

Curriculum, Instruction, and Administration

Summary of Special Education Programs

This schedule provides a summary of the programs included in the Special Education section.

Program	Program Number	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Countywide Services	3320	\$ 9,002,227	\$ 8,866,809	\$ 9,064,749	\$ 9,791,822	\$ 9,968,131
Special Education School-Based Services	3321	43,042,197	47,285,470	48,276,651	49,021,652	50,333,058
Cedar Lane	3322	3,508,239	3,837,856	4,096,682	4,124,315	4,204,952
Bridges	3323	1,111,290	1,237,126	1,293,676	1,367,939	1,401,700
Regional Early Childhood Centers	3324	11,461,896	9,409,327	9,240,677	9,878,430	10,055,215
Speech, Language, and Hearing Services	3325	9,187,499	9,422,930	9,432,207	9,791,648	9,979,545
Special Education Summer Services	3326	595,007	539,534	651,185	651,285	651,285
Nonpublic Community Intervention	3328	6,789,918	7,164,504	7,176,637	7,565,825	7,567,274
Special Education - Central Office	3330	1,311,446	1,101,645	1,105,718	1,062,105	1,079,676
Home and Hospital	3390	664,818	758,208	702,559	579,437	579,437
Psychological Services*	3391	1,885,884	-	-	-	-
Special Education Total		\$ 88,560,421	\$ 89,623,409	\$ 91,040,741	\$ 93,834,458	\$ 95,820,273

*Program was merged with other programs in the FY 2015 budget.



Student Art – Rachel

Curriculum, Instruction, and Administration

Countywide Services**3320****Program Purpose**

Provide special education instructional and related services on a countywide basis to address students' unique learning needs, cultivate independence, and promote college and career readiness as required by COMAR and IDEA.

Program Overview

This program supports Goal 1 of *Vision 2018: Fulfilling the Promise of Preparation* for all students with disabilities by:

- Presuming competence of all learners, regardless of disability.
- Providing consistent access to rigorous, grade level instruction.
- Collaborating with general education partners to ensure instruction related to Maryland College and Career-Ready Standards.
- Promoting positive parent relationships through a common understanding about educational expectations, Individualized Education Program (IEP) goals, accommodations, and modifications.
- Providing educational services in the least restrictive environment through a continuum of services and programs.

**County Diagnostic Center (CDC)**

The County Diagnostic Center located in the Old Cedar Lane Building, provides services for children/students suspected of or identified as having an educational disability.

The CDC serves as the point of entry into the Infant & Toddler/Child Find Program for birth to three, preschool age, and school age students attending private schools in Howard County who are suspected of having an educational disability. The referral process for preschoolers was initiated by 468 families, and 85 families initiated the referral process for school age students.

The Indepth Diagnostic Team provides interdisciplinary diagnostic assessments for students referred by the Department of Special Education, the Central Education Program team, and Individualized Education Program teams in schools. Assessments may be completed in the following areas: adapted physical education, audiology, assistive technology, functional vision, medical identification of a disability, educational, occupational therapy, physical therapy, psychology, and speech/language. Some students may be referred to specialists for additional assessments, e.g., Ear, Nose, Throat (ENT) exam, psychiatric.

Performance Manager: Emily Kinsler
Special Education

Countywide Services – 3320

CDC audiologists assessed the hearing of 561 children/students, including children referred to the Infant/Toddler Program (Birth–3) as well as preschoolers and school age students. This is an increase of almost 70 children. In addition, 55 students with hearing loss are currently provided amplification systems to improve auditory input for students with hearing aids and cochlear implants to facilitate access to the curriculum. This includes both children with Individualized Education Programs as well as students who receive support via 504 Plans.

Countywide Special Education Instructional and Related Services

Countywide Special Education Instructional and Related Services include assessment, direct intervention with the student, environmental or equipment adaptations to ensure accessibility within the school environment, and consultation to staff members and parents. The purpose of these interventions is to have each student identified with an educational disability maximize instruction in and access to the Maryland College and Career-Ready Standards.

