney fees to support legal services as needed.	(-)	(-)	<ul style="list-style-type: none"> • No change. 		
Contracted-General	Contract costs for the SESI contract. SESI is the contract that covers the staff at Fulton Elementary School providing an alternate placement than a nonpublic school.	441,000	(441,000)	<ul style="list-style-type: none"> • Realigns \$420,000 funding from Transfers-Non Public Placement based on spending trends. • Increases \$21,000 funding to reflect the inflationary growth of contract cost. 		
Contracted-Labor	Contracted labor and services for students. Includes tutors, independent evaluators (i.e., psychologists), autism consultants/Applied Behavior Analysis (ABA) therapists, and psychiatric consultations. In previous fiscal years, this included fees to attend IEP and 504 team meetings and contracted labor from social workers.	(282,253)	(282,253)	<ul style="list-style-type: none"> • Decreases funding to reflect the costs associated with providing compensatory services for students. 		
Supplies and Materials						
Supplies-General	Materials to support students returning from nonpublic settings or to prevent students from entering nonpublic schools.	(-)	(-)	<ul style="list-style-type: none"> • No change. 		
Other Charges						
Legal Settlements	Expenditures authorized pursuant to a settlement that resolves a claim against the Board.	(-)	(-)	<ul style="list-style-type: none"> • No change. 		
Travel-Mileage	On-site evaluation of students in nonpublic programs is required by state and federal law.	(-)	(-)	<ul style="list-style-type: none"> • No change. 		

State/Spend Category	Description of Expenditure	Change from	
		FY 2025	Explanation of Change
<i>State Category 06 Special Education (cont.)</i>			
Transfers			
Transfers-Out of County	Out-of-county-tuition for HCPSS students (placed by an agency) living in a different county and attending public school in that Local School System (LSS).	-	• No change.
Transfers-Non Public Placement	Nonpublic placements for students where Individual Educational Programs (IEPs) cannot be implemented in public school settings. Includes students enrolled in Maryland School for the Deaf, Maryland School for the Blind, and Regional Institutes for Children and Adolescents. Also includes preschool students with autism.	6,532,053	• Increases \$4,452,053 funding for non-public tuition cost. • Realigns (\$420,000) funding to Transfers-Contracted-General based on spending trends.
<i>State Category 09 Student Transportation Services</i>			
Contracted Services			
Trans-Bus Contracts	For related transportation services.	(175,000)	• Eliminates funding related to transportation cost.
<i>State Category 12 Fixed Charges</i>			
Other Charges			
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	127,582	• Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel.
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	62,721	• Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel.
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	128,365	• Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages.
		Total \$ Change	\$ 6,889,487
		Total % Change	30.12%

Staffing

Program 3328	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
COORDINATOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
NONPUBLIC FACILITATOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TEACHER RESOURCE	1.0	2.0	2.0	2.0	2.0	2.0	2.0
NONPUBLIC ANALYST	-	1.0	1.0	1.0	1.0	1.0	1.0
TECHNICAL ASSISTANT	1.0	1.0	1.0	1.0	1.0	1.0	1.0
SECRETARY	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Operating Fund FTE	5.0	7.0	7.0	7.0	7.0	7.0	7.0

Enrollment

Program 3328	Actual FY 2022	Actual FY 2023	Actual FY 2024	Budgeted FY 2025	Projected FY 2026
Students receiving nonpublic paid tuition	279	299	361	343	471

Special Education – Central Office**3330****Program Overview and Insights**

Providing oversight for all special education budgets, this program coordinates the work of the major offices within the Department of Special Education (DSE). Advancing student learning outcomes and addressing disproportionality for identification, placement, and disciplinary response remain paramount. Monitoring activities driven by state requirements and annual reporting identify specific areas for continuous improvement. Each DSE office continues to align its work to essential field areas that include *Disability Acceptance, IEP Compliance, Continuum of Services/Service Delivery Models, Specially Designed Instruction/Instructional Practices, and Family Engagement* pending the special education review underway. Alignment to the three MSDE action imperatives of Early Childhood, Access, Equity and Progress, and Secondary Transition must be reflected in the work. The Department of Special Education will prioritize critical actions that correspond with district and state expectations and utilize data-based decision-making processes to strengthen accountability and increase the positive impact of department actions. This program uplifts strategic collaboration that includes input from diverse stakeholders (e.g., staff, students, families, community members) and values direct, ongoing communication about program successes and areas in need of growth. Professional development for staff and learning experiences for families support this work.

It is the goal of HCPSS to increase the percentage of students (K–21) receiving special education services and supports within the general education classroom at least 80 percent of the day as determined by IEP Teams while also ensuring a continuum of services is accessible to all students with IEPs.

Percentage of Students, Age K–21, Receiving Special Education Services by Least Restrictive Environment (LRE) as reported by the MSDE Annual Census Report				
	Child Count Actual Oct. 2020 FY 2021	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023	Child Count Actual Oct. 2023 FY 2024
Total Students in Special Education	5,167	5,369	5,754	6,254
LRE A – 80% or more in General Ed	74.65%	75.08%	74.19%	73.44%
LRE B – 40-79% in General Ed	15.19%	14.99%	17.07%	17.00%
LRE C – 40% or less in Gen Ed	2.67%	2.98%	2.36%	2.24%
Separate Facility*	6.89%	6.2%	6.38%	6.84%

*Home, Hospital, Public Separate Day, Private Separate Day, Public Separate Residential, Private Separate Residential (not LRE A-C)

FY 2026

Approved Operating Budget (Revised)

Howard County Public School System

Budget Summary

Special Education - Central Office	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Revised Budget FY 2024	Actual FY 2024	Approved Budget FY 2025	Superintendent Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026	\$ Change From FY 2025
<i>State Category 06 Special Education</i>											
Salaries and Wages											
Salaries	\$ 1,370,258	\$ 1,372,382	\$ 2,401,596	\$ 1,543,005	\$ 2,673,383	\$ 2,506,930	\$ 2,877,752	\$ 2,920,143	\$ 2,943,948	\$ 2,943,948	\$ 66,196
Wages-Stipends	-	-	-	-	-	1,500	-	-	-	-	-
Wages-Substitute	26,410	386	26,410	16,153	30,410	35,439	-	-	-	-	-
Wages-Workshop	71,300	97,534	71,300	102,750	101,300	101,492	-	-	-	-	-
Subtotal	1,467,968	1,470,302	2,499,306	1,661,908	2,805,093	2,645,361	2,877,752	2,920,143	2,943,948	2,943,948	66,196
<i>Contracted Services</i>											
Contracted-Consultant	-	-	-	-	-	-	100,000	100,000	100,000	100,000	-
Budget Reserve - Contracted Services	-	-	-	-	-	-	-	-	-	1,750,000	1,750,000
Subtotal	-	-	-	-	-	-	100,000	100,000	100,000	1,850,000	1,750,000
<i>Supplies and Materials</i>											
Supplies-General	5,568	2,248	5,568	2,786	5,568	5,478	4,733	4,733	4,733	4,733	-
Technology-Computer	5,721	8,929	13,421	18,925	13,421	10,933	13,421	13,421	13,421	13,421	-
Technology-Supply	-	-	2,800	2,785	2,800	5,222	2,800	2,800	2,800	2,800	-
Subtotal	11,289	11,177	21,789	24,496	21,789	21,633	20,954	20,954	20,954	20,954	-
<i>Other Charges</i>											
Travel-Mileage	28,700	24,111	28,700	25,561	28,700	41,598	26,400	26,400	26,400	26,400	-
Subtotal	28,700	24,111	28,700	25,561	28,700	41,598	26,400	26,400	26,400	26,400	-
<i>State Category 12 Fixed Charges</i>											
Other Charges											
Employee Health Insurance	-	-	-	-	-	-	-	510,328	510,328	510,328	510,328
Retirement	-	-	-	-	-	-	-	220,754	222,100	225,773	225,773
Social Security	-	-	-	-	-	-	-	214,629	216,380	216,380	216,380
Subtotal	-	-	-	-	-	-	-	945,711	948,808	952,481	952,481
Program 3330 Total	\$ 1,507,957	\$ 1,505,590	\$ 2,549,795	\$ 1,711,965	\$ 2,855,582	\$ 2,708,592	\$ 3,025,106	\$ 4,013,208	\$ 4,040,110	\$ 5,793,783	\$ 2,768,677

Program Manager: Jennifer Riccardi, Acting
Academics – Special Education

419

Special Education-
Central Office – 3330

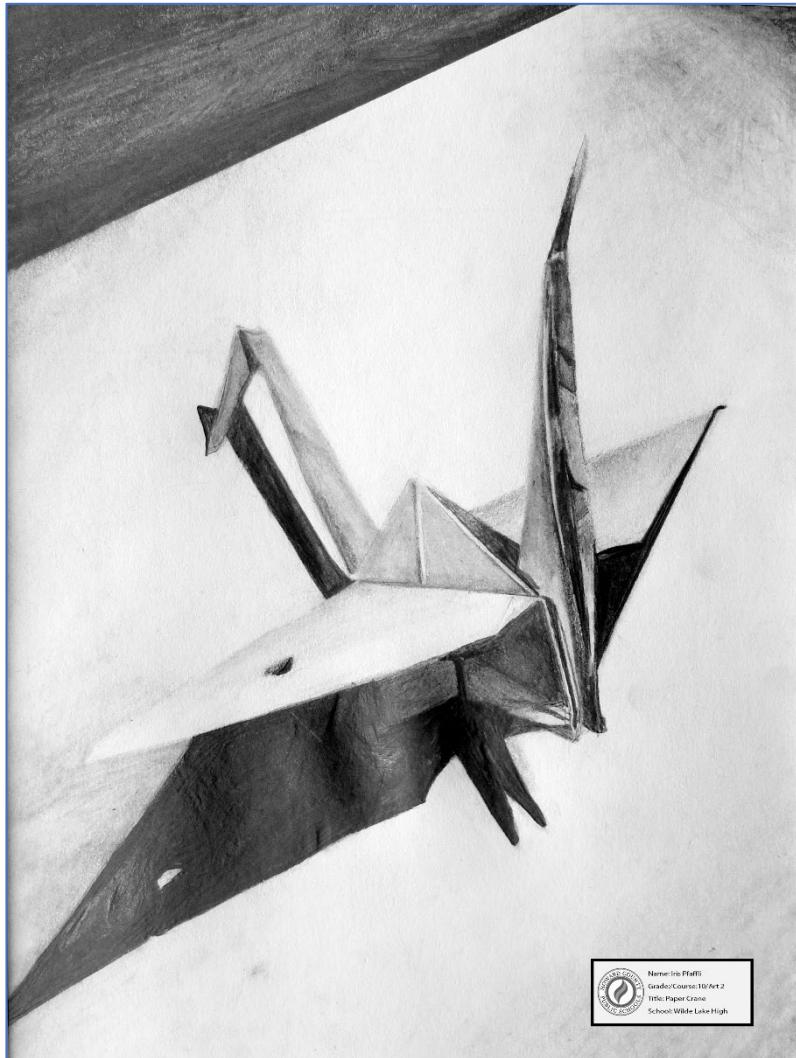
Budget Summary Analysis**Program 3330—Special Education - Central Office**

State/Spend Category	Description of Expenditure	Change from FY 2025		Explanation of Change		
<i>State Category 06 Special Education</i>						
Salaries and Wages						
Salaries	Salaries for central office special education staff.	\$	66,196	<ul style="list-style-type: none"> • Reflects the following staffing adjustments in FY 2026: <ul style="list-style-type: none"> ◦ (1.0) Executive Assistant transferred to Chief Academic Officer (0304). • Reflects differences in year over year budget costs resulting from variances attributable to turnover and/or budget projections. • Reflects placeholder for compensation increases and benefits for staff. 		
Wages-Substitute	Wages paid for substitutes to release special education staff for collaborative planning, meetings and professional development. Training is performed yearly for procedural safeguards, interventions for students, improving the Individualized Education Program team process, etc.	-		<ul style="list-style-type: none"> • No change. 		
Wages-Workshop	Used in preference to substitutes. Workshop wages for after school professional learning sessions and other work. Funds for continued work on curriculum for students eligible to take the MSA and essential case management duties (e.g., scheduling, transportation verification, IEP training for general education staff) in summer.	-		<ul style="list-style-type: none"> • No change. 		
Contracted Services						
Contracted-Consultant	Consultant services for an independent review of Special Education services .	-		<ul style="list-style-type: none"> • No change. 		
Budget Reserve - Contracted Services	Reserved to support the implementation of the Special Education strategic plan under development. Once the plan is approved, funds will be allocated to the appropriate accounts including a categorical transfer for benefit costs associated with any positions created	1,750,000		<ul style="list-style-type: none"> • Increased funding reflects the cost associated with proposed staffing plan and implementing the Special Education strategic plan. 		
Supplies and Materials						
Supplies-General	Supplies and materials needed for the Central Office or in-service activities.	-		<ul style="list-style-type: none"> • No change. 		
Technology-Computer	Computers for staff.	-		<ul style="list-style-type: none"> • No change. 		
Technology-Supply	Computers supplies utilized by staff.	-		<ul style="list-style-type: none"> • No change. 		
Other Charges						
Travel-Mileage	Business-related mileage reimbursement for staff.	-		<ul style="list-style-type: none"> • No change. 		

State/Spend Category	Description of Expenditure	Change from		
		FY 2025	Explanation of Change	
State Category 12 Fixed Charges				
Other Charges				
Employee Health Insurance	Payment to Health Fund representing employer share of medical coverage for employees budgeted in this program. These costs were previously reflected centrally in Fixed Charges (8001).	510,328	• Transfers funding from Fixed Charges (8001) for health insurance costs related to staff in this program. Reflects the impact of any adjustments to the program's personnel.	
Retirement	Maryland State Retirement and Pension System administrative fees and required contributions for enrolled staff. These costs were previously reflected centrally in Fixed Charges (8001).	225,773	• Transfers funding from Fixed Charges (8001) for Retirement costs related to salaries in this program. Reflects the impact of any adjustments to the program's personnel.	
Social Security	Required employer contributions to Social Security and Medicare for salaries and wages. These costs were previously reflected centrally in Fixed Charges (8001).	216,380	• Transfers funding from Fixed Charges (8001) for Social Security and Medicare costs related to salaries and wages in this program. Reflects the impact of any adjustments to the program's Salaries and Wages.	
		Total \$ Change \$ 2,768,677		
		Total % Change 91.52%		

Staffing

Program 3330	Budget FY 2022	Budget FY 2023	Budget FY 2024	Budget FY 2025	Supt. Proposed FY 2026	Board Requested FY 2026	Revised Approved FY 2026
EXECUTIVE DIRECTOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
DIRECTOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
COORDINATOR	-	-	-	0.5	0.5	0.5	0.5
INSTRUCTIONAL FACILITATOR	4.0	4.0	4.0	3.0	3.0	3.0	3.0
FISCAL ANALYST	-	-	-	0.5	0.5	0.5	0.5
TEACHER RESOURCE	-	2.0	2.0	2.0	2.0	2.0	2.0
BOARD CERTIFIED BEHAVIOR SUPERVISOR	-	-	-	6.0	6.0	6.0	6.0
BOARD CERTIFIED BEHAVIOR ANALYST	3.0	6.0	6.0	-	-	-	-
BEHAVIOR SPECIALIST	1.0	2.0	2.0	2.0	2.0	2.0	2.0
REGISTERED BEHAVIOR TECHNICIAN	-	3.0	3.0	3.0	3.0	3.0	3.0
BEHAVIOR PARAEDUCATOR	-	1.0	1.0	1.0	1.0	1.0	1.0
PROGRAM ASSISTANT	-	-	7.0	7.0	7.0	7.0	7.0
CLERK	-	7.0	-	-	-	-	-
EXECUTIVE ASSISTANT	1.0	1.0	1.0	1.0	-	-	-
SECRETARY	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Operating Fund FTE	12.0	29.0	29.0	29.0	28.0	28.0	28.0



Student Art – Iris Pfaffli



APPENDIX 4:

COMMUNITY PARTNER MEETING ATTENDEES AND AGENDAS

SECAC Board Members for the 24-25 School Year

Co-Chairs

Daria Wise

Dawn Allen

Howard County AUSOM Members 24-25 School Year

Melissa Rosenberg

Andrew Stettner

Beth Benevides

Department of Special Education Community Partner Meeting

October 9, 2024

3:30 pm. – 4:30 p.m.