Instructional special education services provided through this budget include the following:

- Teachers of the Blind and Visually Impaired provide large print materials as an accommodation and Braille instruction in reading, math, and other subjects. Specialized technology is used to assist with braille and magnification. Caseload numbers as of September 2015 equal 131 students.
- Work Study/Transition teachers provide school-to-work services such as job development, job coaching, preparation for competitive employment, and coordination with employers for students receiving special education services. In addition, teachers assist students in the transition to adult agencies. Total number of students served by work study/transitions teachers as of September 2015 equals 140.
- Adapted Physical Education (APE) teachers provide specifically designed instruction to students with gross motor skill delays. Skills to improve essential movements with increased levels of independence to actively engage in the physical education curriculum are addressed. Caseload numbers as of September 2015 equal 351.

Related special education services through this budget include the following:

- Occupational Therapy (OT) services for children/students birth to 21 include assessment as well as strategies and adaptations that focus on functional ability to participate in classroom activities, perform self-care tasks that are necessary in the educational environment, and exercise self-regulation to enable learning to occur. Caseload numbers as of September 2015 equal 1,509.
- Physical Therapy (PT) services for children/students birth to 21 include assessment as well as direct and consultative services that focus on functional mobility and safe movement of physically challenged students through the school day. Caseload numbers as of September 2015 equal 415.
- Orientation and Mobility (O&M) training by certified specialists helps blind and visually impaired children learn spatial concepts and safe travel skills within their home, school, and community settings. Caseload numbers as of September 2015 equal 17.
- Speech-Language Pathology services provided through this budget include:
 - Assessment of students suspected of or identified as having an educational disability by the Preschool Child Find team.
 - Consultation and training with school teams in the identification and implementation of augmentative communication systems or instructional adaptations needed by students who are nonverbal or have limited communication skills by the Instructional Access Team (see below).

Instructional Access Team (IAT)

The Instructional Access Team provides support to school teams in assessing students for assistive technology needs, trialing assistive technology, training school staff, and maintaining the equipment. The assistive technology includes, but is not limited to Kurzweil, iPads, dynamic display communication devices, laptops, and eye gaze systems. The team is comprised of two speech-language pathologists, two special educators, and two technical assistants. Other disciplines are consulted, as needed, e.g., occupational therapist, physical therapist, vision teacher, teacher of the deaf/hard of hearing, adapted physical education teacher. A total of 852 students were served by this team during the 2014–2015 school year—of these 73 were RECC referrals, 115 were elementary school, 84 were middle school, and 59 were high school. The remaining 521 students currently receive consult and support from the Instructional Access Team. There are 277 iPads provided to individual students as well as large number of dynamic displays and laptops.

Resource Staff

Special education resource staff provide training and assistance in differentiating instruction to provide service in the least restrictive environment, in special education procedures, assessment, instructional techniques and learning strategies, behavioral interventions, and IEP development aligned with the Maryland College and Career-Ready Standards, and instructional mentoring for non-tenured teachers. These teachers and behavior specialists support all schools and programs in the county.



Program Outcomes

- ❖ Child Find process to locate and identify children/students with an educational disability.
- ❖ Assessment services to identify children/students with an educational disability, provide useful feedback on academic progress, and provide meaningful information to help teachers adjust instruction.
- ❖ Use of technology to facilitate communication, access the Maryland College and Career-Ready Standards and Curriculum and Assistive Technology.
- ❖ School-based instructional and related services to provide instruction in and access to the Maryland College and Career-Ready State Curriculum.
- ❖ Professional development and support to school-based staff related to special education needs and student behavior.

FY 2017 Continuing and New Program Initiatives

- ❖ Access professional development on discipline-specific topics via online resources, e.g., webinars, podcasts.
- ❖ Collaborate with Technology Department in Technology Replacement Plans and inventory process.
- ❖ Expand customized employment opportunities for high school students with significant needs.
- ❖ Infuse Maryland College and Career-Ready Standards Frameworks for Braille.
- ❖ Expand the provision of instructional and related services in the general education classroom.
- ❖ Provide families from our Infant and Toddler population with a streamlined assessment process through the CDC and decrease the number of assessments being done by our Cluster teams.
- ❖ Use of the new electronic log system for related service providers to accurately collect and report data on IEP goals and objectives for the purposes of program planning, compliance, and Medical Assistance billing.
- ❖ Work Study has moved to a three Hub system where each hub consists of 3-5 High Schools. This allows more communication and engagement between staff, students, and immediate community partners. This new system requires less time for our students to be on buses and more time for our students to sample different local work opportunities and environments.

Enrollment				
	Actual FY 2014	Actual FY 2015	Estimated FY 2016	Projected FY 2017
Assessments				
Audiology	495	485	490	510
Child Find (Intakes)	532	545	566	599
Educational	40	48	49	52
Occupational Therapy/Physical Therapy/Adapted Physical Education	712	725	728	797
Psychological	32	34	36	37
Speech-Language	40	44	47	48
Vision/Mobility	89	102	105	112
Direct/Periodic Services				
Adapted Physical Education	313	351	343	386
Assistive Technology	843	852	893	937
Physical Therapy	409	415	415	456
Occupational Therapy	1,331	1,509	1,478	1,659
Vision (including Orientation and Mobility)	140	147	169	162
Work Study	192	140	195	154

Program Highlights

- ❖ Staffing changes reflect the addition of 1.0 Occupational Therapist position and 1.0 Physical Therapist position based on projected enrollment growth.
- ❖ Contracted Services increase to cover unfilled positions for employee leave with contracted labor. This funding is only used when the program experiences unexpected employee leave; therefore, the increase in Contracted Services is shown for comparability to prior year actual expenditures and is offset by an equivalent reduction in Salaries and Wages.
- ❖ Supplies and Materials increase to fund replacement laptops for Special Education teachers and providers. Previously, ARRA funds were used to support the replacement plan.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	98.2	97.2	97.2	99.2	99.2
Support Staff	9.0	9.0	9.0	9.0	9.0
Total FTE	107.2	106.2	106.2	108.2	108.2

It is anticipated that 4.0 Teachers, 2.0 Paraeducators, 2.0 Occupational Therapist, 2.0 Physical Therapist, 3.5 Speech Pathologist, and a 1.0 Audiologist will continue under federal grants.

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages	\$ 8,424,577	\$ 8,498,973	\$ 8,733,179	\$ 8,896,638	\$ 9,072,947
Contracted Services	273,681	110,700	20,140	141,404	141,404
Supplies and Materials	112,447	59,086	75,070	512,020	512,020
Other Charges	147,945	157,176	156,360	156,360	156,360
Equipment	43,577	40,874	80,000	85,400	85,400
Total Expenditures	\$ 9,002,227	\$ 8,866,809	\$ 9,064,749	\$ 9,791,822	\$ 9,968,131

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: *Strategy 1.1.7 – Expand opportunities for students to explore and prepare for specialized careers.*
 - Rationale:
 - Create ongoing and new on-site job opportunities within student's own neighborhoods.
 - Engage all stakeholders in the importance of real-life job experiences.
 - Expected Performance:
 - Students will have increased opportunities and choices in community-based Customized Employment as well as meaningful outsourced work that is school-based for students at Academic Life Skills sites. Choices now include HCEA, Elkridge Family Dentistry, Food Lion, McDonalds, Ledos, Studio Dans, Ivy Creek Stable, J & P Restaurant, St. Louis School, Howard County Government Mailroom, Tiki's playhouse, etc. to name a few of our partners.