*** ZOOM login information below**

Outcomes:

By the end of this meeting, we will have:

- Received announcements and reminders from the DSE and Community Partners.

AGENDA

TIME	TOPIC	PROCESS	LEAD(S)
3:30-3:35 5'	Welcome	Share	Terri Savage Executive Director of Special Education Janice Yetter Director of Special Education
3:35-3:55 20'	DSE Updates <ul style="list-style-type: none">● Special Education Review● Budget Presentation		Terri Savage Emily Kinsler Coordinator of Countywide Services
3:55-4:10 15'	Partners Update: Howard County Autism Society	Discussion	HCAS Leaders
4:10-4:25 15'	Partners Update: Special Education Citizens Advisory Committee	Discussion	SECAC Leaders
4:25	Wrap Up	Decide	All

Janet Bounds is inviting you to a scheduled Zoom meeting.

Topic: Community Partner Meeting

Time: Oct 9, 2024 03:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://hcpss.zoom.us/j/98595569369>

Meeting ID: 985 9556 9369

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One tap mobile
+13017158592,,98595569369# US (Washington DC)
+13092053325,,98595569369# US

Dial by your location

- +1 301 715 8592 US (Washington DC)
- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
- +1 646 876 9923 US (New York)
- +1 646 931 3860 US
- +1 305 224 1968 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 669 444 9171 US
- +1 669 900 6833 US (San Jose)
- +1 689 278 1000 US
- +1 719 359 4580 US

Meeting ID: 985 9556 9369

Find your local number: <https://hcpss.zoom.us/u/adlvIa2dtK>

Department of Special Education

Community Partner Meeting

November 20 , 2024

3:30 pm. – 4:30 p.m.

*** ZOOM login information below**

Outcomes:

By the end of this meeting, we will have:

- Received announcements and reminders from the DSE and Community Partners.

AGENDA

TIME	TOPIC	PROCESS	LEAD(S)
3:30-3:35 5'	Welcome	Share	Janice Yetter Director of Special Education, Secondary Jennifer Riccardi Director of Special Education, Early Childhood and Elementary
3:35-3:55 20'	DSE Updates <ul style="list-style-type: none">● Special Education Review● Budget		Janice Yetter Emily Kinsler Coordinator of Countywide Services
3:55-4:10 15'	Partners Update: Howard County Autism Society	Discussion	HCAS Leaders
4:10-4:25 15'	Partners Update: Special Education Citizens Advisory Committee	Discussion	SECAC Leaders
4:25	Wrap Up	Decide	All

Janet Bounds is inviting you to a scheduled Zoom meeting.

Department of Special Education Community Partner Meeting

December 11, 2024

3:30 pm – 4:30 pm

*** ZOOM login information in calendar invitation**

Outcomes:

By the end of this meeting, we will have:

- Received announcements and reminders from the DSE and Community Partners.

AGENDA

TIME	TOPIC	PROCESS	LEAD(S)
3:30-3:35	Welcome and Introduction: Dr Richard Jeffries , Executive Director	Share	Jennifer Riccardi Director of Special Education, Early Childhood and Elementary Janice Yetter Director of Special Education, Secondary
3:35-3:50	DSE Updates: Responses to SECAC Questions Special Education Review	Share	Jennifer Riccardi Janice Yetter Dr Terri Savage Chief Academic Officer, Division of Academics
3:55-4:05	Partners Update: Howard County Autism Society	Discussion	HCAS Leaders
4:05-4:15	Partners Update: Special Education Citizens Advisory Committee	Discussion	SECAC Leaders
4:15	Wrap Up		All

Department of Special Education Community Partner Meeting

March 12, 2025

3:30 pm – 4:30 pm

*** ZOOM login information in calendar invitation**

Outcomes:

By the end of this meeting, we will have:

- Received announcements and reminders from the DSE and Community Partners.

AGENDA

TIME	TOPIC	PROCESS	LEAD(S)
3:30-3:35	Welcome and Introduction: Dr Richard Jeffries, Executive Director	Share	Dr RJ
3:35-3:45	RTI Updates: Special Education Program Review	Share and Discussion	Dr RJ
3:45-4:10	Dr Mirian Ofonedu Family-as-Host Family Ambassador Resource	Share	Dr Mirian Ofonedu
4:10-4:15	Resource Fair	Share	Ann Scholz
4:15-4:20	Partners Update: Autism Society of Maryland	Discussion	AUSOM
4:20-4:25	Partners Update: Special Education Citizens Advisory Committee	Discussion	SECAC
4:25-4:30	Wrap Up		All

Department of Special Education Community Partner Meeting

April 9, 2025

3:30 pm – 4:30 pm

*** ZOOM login information in calendar invitation**

Outcomes:

By the end of this meeting, we will have:

- Received announcements and reminders from the DSE and Community Partners.

AGENDA

TIME	TOPIC	PROCESS	LEAD(S)
3:30-3:35	Welcome and Introduction: Dr Richard Jeffries, Executive Director	Share	Dr RJ
3:35-3:55	Special Education Program Review Updates: Board Presentation	Share and Discussion	Dr RJ
3:55-4:15	Bus Monitoring & Discussion	Discussion	Jen Riccardi
4:15-4:20	Partners Update: Autism Society of Maryland	Discussion	AUSOM
4:20-4:25	Partners Update: Special Education Citizens Advisory Committee	Discussion	SECAC
4:25-4:30	Wrap Up		All

Department of Special Education Community Partner Meeting

May 14, 2025

3:30 pm – 4:30 pm

*** ZOOM login information in calendar invitation**

Outcomes:

By the end of this meeting, we will have:

- Received announcements and reminders from the DSE and Community Partners.

AGENDA

TIME	TOPIC	PROCESS	LEAD(S)
3:30-3:35	Welcome and Introduction: Dr Richard Jeffries, Executive Director	Share	Dr RJ
3:35-3:55	Special Education Program Review Updates: Parent/Student Focus Group Classroom Observations	Share and Discussion	Dr RJ
3:55-4:15	DSE Strategic Plan	Discussion	Dr RJ
4:15-4:20	Partners Update: Autism Society of Maryland	Discussion	AUSOM
4:20-4:25	Partners Update: Special Education Citizens Advisory Committee	Discussion	SECAC
4:25-4:30	Wrap Up		All



APPENDIX 5:

DSE PROFESSIONAL LEARNING ACTIVITIES 2024-2025

K-21 All Meetings and PL						
Title		Date	Start time	End time	Number of Participants	In person or virtual
PHYSICAL THERAPY NON TENURED MEETING						
Physical Therapy Non Tenured Meeting		9/5/2024	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		9/19/2024	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		10/17/2024	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		11/21/2024	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		12/19/2024	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		1/23/2025	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		2/27/2025	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		3/27/2025	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		4/24/2025	2:00:00 PM	3:30:00 PM	5	In person
Physical Therapy Non Tenured Meeting		5/29/2025	2:00:00 PM	3:30:00 PM	5	In person
ADAPTED PE PL & SCHEDULING						
Adapted Physical Education Professional Learning		8/19/2024	8:30:00 AM	12:00:00 PM	17	In person
Adapted Physical Education Professional Learning		10/29/2024	8:30:00 AM	12:30:00 PM	17	In person
Adapted Physical Education Professional Learning		11/20/2024	2:00:00 PM	3:00:00 PM	17	Virtual
Adapted Physical Education Professional Learning		1/9/2025	8:30:00 AM	12:30:00 AM	17	In person
Adapted Physical Education Professional Learning		2/20/2025	2:00:00 PM	3:00:00 PM	17	Virtual
Adapted Physical Education Professional Learning		3/27/2025	8:30:00 AM	12:30:00 PM	17	In person
Adapted Physical Education Professional Learning		4/10/2025	2:00:00 PM	3:00:00 PM	17	Virtual
Adapted Physical Education Professional Learning		5/28/2025	8:30:00 AM	12:30:00 PM	17	In person
Adapted Physical Education Scheduling		8/21/2024	8:30:00 AM	12:00:00 PM	17	In person
Adapted Physical Education Scheduling		8/22/2024	8:30:00 AM	12:00:00 PM	17	In person
Adapted Physical Education Scheduling		8/23/2024	8:30:00 AM	12:00:00 PM	17	In Person
ARTICULATIONS STRATEGIES						
ARTICULATION STRATEGIES		10/24/2024	11:00:00 AM	12:00:00 AM	30	Virtual
ARTICULATION STRATEGIES		11/26/2024	11:00:00 AM	12:00:00 PM	30	Virtual
ARTICULATION STRATEGY		3/25/2025	2:00:00 PM	3:00:00 PM	30	Virtual
ARTICULATION/SPEECH SERVICES IN THE SCHOOLS W/ BREANNA KRUEGER, PhD		10/24/2024	12:00:00 PM	3:00:00 PM	125	Virtual
CCEIS TEAM MEETINGS						
CCEIS Team Meetings		8/27/2024	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		9/24/2024	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		10/29/2024	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		11/19/2024	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		12/17/2024	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		1/28/2025	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		2/25/2025	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		3/25/2025	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		4/29/2025	8:30:00 AM	11:00:00 AM	12	In person
CCEIS Team Meetings		5/20/2025	8:30:00 AM	11:00:00 AM	12	In person
ELEMENTARY ED REGIONAL PL						
DSE Elementary ED Professional Learning			12:00:00 PM	3:30:00 PM	40	In person
DSE Elementary ED Professional Learning			8:30:00 AM	12:00:00 PM	40	In person
DSE Elementary ED Professional Learning			8:30:00 AM	11:30:00 AM	40	In person
DSE Elementary ED Professional Learning			12:00:00 PM	3:30:00 PM	40	In person
DSE Elementary ED Professional Learning			1:30:00 PM	4:30:00 PM	40	In person
DSE Elementary ED Professional Learning	Profession Work Day				40	In person

ELEMENTARY REGIONAL ALS					
DSE Elementary Regional ALS		10/15/2024	8:30:00 AM	3:30:00 PM	23 In person
DSE Elementary Regional ALS		2/20/2025	8:30:00 AM	3:30:00 PM	23 In person
DSE Elementary Regional ALS		4/10/2025	8:30:00 AM	3:30:00 PM	23 In person
ELEMENTARY QUARTERLY PL					
DSE Elementary Special Education PL Q1		10/21/2024	8:30:00 AM	10:30:00 AM	75 Virtual
DSE Elementary Special Education PL Q1		10/21/2024	10:45:00 AM	12:45:00 PM	75 Virtual
DSE Elementary Special Education PL Q1		10/21/2024	1:15:00 PM	3:15:00 PM	75 Virtual
DSE Elementary Special Education PL Q2		12/10/2024	8:30:00 AM	10:30:00 AM	75 Virtual
DSE Elementary Special Education PL Q2		12/10/2024	10:45:00 AM	12:45:00 PM	75 Virtual
DSE Elementary Special Education PL Q2		12/10/2024	1:15:00 AM	3:15:00 AM	75 Virtual
DSE Elementary Special Education PL Q3		3/10/2025	8:30:00 AM	10:30:00 AM	75 Virtual
DSE Elementary Special Education PL Q3		3/10/2025	10:45:00 AM	12:45:00 PM	75 Virtual
DSE Elementary Special Education PL Q3		3/10/2025	1:15:00 AM	3:15:00 AM	75 Virtual
DSE Elementary Special Education PL Q4		5/15/2025	8:30:00 AM	10:30:00 AM	75 Virtual
DSE Elementary Special Education PL Q4		5/15/2025	10:45:00 AM	12:45:00 PM	75 Virtual
DSE Elementary Special Education PL Q4		5/15/2025	1:15:00 PM	3:15:00 PM	75 Virtual
ELEMENTARY ITL MEETINGS					
DSE Elementary ITL Meeting (in Person)		9/12/2024	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeing		11/21/2024	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeting		10/22/2024	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeting		12/18/2024	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeting		1/21/2025	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeting		2/19/2025	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeting		3/19/2025	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeting		4/28/2025	8:00:00 AM	4:00:00 PM	50 In person
DSE ES ITL meeting		5/28/2025	8:00:00 AM	4:00:00 PM	50 In person
DSE FULL STAFF MEETINGS					
DSE Full staff		9/9/2024	8:00	11:30	70 In person
DSE Full staff		10/14/2024	8:00	11:30	70 In person
DSE Full staff		11/18/2024	8:00	11:30	70 In person
DSE Full staff		12/9/2024	8:00	11:30	70 In person
DSE Full staff		1/13/2025	8:00	11:30	70 In person
DSE Full staff		2/10/2025	8:00	11:30	70 In person
DSE Full staff		3/17/2025	8:00	11:30	70 In person
DSE Full staff		4/7/2025	8:00	11:30	70 In person
DSE Full staff		5/19/2025	8:00	11:30	70 In person
DSE Full staff		6/9/2025	8:00	11:30	70 In person
HIGH SCHOOL QUARTERLY PL					
DSE High Special Educator PL Q1		10/24/2024	7:50:00 AM	9:50:00 AM	200 Virtual
DSE High Special Educator PL Q1		10/24/2024	10:40:00 AM	12:40:00 PM	200 Virtual
DSE High Special Educator PL Q1		10/24/2024	1:00:00 PM	3:00:00 PM	200 Virtual
DSE High Special Educator PL Q2		12/11/2024	7:50:00 AM	9:50:00 AM	200 Virtual
DSE High Special Educator PL Q2		12/11/2024	10:40:00 AM	12:40:00 PM	200 Virtual
DSE High Special Educator PL Q2		12/11/2024	1:00:00 PM	3:00:00 PM	200 Virtual
DSE High Special Educator PL Q3		3/12/2025	7:50:00 AM	9:50:00 AM	200 Virtual
DSE High Special Educator PL Q3		3/12/2025	10:40:00 AM	12:40:00 PM	200 Virtual
DSE High Special Educator PL Q3		3/12/2025	1:00:00 PM	3:00:00 PM	200 Virtual
DSE High Special Educator PL Q4		5/13/2025	7:50:00 AM	9:50:00 AM	200 Virtual
DSE High Special Educator PL Q4		5/13/2025	1:00:00 PM	3:00:00 PM	200 Virtual
HIGH SCHOOL ITL MEETINGS					
DSE HS ITL Meeting		9/26/2024	8:00:00 AM	2:30:00 PM	24 In person
DSE HS ITL Meeting		10/17/2024	8:00:00 AM	2:30:00 PM	24 In person
DSE HS ITL Meeting (combine with MS)		11/20/2024	8:00:00 AM	2:30:00 PM	24 In person
DSE HS ITL Meeting		12/17/2024	8:00:00 AM	2:30:00 AM	24 In person
DSE HS ITL Meeting		1/28/2025	8:00:00 AM	2:30:00 PM	24 In person
DSE HS ITL Meeting		2/26/2025	8:00:00 AM	2:30:00 PM	24 In person