- ❖ Major Goal: Goal 2: Staff
 - Sub Goal: *Strategy: 2.2.1 – Provide professional learning for staff members to enhance interpersonal and leadership skills, deepen job-specific knowledge, and grow in their professional practice.*
 - Rationale:
 - Build capacity of school-based staff to use universal technology to help all students access grade level and instructional curriculum by providing a coaching style learning community for staff.
 - Provide collaborative practices and learning opportunities to allow staff to have positions of leadership within their schools and further expand their professional practice.
 - Expected Performance:
 - Staff will be able to provide increased access to universal technologies for their students, furthering students' meaningful engagement, participation, and success in the general education setting. Sixty staff participated in this program across all disciplines supporting students. A 15 percent increase in this number is expected for the 2016–2017 school year.
- ❖ Major Goal: Goal 4: Organization
 - Sub Goal: *Strategy: 4.4.4 – Integrate technology resources to eliminate redundancy and improve efficiency.*
 - Rationale:
 - Provide related providers with an electronic log system that will improve efficiency of data reporting for Medical Assistance.
 - Provide related providers with a refined electronic means to share information about student progress through Tienet.
 - Expected Performance:
 - Electronic logs will provide increased billing opportunities, decreased billing errors, and increased revenue by 20 percent over the paper billing procedures.

Program Accomplishments and Results

- The Occupational Therapy Resource Manual was updated and revised. This will provide consistency, quality, and efficiency of services countywide.
- Program Heads from Occupational Therapy, Physical Therapy, Speech Language Pathology, Hearing, and Vision demonstrated participation and leadership in the discipline specific MSDE State Steering Committees, providing HCPSS voices at statewide meetings.
- Physical Therapy Program Head and Speech Language Pathology Facilitator were requested to provide blogs for the Maryland Learning Links.
- Structured initial provision of resources and instruction were given to the Teachers of the Visually Impaired to address the new Braille code.
- Collaborations occurred between Vision, Special Education, Instructional Access, and Digital Education Program/Technology to create a unique distance learning program.

Curriculum, Instruction, and Administration

Special Education School-Based Services

3321

Program Purpose

Through a continuum of special education programs and services, provide specialized instruction, access to rigorous learning opportunities, accommodations, and modifications to students with educational disabilities in Grades K–12 in order to empower every student to reach their full potential while maintaining the school system's focus on ensuring students graduate ready for college, careers and/or the community.

Program Overview

This program supports Goal 1 of *Vision 2018: Fulfilling the Promise of Preparation* through its focus and belief of presuming competence of all learners, regardless of disability. When we presume competence of each learner, we establish norms for schools that promote all students with disabilities having equitable and greater access to rigorous, grade level instruction. When students access general education classrooms with their peers, their learning is supported and extended, friendships are formed and promoted, and challenging expectations are provided each day.

Collaboration with general education partners ensures that students with disabilities receive rigorous grade level instruction related to Maryland College and Career-Ready Standards.

The Department of Special Education supports Goal 3 of *Vision 2018: Fulfilling the Promise of Preparation* through the promotion of positive parent relationships and ensuring parents are partners in the Individualized Education Program (IEP) team process. When parents and staff partner in planning educational programs for students with disabilities, staff, students, and parents employ a common understanding about educational expectations, IEP goals, accommodations, and modifications.

This program provides a continuum of special education instruction and services to school-age students with educational disabilities in their home school or in a regional program so that all students with IEPs receive their education in the least restrictive environment and have access to rigorous instructional opportunities while working toward school system goals and targets.

Key Activities of the Department of Special Education School-Based Services include:



- Provide academic intervention and specialized instruction for students with IEPs in the least restrictive environment.
- Ensure community support and family engagement.
- Provide consultation and support to school-based staff in instructional techniques, behavioral interventions, co-teaching collaboration and implementation of IEPs.
- Implement required services as designated on student IEPs.
- Conduct screenings and assessments for students referred to school-based IEP teams by parents and teachers.
- Support college and career-ready planning and instruction.
- Ensure that each student approaches, meets or exceeds common core standards.

Program Outcomes	FY 2017 Continuing and New Program Initiatives
<ul style="list-style-type: none"> ❖ Maryland College and Career-Ready Standards are provided to students with disabilities. ❖ Compliance with development and implementation of IEPs. ❖ Maintain appropriate funding for all special education school-based programs. ❖ Customized support and training to parents of students with disabilities with respect to disabilities, curriculum, specialized instruction, behavior management, assistive technology, transition and community resources. ❖ Student assessment results that demonstrate individual students' mastery of the curriculum. 	<ul style="list-style-type: none"> ❖ Provide instruction in the Least Restrictive Environment for each student with an educational disability. ❖ Incorporate inclusive practices and engage in presuming competence of students with disabilities. ❖ Monitor student achievement on a continual basis. ❖ Ensure students with disabilities and their families are equipped with information on post-secondary school opportunities and supports.

Enrollment				
	Actual FY 2014	Actual FY 2015	Actual FY 2016	Projected FY 2017
Students	4,771	5,158	5,164	5,391

Program Highlights

- ❖ Staffing changes reflect:
 - Addition of 5.0 teacher positions for the expansion of the WoRLD program at five additional elementary schools.
 - Addition of 1.0 teacher position for the expansion of Pre-K opportunities at the Oakland Mills neighborhood elementary schools.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted Fee 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	437.0	466.0	466.0	466.0	472.0
Support Staff	488.5	515.5	515.5	515.5	515.5
Total FTE	925.5	981.5	981.5	981.5	987.5

It is anticipated that 55.0 Paraeducators, 29.6 Teachers, 6.0 Resource Teachers, 4.0 Specialists, 2.0 Speech Pathologists, and a 1.0 Secretary will continue under federal grants.

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages	\$42,964,651	\$46,887,750	\$48,089,861	\$ 48,837,861	\$50,149,267
Contracted Services	10,331	358,225	126,230	123,230	123,230
Supplies and Materials	67,215	39,495	60,560	60,561	60,561
Other Charges	-	-	-	-	-
Equipment	-	-	-	-	-
Total Expenditures	\$43,042,197	\$47,285,470	\$48,276,651	\$ 49,021,652	\$50,333,058

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: *Strategy 1.3.1 – Expand options for earning credits, including credit for external courses, technical training and certifications, internships and externships.*
 - Rationale:
 - Developing full time career exploration in a business setting for individuals whose goal is employment in nontraditional, complex and rewarding jobs.
 - Expected Performance:
 - In partnership with the Howard County Government, The Arc of Howard County, and the Department of Rehabilitative Services, twelve HCPSS students will have participated in Project SEARCH, serving as full time interns in Howard County Government offices. Following completion of this program, employment placements will increase from 75 to 100 percent.

- ❖ Major Goal: *Goal 2: Staff*
 - Sub Goal: *Strategy 2.2.1 – Provide professional learning for staff members to enhance interpersonal and leadership skills, deepen job-specific knowledge, and grow in their professional practice.*
 - Rationale:
 - Providing professional learning on specific instructional strategies to best support students with disabilities in the least restrictive environment.
 - Expected Performance:
 - Special education teachers and special education paraeducators will have the necessary skills to support students with IEPs in accessing rigorous content standards and working toward independence both within the classroom and the community. Success toward this goal will be realized by a 15 percent reduction of hiring temporary employees.

Program Accomplishments and Results

- ❖ In partnership with the Howard County Government, The Arc of Howard County, and the Department of Rehabilitative Services, eight HCPSS students participated in Project SEARCH with six interns obtaining part-time employment following completion of this program.
- ❖ Countywide training on a revised IEP Team Report was provided to all special education staff that participate on IEP teams.
- ❖ A high percentage of students age 6–21 continue to receive special education services in the least restrictive environment.

	Total ABC	LRE A #	LRE A %	LRE B #	LRE B%	LRE C #	LRE C%
October 2012	3,749	3,255	86.8%	419	11.2%	75	2.0%
June 2013	3,551	3,078	86.7%	415	11.7%	58	1.6%
June 2014	3,670	3,210	87.5%	408	11.1%	52	1.4%
June 2015	3,995	3,443	86.2%	468	11.7%	83	2.1%

Curriculum, Instruction, and Administration

Cedar Lane

3322

Program Purpose

Provide a structured learning environment for students with significant cognitive disabilities, behavior, and medical needs that require a highly specialized, comprehensive program in a separate school setting.