DSE HS ITL Meeting		4/23/2025	8:00:00 AM	2:30:00 PM	24	In person
DSE HS ITL Meeting		6/2/2025	8:00:00 AM	2:30:00 PM	24	In person
DSE LEADERSHIP MEETINGS						
DSE Leadership Meetings		8/26/2024	3:00	3:30	15	In person
DSE Leadership Meetings		9/16/2024	8:00	4:00	15	In person
DSE Leadership Meetings		9/30/2024	8:00	4:00	15	In person
DSE Leadership Meetings		10/14/2024	12:00	3:00	15	In person
DSE Leadership Meetings		10/28/2024	8:00	4:00	15	In person
DSE Leadership Meetings		11/4/2024	8:00	4:00	15	In person
DSE Leadership Meetings		11/25/2024	8:00	4:00	15	In person
DSE Leadership Meetings		12/16/2024	8:00	4:00	15	In person
DSE Leadership Meetings		1/6/2025	8:00	4:00	15	In person
DSE Leadership Meetings		1/27/2025 (mid year retreat)	8:00	4:00	15	In person
DSE Leadership Meetings		2/10/2025	12:00	3:00	15	In person
DSE Leadership Meetings		2/24/2025	8:00	4:00	15	In person
DSE Leadership Meetings		3/24/2025	8:00	4:00	15	In person
DSE Leadership Meetings		4/2/2025	8:00	4:00	15	In person
DSE Leadership Meetings		4/30/2025	8:00	4:00	15	In person
DSE Leadership Meetings		5/12/2025	8:00	4:00	15	In person
DSE Leadership Meetings		5/27/2025	8:00	4:00	15	In person
DSE Leadership Meetings		6/13/25 (End of Year Retreat)	8:00	4:00	15	In person
MIDDLE SCHOOL QUARTERLY PL						
DSE Middle Special Education PL Q1		10/22/2024	8:15:00 AM	10:15:00 AM	200	Virtual
DSE Middle Special Education PL Q1		10/22/2024	10:45:00 AM	12:45:00 AM	200	Virtual
DSE Middle Special Education PL Q1		10/22/2024	1:15:00 PM	3:15:00 PM	200	Virtual
DSE Middle Special Education PL Q2		12/16/2024	8:15:00 AM	10:15:00 AM	200	Virtual
DSE Middle Special Education PL Q2		12/16/2024	10:45:00 AM	12:45:00 PM	200	Virtual
DSE Middle Special Education PL Q2		12/16/2024	1:15:00 AM	3:15:00 PM	200	Virtual
DSE Middle Special Education PL Q3		3/7/2025	8:15:00 AM	10:15:00 AM	200	Virtual
DSE Middle Special Education PL Q3		3/7/2025	10:45:00 AM	12:45:00 PM	200	Virtual
DSE Middle Special Education PL Q3		3/7/2025	1:15:00 PM	3:15:00 PM	200	Virtual
DSE Middle Special Education PL Q4		5/14/2025	8:15:00 AM	10:15:00 AM	200	Virtual
DSE Middle Special Education PL Q4		5/14/2025	10:45:00 AM	12:45:00 PM	200	Virtual
DSE Middle Special Education PL Q4		5/14/2025	1:15:00 AM	3:15:00 PM	200	Virtual
MIDDLE SCHOOL ITL MEETINGS						
DSE MS ITL Meeting		9/23/2024	8:00:00 AM	3:00:00 PM	25	In person
DSE MS ITL Meeting		10/30/2024	8:00:00 AM	3:00:00 AM	25	In person
DSE MS ITL Meeting (combine with HS)		11/20/2024	8:00:00 AM	3:00:00 PM	25	In person
DSE MS ITL Meeting		12/17/2024	8:00:00 AM	3:00:00 PM	20	Virtual
DSE MS ITL Meeting		1/30/2025	8:00:00 AM	3:00:00 PM	25	In person
DSE MS ITL Meeting		2/27/2025	8:00:00 AM	3:00:00 PM	20	In person
DSE MS ITL Meeting		3/27/2025	8:00:00 AM	3:00:00 PM	20	In person
DSE MS ITL Meeting		4/29/2025	8:00:00 AM	3:00:00 PM	20	In person
DSE MS ITL Meeting		5/20/2025	8:00:00 AM	3:00:00 PM	20	In person
REGIONAL ED CRISIS TEACHERS						
DSE Regional ED Crisis Teachers		10/24/2024	8:30:00 AM	12:00:00 PM	15	In person
DSE Regional ED Crisis Teachers		11/19/2024	8:30:00 AM	12:00:00 PM	15	In person
DSE Regional ED Crisis Teachers		12/5/2024	8:30:00 AM	12:00:00 PM	15	In person
DSE Regional ED Crisis Teachers		1/23/2025	8:30:00 AM	12:00:00 PM	15	In person
DSE Regional ED Crisis Teachers		2/20/2025	8:30:00 AM	12:00:00 PM	15	In person
DSE Regional ED Crisis Teachers		3/26/2025	8:30:00 AM	12:00:00 PM	15	In person
DSE Regional ED Crisis Teachers		5/1/2025	8:30:00 AM	12:00:00 PM	15	In person
DSE RESOURCE TEACHERS						
DSE Resource Teachers		9/30/2024	12:00	3:00	15	inperson
DSE Resource Teachers		10/14/2024	12:00	3:00	15	inperson
DSE Resource Teachers		11/25/2024	12:00	3:00	15	inperson
DSE Resource Teachers		12/16/2024	12:00	3:00	15	inperson

DSE Resource Teachers		1/6/2025	12:00	3:00	15	inperson
DSE Resource Teachers		2/24/2025	12:00	3:00	15	inperson
DSE Resource Teachers		3/24/2025	12:00	3:00	15	inperson
DSE Resource Teachers		4/2/2025	12:00	3:00	15	inperson
DSE Resource Teachers		5/27/2025	12:00	3:00	15	inperson
DSE Resource Teachers		6/13/2025	12:00	3:00	15	inperson
SECONDARY ED REGIONAL PL						
DSE Secondary ED Professional Learning		8:00:00 AM	11:30:00 AM	40	In person	
DSE Secondary ED Professional Learning		8:00:00 AM	11:30:00 AM	40	In person	
DSE Secondary ED Professional Learning		8:00:00 AM	11:30:00 AM	40	In person	
DSE Secondary ED Professional Learning		8:00:00 AM	11:30:00 AM	40	In person	
DSE Secondary ED Professional Learning		Professional Learning Day		40	In person	
DSE Secondary ED Professional Learning		Professional Learning Day		40	In person	
WOODCOCK JOHNSON PL						
DSE Woodcock Johnson IV-Initial Training Fall 2024 AM Sessions-by recommendation of IF only		9/11/2024	8:00:00 AM	11:30:00 AM	30	Virtual
DSE Woodcock Johnson IV-Initial Training Fall 2024 PM Sessions-by recommendation of IF only		9/11/2024	12:00:00 PM	3:30:00 PM	30	Virtual
DSE Woodcock Johnson IV-Initial Training Fall 2024 AM Sessions-by recommendation of IF only		9/17/2024	8:00:00 AM	11:30:00 AM	30	Virtual
DSE Woodcock Johnson IV-Initial Training Fall 2024 PM Sessions-by recommendation of IF only		9/17/2024	12:00:00 PM	3:30:00 PM	30	Virtual
DSE Woodcock Johnson IV-Initial Training Fall 2024 AM Sessions-by recommendation of IF only		10/16/2024	8:00:00 AM	11:30:00 AM	30	Virtual
DSE Woodcock Johnson IV-Initial Training Fall 2024 PM Sessions-by recommendation of IF only		10/16/2024	12:00:00 PM	3:30:00 AM	30	Virtual
DSE Woodcock Johnson IV-Initial Training Fall 2024 AM Sessions-by recommendation of IF only		10/29/2024	8:00:00 AM	11:30:00 AM	30	In person
DSE Woodcock Johnson IV-Initial Training Fall 2024 PM Sessions-by recommendation of IF only		10/29/2024	12:00:00 PM	3:30:00 PM	30	In person
DSE Woodcock Johnson IV-Initial Training Fall 2024 AM Sessions-by recommendation of IF only		11/7/2024	8:00:00 AM	11:30:00 AM	30	In person
DSE Woodcock Johnson IV-Initial Training Fall 2024 PM Sessions-by recommendation of IF only		11/7/2024	12:00:00 PM	3:30:00 PM	30	In person
ES HOME SCHOOL ALS PL						
ES Home School ALS		9/10/2024	8:30:00 AM	4:00:00 PM	15	In person
ES Home School ALS		12/5/2024	8:30:00 AM	4:00:00 PM	15	In person
ES Home School ALS		2/13/2025	8:30:00 AM	4:00:00 AM	15	In person
ES Home School ALS- New ALS teachers		7/10/2024	1:30:00 PM	3:30:00 PM	20	In person
ES Home School ALS- New ALS teachers		7/17/2024	1:30:00 PM	3:30:00 PM	20	In person
ES Home School ALS- New ALS teachers		7/24/2024	1:30:00 PM	3:30:00 PM	20	In person
ES TO MS TRANSITION MEETINGS						
ES to MS Transition		10/29/2024	9:00:00 AM	10:00:00 AM	75	Virtual
ES to MS Transition		10/29/2024	11:00:00 AM	12:00:00 PM	75	Virtual
ES to MS Transition		10/29/2024	2:00:00 PM	3:00:00 PM	75	Virtual
ES to MS Transition		12/12/2024	9:00:00 AM	10:00:00 AM	75	Virtual
ES to MS Transition		12/12/2024	11:00:00 AM	12:00:00 PM	75	Virtual
ES to MS Transition		12/12/2024	2:00:00 PM	3:00:00 PM	75	Virtual
ES to MS Transition- Articulation Day		1/7/2025	8:00:00 AM	3:00:00 PM	100	Virtual
ES to MS Articulation Specialized Programs		1/8/2025	8:00:00 AM	3:00:00 PM	30	Virtual
ES to MS Transition - UL, Regional ALS or ED		3/4/2025	10:00:00 AM	11:00:00 AM	75	Virtual
ES to MS Transition UL, Regional ALS or ED		3/4/2025	1:00:00 PM	2:00:00 PM	75	Virtual
ES to MS Transition		3/6/2025	9:00:00 AM	10:00:00 AM	75	Virtual
ES to MS Transition		3/6/2025	11:00:00 AM	12:00:00 PM	75	Virtual
ES to MS Transition		3/6/2025	2:00:00 PM	3:00:00 PM	75	Virtual
ES to MS Transition- UL, Regional ALS or ED		11/7/2024	10:00:00 AM	11:00:00 AM	15	Virtual
ES to MS Transition- UL, Regional ALS or ED		11/7/2024	1:00:00 PM	2:00:00 PM	15	Virtual
HEARING SERVICES TEAM MEETINGS						
Hearing Services Team Meeting		9/25/2024	12:30:00 PM	3:30:00 PM	7-8	In person
Hearing Services Team Meeting		10/30/2024	12:30:00 PM	3:30:00 PM	7-8	In person
Hearing Services Team Meeting		11/20/2024	12:30:00 PM	3:30:00 PM	7-8	In person
Hearing Services Team Meeting		1/15/2025	12:30:00 PM	3:30:00 PM	7-8	In person
Hearing Services Team Meeting		2/26/2025	12:30:00 PM	3:30:00 PM	7-8	In person
Hearing Services Team Meeting		3/26/2025	12:30:00 PM	3:30:00 PM	7-8	In person
Hearing Services Team Meeting		5/14/2025	12:30:00 PM	3:30:00 PM	7-8	In person

IAT Lunch & Learn		First Wednesday of each month	11:00:00 AM	12:00:00 PM	unknown	Virtual
IN DEPTH TEAM MEETINGS						
In-Depth Diagnostic Team Meeting		Every Tuesday	1:00:00 PM	3:00:00 PM	4	Virtual
Indepth Team, Weekly Team Mtg.		Every Tuesday	1:00:00 PM	3:00:00 PM	4	In person
SLP LEVEL LEADER MEETINGS						
LEVEL LEADER MEETING SLP		9/18/2024	8:30:00 AM	11:30:00 AM	15	In person
LEVEL LEADER MEETING SLP		11/25/2024	8:30:00 AM	11:30:00 AM	15	In person
NEW SLP LUNCH & LEARN						
NEW SLP LUNCH AND LEARN		9/11/2024	12:00:00 PM	1:30:00 PM	20	In person
NEW SLP LUNCH AND LEARN		10/22/2024	12:00:00 PM	1:00:00 PM	20	Virtual
NEW SLP LUNCH AND LEARN		11/21/2024	12:00:00 PM	1:00:00 PM	20	Virtual
NEW SLP LUNCH AND LEARN		12/13/2024	12:00:00 PM	1:00:00 PM	20	Virtual
NEW SLP LUNCH AND LEARN		1/22/2025	12:00:00 PM	1:00:00 PM	20	Virtual
NEW SLP LUNCH AND LEARN		2/18/2025	12:00:00 PM	1:00:00 PM	20	Virtual
NEW SLP LUNCH AND LEARN		3/19/2025	12:00:00 PM	1:00:00 PM	20	Virtual
NEW SLP LUNCH AND LEARN		4/24/2025	12:00:00 PM	1:00:00 PM	20	Virtual
NEW SLP LUNCH AND LEARN		5/20/2025	12:00:00 PM	1:00:00 PM	20	Virtual
New SLP Meeting - Lunch and Learn		10/22/2024	1:00:00 PM	3:00:00 PM	20	In person
NONPUBLIC MEETINGS						
Nonpublic Staff Weekly Meetings		Every Monday	9:00:00 AM	10:30:00 AM	6	In person
Nonpublic Summer Symposium		7/16/2024	9:00:00 AM	3:30:00 PM	50	In person
OT FULL STAFF MEETINGS						
O.T. Full Staff Meetings		9/13/24	1:00:00 PM	4:00:00 PM	70	Virtual
O.T. Full Staff Meetings		10/11/2024	1:00:00 PM	4:00:00 PM	70	Virtual
O.T. Full Staff Meetings		11/15/2024	1:00:00 PM	4:00:00 PM	70	Virtual
O.T. Full Staff Meetings		12/13/2024	1:00:00 PM	4:00:00 PM	70	Virtual
O.T. Full Staff Meetings		1/17/2025	1:00:00 PM	4:00:00 PM	70	Virtual
O.T. Full Staff Meetings		2/21/2025	1:00:00 PM	4:00:00 PM	70	Virtual
O.T. Full Staff Meetings		4/25/2025	1:00:00 PM	4:00:00 PM	70	Virtual
O.T. Full Staff Meetings		5/30/2025	1:00:00 PM	4:00:00 PM	70	Virtual
OT NON TENURED MEETINGS						
OT Non-Tenured meetings		8/23/2024	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		9/6/2024	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		9/27/2024	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		10/4/2024	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		11/1/2024	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		11/8/2024	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		1/3/2025	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		2/14/2025	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		4/11/2025	1:00:00 PM	4:00:00 PM	about 10	In person
OT Non-Tenured meetings		5/9/2025	1:00:00 PM	4:00:00 PM	about 10	In person
OT OFFICE HOURS						
OT Office Hours		8/28/24	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		9/4/2024	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		9/11/2024	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		10/2/2024	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		10/23/2024	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		11/13/2024	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		12/4/2024	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		12/18/2024	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		1/8/2025	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		1/29/2025	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		2/19/2025	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		3/12/2025	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		4/2/2025	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		4/23/2025	1:00:00 PM	2:00:00 PM	up to 70	Virtual
OT Office Hours		5/14/2025	1:00:00 PM	2:00:00 PM	up to 70	Virtual