Program Overview

This program supports Goal 1 of *Vision 2018: Fulfilling the Promise of Preparation* through its focus on rigorous instructional programming for students who require highly specialized programming. The Cedar Lane School provides classes for preschool and school aged students who are developmentally delayed, intellectually limited, and have multiple disabilities. Cedar Lane School believes in presuming competence of all learners, regardless of disabilities. By presuming competence of all learners, Cedar Lane School establishes norms for staff and families that promote consistent access to rigorous instruction for all students. Instruction in reading and mathematics aligns with Maryland College and Career-Ready Standards and ensures that all students meet or exceed rigorous performance and achievement standards. Specialized teaching materials and equipment are used to enhance student participation, learning, and independence.



Cedar Lane School provides a continuum of services to students so that they receive their educational services with grade level peers in the least restrictive environment.

The Cedar Lane School offers an enhanced approach for inclusive programming with an emphasis on providing students access to typical peers across programs, schools, and community settings in the least restrictive environment. All students at Cedar Lane are provided with inclusion opportunities on the Fulton Campus. We provide multiple inclusive opportunities for Cedar Lane School students in the following ways:

- Fulton Elementary students attend classes at Cedar Lane School for related arts (music and art).
- Middle and high school Cedar Lane students have access to inclusion opportunities by attending the Lime Kiln Middle School or Reservoir High School.

Cornerstone Program

The Cornerstone program is specifically designed to establish and increase functional communication for children with Autism Spectrum and related disabilities. The primary goal of this program is to teach language and communication skills. Students receive intensive 1:1 teaching to meet identified Individualized Education Program (IEP) needs. The Cornerstone program accommodates up to six students per class on an 11-month school schedule who otherwise would be served in a nonpublic setting. Eight students are currently enrolled in this program.

Program Outcomes

- ❖ Curriculum and Maryland College and Career-Ready Standards are aligned and modified to new alternative assessment for students with significant cognitive disabilities.
- ❖ Number of students in proficient and advanced range on Alternate Maryland School Assessment (Alt- MSA) is increased.
- ❖ Enrollment in Cornerstone Program is increased and students achieve IEP goals and objectives.

FY 2017 Continuing and New Program Initiatives

- ❖ Increase enrollment in Cornerstone Program.
- ❖ Increase student opportunities for inclusion on Fulton Campus.
- ❖ Modify HCPSS curriculum material aligned with Maryland College and Career-Ready Standards to address IEP goals and objectives and new alternative assessment for students with significant cognitive disabilities.
- ❖ Change model for horticulture to align with audit recommendations.

Enrollment				
	Actual FY 2014	Actual FY 2015	Actual FY 2016	Projected FY 2017
Students	102	103	105	100

Program Highlights

- ❖ This program continues the current level of service in FY 2017.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	27.7	29.7	30.7	30.7	30.7
Support Staff	43.0	45.0	45.0	45.0	45.0
Total FTE	70.7	74.7	75.7	75.7	75.7

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages	\$ 3,470,494	\$ 3,797,193	\$ 4,060,532	\$ 4,088,165	\$ 4,168,802
Contracted Services	2,778	3,127	3,000	3,000	3,000
Supplies and Materials	34,919	37,536	33,150	33,150	33,150
Other Charges	48	-	-	-	-
Equipment	-	-	-	-	-
Total Expenditures	\$ 3,508,239	\$ 3,837,856	\$ 4,096,682	\$ 4,124,315	\$ 4,204,952

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: *Strategy 1.2.3 – Incorporate inclusive practices and presumed competence of students with disabilities.*
 - Rationale:
 - Inclusion provides Cedar Lane students the opportunity to work on learning behaviors, social skills and grade level academics next to their peers.
 - Expected Performance:
 - Fulton campus will increase inclusion opportunities for Cedar Lane students from 90 to 100 percent.

Program Accomplishments and Results

- ❖ Cornerstone classroom currently serves eight students; enrollment is projected to increase to 10 students for the 2016–2017 school year.
- ❖ Thirty-seven students (Grades 3–8 and 10) took the Alternative MSA for the 2014–2015 school year. In Reading 94 percent scored Advanced/Proficient and in Math 86 percent scored Advanced/Proficient.
- ❖ Ninety percent of the students participated in inclusion opportunities on the Fulton Campus.

Curriculum, Instruction, and Administration

Bridges

3323

Program Purpose

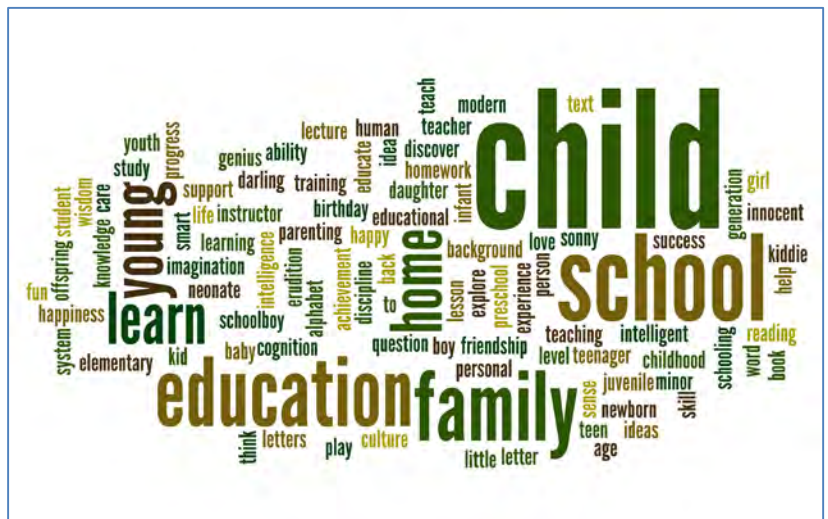
Provide special education instruction and therapeutic mental health services for up to 60 Howard County students with emotional disabilities and other behavior related disabilities who are in need of a more restrictive middle or high school setting.

Program Overview

The Bridges program supports Goal 1 of *Vision for 2018: Fulfilling the Promise of Preparation* by meeting the educational, social/emotional, and mental health needs of students who require a restrictive placement as determined by their Individualized Education Program (IEP). The program also provides extended school year services to those students who require such services as determined by the IEP.

The Bridges Program also provides services to meet the educational and social/emotional needs of suspended or expelled students with IEPs as an interim alternative educational setting and for students in emotional crisis referred through the threat management process.

The Bridges Program at Homewood Center is designed to provide a safe, nurturing, and academically challenging learning environment for students with emotional disabilities and other behavior related disabilities. Bridges supports Outcome 1.7: Schools support the social and emotional safety and well-being of all students. Staff design instruction to provide opportunities for students to discover and build on their personal strengths and interests while providing appropriate instruction on social and emotional safety and well-being, respect for peers, and empathy.



Program Outcomes

- ❖ All high school students meet the graduation requirements to earn a Maryland High School Diploma.
- ❖ All students will appropriately manage their social/emotional/mental health needs to ensure progress on their educational goals.
- ❖ Partnerships are formed with community organizations to enhance and supplement services that support the well-being of the students and families.
- ❖ Academic support and therapeutic intervention enable students to return to a less restrictive environment.

FY 2017 Continuing and New Program Initiatives

- ❖ Implement Maryland College and Career-Ready Standards in a setting that fosters both the academic and the social/emotional/mental health growth of each student.
- ❖ Implement required services as designated on student IEPs.
- ❖ Collaborate with Applications and Research Laboratory staff to provide access to central Career Academies programs at the ARL.