OT Staff Meeting		8/16/2024	8:30:00 AM	12:00:00 PM	70	Virtual
PT TEAM MEETINGS						
Physical Therapy Team Meeting		9/11/24	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		10/9/2024	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		11/13/2024	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		12/11/2024	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		1/8/2025	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		2/12/2025	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		3/12/2025	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		4/8/2025	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		5/14/2025	12:00:00 PM	3:00:00 PM	20	In person
Physical Therapy Team Meeting		6/4/2025	12:00:00 PM	3:00:00 PM	20	In person
PL UL PROFESSIONAL LEARNING						
PL/UL (SE7826)		11/14/2024	8:30:00 AM	3:30:00 PM	12	In person
PL/UL (SE7826)		2/25/2024	8:30:00 AM	3:30:00 PM	12	In person
PL/UL (SE7826)		4/23/2024	8:30:00 AM	3:30:00 PM	12	In person
PROCEDURAL SAFEGUARDS						
ProSafe 1		9/17/2024	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 1		9/19/2024	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 1		9/24/2024	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 1		10/2/2024	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 1		2/4/2025	8:30:00 AM	3:00:00 PM	30	In person
ProSafe 1		2/6/2025	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 2		10/8/2024	8:30:00 AM	3:00:00 PM	30	In person
ProSafe 2		10/9/2024	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 2		10/29/2024	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 2		10/30/2024	8:30:00 AM	3:00:00 PM	30 per session	In person
ProSafe 2		2/13/2025	8:30:00 AM	3:00:00 PM	30	In person
ProSafe 2		3/11/2025	8:30:00 AM	3:00:00 PM	30 per session	In person
SLP RECC OFFICE HOURS						
RECC OFFICE HOUR WITH CARISSA AND ANNMARIE		10/23/2024	12:00:00 PM	1:00:00 PM	30 - ALL RECC	Virtual
RECC OFFICE HOUR WITH CARISSA AND ANNMARIE		2/19/2025	12:00:00 PM	1:00:00 PM	30 - ALL RECC	Virtual
REGIONAL ED CRISIS TEACHERS						
Regional ED Crisis Teachers (7824)		9/11/2024	8:30:00 AM	12:00:00 PM	15	In person
Regional ED Crisis Teachers (7824)		10/24/2024	8:30:00 AM	12:00:00 PM	15	In person
SAFETY CARE INITIAL						
Safety Care Initial	1/24 ad 8/21/24		8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		10/8/24 and 10/9/2024	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		10/15/24 and 10/16/24	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		10/22/24 and 10/23/24	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		11/12/24 and 11/13/24	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		11/19/24 and 11/20/24	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		12/2/24 and 12/6/24	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		12/3/24 and 12/4/24	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		12/17/24 and 12/18/24	8:00:00 AM	4:00:00 PM	20	In person
DUE TO SCHOOLS CLOSED FOR WEATHER						
Safety Care Initial		8:00:00 AM	4:00:00 PM	20	In person	
Safety Care Initial		1/15/25 and 1/16/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		DUE TO SCHOOLS CLOSED FOR WEATHER	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		1/15/25 and 1/16/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		DUE TO SCHOOLS CLOSED FOR WEATHER	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		1/25CANCELED DUE TO WEATHER FORECAST	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		2/19/25 and 2/20/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		2/26/25 and 2/27/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		3/4/25 and 3/5/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		3/12/25 and 3/13/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		3/19/25 and 3/20/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		4/1/25 and 4/2/25	8:00:00 AM	4:00:00 PM	20	In person

Safety Care Initial		4/8/25 and 4/9/25	8:00:00 AM	4:00:00 PM	20	In person
Safety Care Initial		4/29/25 and 4/30/25	8:00:00 AM	4:00:00 PM	20	In person
SAFETY CARE REFRESHER						
Safety Care Refresher		8/16/24	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		8/21/24	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		9/24/24	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		9/27/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		10/1/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		10/2/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		10/10/24	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		10/17/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		10/24/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		11/7/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		11/14/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		11/19/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		11/21/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		12/5/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		12/9/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		12/16/2024	8:00:00 AM	4:00:00 PM	20	In Person
Safety Care Refresher		1/23/2025	8:00:00 AM	4:00:00 PM	20	In Person
SECONDARY ALS PL						
Secondary ALS		11/6/2024	8:00:00 AM	3:00:00 PM	35	In person
Secondary ALS		11/14/2024	8:00:00 AM	3:00:00 PM	35	In person
Secondary ALS		11/21/2024	8:00:00 AM	3:00:00 PM	35	In person
Secondary ALS		12/3/2024	8:00:00 AM	3:00:00 PM	35	In person
SLP COORDINATION MEETINGS						
SLP COORDINATION MEETING		9/27/2024	8:30:00 AM	11:30:00 AM	150	In person
SLP COORDINATION MEETING		9/27/2024	8:30:00 AM	12:30:00 AM	150	In person
SLP COORDINATION MEETING		12/18/2024	8:30:00 AM	12:30:00 PM	150	In person
SLP COORDINATION MEETING		3/13/2025	8:00:00 AM	3:00:00 PM	150	Virtual
SLP COORDINATION MEETING		5/30/2025	8:30:00 AM	12:30:00 PM	150	In person
SLP Leader Check-In		Every Tuesday	9:30:00 AM	11:00:00 AM	2	In person
SLP LEVEL LEADER MEETING		2/21/2025	8:30:00 AM	11:30:00 AM	15	In person
SLP OFFICE HOURS						
SLP Office Hours		Tuesdays	8:00:00 AM	9:00:00 AM	120	Virtual
SLP Office Hours		Every Thursday	2:00:00 PM	3:00:00 PM	120	Virtual
SLP Office Hours		Every Wednesday	11:00:00 AM	12:00:00 PM	20	Virtual
TRANSITION TEACHER MEETINGS						
Transition Teacher Meeting		9/6/2024	8:00:00 AM	10:30:00 AM	15	In person
Transition Teacher Meeting		9/13/2024	8:00:00 AM	10:30:00 AM	15	In person
Transition Teacher Meeting		10/4/2024	8:00:00 AM	10:30:00 AM	15	In person
Transition Teacher Meeting		11/8/2024	8:00:00 AM	10:30:00 AM	15	In person
Transition Teacher Meeting		12/6/2024	8:00:00 AM	10:30:00 AM	15	In person
Transition Teacher Meeting		1/3/2025	8:00:00 AM	10:30:00 AM	13	In person
Transition Teacher Meeting		2/21/2025	8:00:00 AM	10:30:00 AM	13	In person
Transition Teacher Meeting		3/14/2025	8:00:00 AM	10:30:00 AM	13	In person
Transition Teacher Meeting		4/4/2025	8:00:00 AM	10:30:00 AM	13	In person
Transition Teacher Meeting		5/2/2025	8:00:00 AM	10:30:00 AM	13	In person
Transition Teacher Meeting		6/6/2025	8:00:00 AM	10:30:00 AM	13	In person
UKERU						
Ukeru		8/16/2024	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		9/24/2024	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		10/29/2024	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		10/2/2024	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		10/15/2024	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		10/28/2024	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		12/5/2024	8:30:00 AM	4:30:00 PM	25	In person

Ukeru		12/9/2024	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		1/9/2025	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		1/16/2025	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		1/30/2025	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		2/5/2025	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		3/27/2025	8:30:00 AM	4:30:00 PM	25	In person
Ukeru		4/24/2025	8:30:00 AM	4:30:00 PM	25	In person
VISION PROGRAM PL						
Vision Program Professional Learning		8/21/2024	8:30:00 AM	10:30:00 AM	18	In person
Vision Program Professional Learning		9/24/2024	12:30:00 PM	2:30:00 PM	18	Virtual
Vision Program Professional Learning		10/23/2024	8:30:00 AM	10:30:00 AM	18	Virtual
Vision Program Professional Learning		11/21/2024	12:30:00 PM	2:30:00 PM	18	Virtual
Vision Program Professional Learning		12/18/2024	12:30:00 PM	2:30:00 PM	18	In person
Vision Program Professional Learning		1/16/2025	8:30:00 AM	10:30:00 AM	18	Virtual
Vision Program Professional Learning		2/25/2025	12:30:00 PM	2:30:00 PM	18	Virtual
Vision Program Professional Learning		3/20/2025	12:30:00 PM	2:30:00 PM	18	Virtual
Vision Program Professional Learning		4/29/2025	8:30:00 AM	10:30:00 AM	18	Virtual
Vision Program Professional Learning		5/29/2025	12:30:00 PM	2:30:00 PM	18	In person
First Aid & CPR						
First Aid & CPR		10/23/24	9:00	1:30	20	In person
First Aid & CPR		10/30/24	9:00	1:30	20	In person
First Aid & CPR		11/19/24	9:00	1:30	20	In person
First Aid & CPR		11/26/24	9:00	1:30	20	In person
First Aid & CPR		12/10/24	9:00	1:30	20	In person
First Aid & CPR		12/17/24	9:00	1:30	20	In person
First Aid & CPR		2/6/24	9:00	1:30	20	In person
First Aid & CPR		2/20/24	9:00	1:30	20	In person

B-5 ECSE All Meetings and PL				
TITLE	DATE	ReservedStart	ReservedEnd	Total People
	AUGUST			
ITP - New Service Coordinators -1	13	8:00	4:00	5-10
ITP - New Service Coordinators -2	14	8:00	4:00	5-10
MINC-PK (Blueprint)	26	8:00	12:00	50
MINC-PK (non-Blueprint)	26	12:00	4:00	50
MINC-EL Training (New Staff)	27	8:00	12:00	50
MINC Book Share Training (Invitation Only)	27	12:00	4:00	10
MINC-PS	28	12:00	4:00	50
	SEPTEMBER			
ITP - New Service Coordinators -3	6	12:00	4:00	5-10
MINC-PS Training (All Teachers)	11	8:00	12:00	50
MINC-PK Training (All Teachers)	11	12:00	4:00	50
RECC ITL Meeting	17	8:00	4:00	55
Pyramid Model- Day 1	19	8:00	4:00	80
ITP - New Service Coordinators - 4	20	12:00	4:00	5-10
ITP Leadership Meeting (Retreat)	23	12:00	4:00	15
Pyramid Model- Day 2	24	12:00	4:00	80
Pyramid Model- Day 3	25	12:00	4:00	80
DSE Quarterly PL (Drop-In)	25	8:30/10:45/1:15		150
ITP - New Service Coordinators - 5	27	12:00	4:00	5-10
	OCTOBER			
MINC-EL	2	8:00	4:00	50
Child Outcome Summary (COS) for New Birth-5 Providers	10	8:00	4:00	50
RECC ITL Meeting	15	8:00	4:00	55
ITP - Routines Based Interviews (RBI)	16	8:00	4:00	10
Early Learning Skills Assessment (ELSA)	17	8:00	4:00	30
ITP Leadership Meeting	21	1:00	4:00	15
Battelle Developmental Inventory Training (BDI-3)	24	8:00	4:00	30
RECC Foundations Meeting	30	8:30/10:45/1:15		150
Service Coordinator Meeting	31	8:00	4:00	80
	NOVEMBER			
ITP Leadership Meeting (Retreat)	11	12:00	4:00	15
RECC ITL Meeting	19	8:00	4:00	55
Reflective Coaching (Day 1 of 2) for Birth-5 Providers	21	8:00	4:00	40
	DECEMBER			
ITP Leadership Meeting	2	1:00	4:00	15
DSE Quarterly PL (Drop-In)	4	8:30/10:45/1:15		150
	JANUARY			
MINC-EL Training (ALL)	8	8:00	4:00	50
Reflective Coaching (Day 2 of 2) for Birth-5 Providers	9	8:00	4:00	40
RECC ITL Meeting	14	8:00	4:00	55
RECC Foundations Meeting	22	8:30/10:45/1:15		150
MINC Mid-Year Updates PS	27	8:00	12:00	40
MINC Mid-Year Updates PK	27	12:30	4:00	40
	FEBRUARY			
ITP Leadership Meeting	3	1:00	4:00	15

Service Coordinator Meeting	7	8:00	4:00	80
RECC ITL Meeting	11	8:00	4:00	55
Battelle Developmental Inventory Training (BDI-3)- Re	20	8:00	4:00	25
	MARCH			
DSE Quarterly PL (Drop-In)	5	8:30/10:45/1:15		150
ITP Leadership Meeting	10	1:00	4:00	15
RECC ITL Meeting	11	8:00	4:00	55
MINC-EL Training (ALL)	19	8:00	4:00	50
	APRIL			
RECC ITL Meeting	8	8:00	4:00	55
ITP Leadership Meeting	28	1:00	4:00	15
RECC Foundations Meeting	30	8:30/10:45/1:15		150
MINC-EL Training (ALL)	30	12:00	4:00	50
	MAY			
RECC ITL Meeting	13	8:00	4:00	55
Service Coordinator Meeting	16	8:00	4:00	80
DSE Quarterly PL (Drop-In)	21	8:30/10:45/1:15		150
	JUNE			
ITP Leadership Meeting	2	12:00	4:00	15



APPENDIX 6:

AUTISM SOCIETY OF MARYLAND (AUSOM) BUDGET TESTIMONY 2025

Good evening. I'm Andrew Stettner, and a parent of a child on the autism spectrum and President of The Autism Society of Maryland which was founded by Howard County parents more than 30 years ago. Through many changes and ups and downs, we have striven for a collaborative problem-solving relationship with HCPSS, serving as a sounding board and eyes and ears for what is facing our families. We have sought to partner with the Board and system leadership in voicing the need for full funding for special education, making progress from years of underfunding leading up to 2018.

This school year the brewing problems in special education have boiled over. We hear from parents every day (and you'll hear from others tonight) about problems with schools failing to deliver legally required IEP services because of insufficient staff. Problems are not being solved quickly and transparently enough, triggering major behaviors and risks to the safety of students.

The budget has been framed as one that would deliver the "same service" We commend Superintendent Barnes for not proposing damaging staff reductions we saw last year. However, we fear that the budget as presented will worsen crisis level conditions in special education in Howard County.

The budget projects a 16 percent increase in K-21 students with IEPs, but only a 2.3 percent in budgeted staff to serve them (32 additional teachers, paras and assistants).

- Moreover, the budget this year again cuts contracted labor back from \$600,000 to \$416,000, reversing a restoration of these cuts.
- There is a reduction of 2 staff at Cedar Lane, even though the census count of students remains steady.
- The number of kids using assistive technology is set to grow from 2,724 to 3,265, but there is no increase in support or training for staff.

These are not just numbers, because they will make a bad situation worse. Academically, caseloads are too large for special educators to genuinely co-teach or support students with disabilities with differentiated instruction. Budget reductions to temporary employees have forced the system to rebrand close adult supervision to "adult support." One support staff who might have to run after a kid who elopes out of class, leaving no adults to supervise students who should not be left alone. This is serious - kids across our state, and in our county, are drowning when they are not properly supervised.

The situation has forced families and the District to place students in nonpublic schools outside of the county, at costs approaching \$100,000 per year, per student. Nonpublic costs are skyrocketing from \$15.8 million in 2023, to \$19.8 million approved in FY25 and a proposed budget of \$23.9 million for FY26.

There's no space at nonpublic schools for all of these students. Those students can get even worse while waiting—too often placed at Cedar Lane which does not have enough support to handle these behaviors.

We need to solve this problem ourselves. What we are doing is not working, and a same services budget is the wrong place to start. Lets go further in asking the County Council for what we need to meet our legal responsibilities and uphold the values of why many families have chosen to live here. Lets direct more funds here in the county so we don't have to send our money and students across the state .

We need sufficient staffing to meet the growing needs of our students. We need to pay teachers enough to want to work in special education, as there are too many vacancies and unfilled positions. We need a continuum of services with programs that effectively meet the needs of autistic students and others with disabilities.

Let's please look at fresh ideas. How about designating certain teachers as case managers who handle the crushing paper work, so other special educators can focus on the classroom? This budget should include non-instructional team leaders who can serve as case managers, starting in our elementary schools.

Let's provide social skills training and sensory supports so students with autism don't melt down. Let's experiment with smaller classrooms where students with autism and other disabilities might have a better chance to thrive.

We are very grateful to the Board of Education for supporting the review of special education. We can't kid ourselves with the old idea that we can push students into general education settings with the level of staff and staff training the county is providing.