Enrollment

	Actual FY 2014	Actual FY 2015	Actual FY 2016	Projected FY 2017
Students	48	57	58	58

Program Highlights

- ❖ This program continues the current level of service in FY 2017.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	15.0	16.0	16.0	16.0	16.0
Support Staff	4.0	5.0	5.0	5.0	5.0
Total FTE	19.0	21.0	21.0	21.0	21.0

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages	\$ 1,110,031	\$ 1,235,962	\$ 1,290,576	\$ 1,364,839	\$ 1,398,600
Contracted Services	-	-	-	-	-
Supplies and Materials	1,259	1,164	3,100	3,100	3,100
Other Charges	-	-	-	-	-
Equipment	-	-	-	-	-
Total Expenditures	\$ 1,111,290	\$ 1,237,126	\$ 1,293,676	\$ 1,367,939	\$ 1,401,700

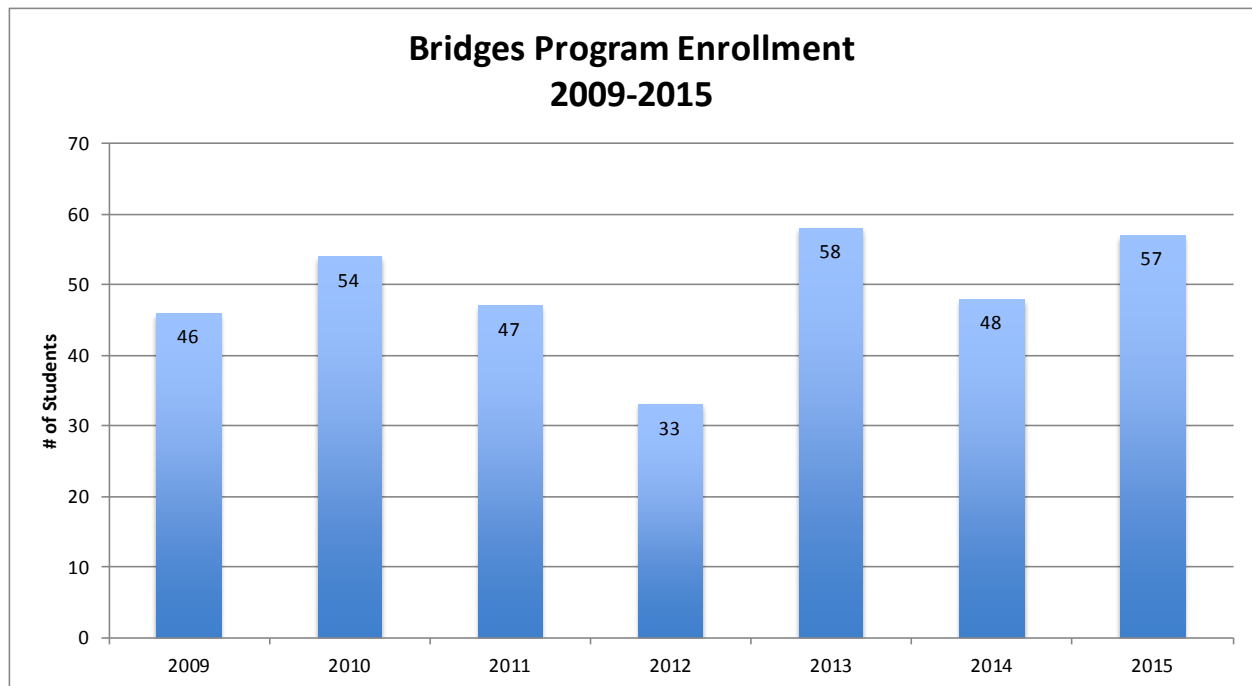
Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: *Strategy 1.7.3 – Provide developmentally appropriate instruction on social and emotional safety and well-being, respect for peers, empathy, and personal strengths.*
 - Rationale:
 - Direct instruction in social, emotional and behavioral skills based in student strengths will increase student availability and access to curriculum demands.
 - Providing this instruction in an intensive, supportive, and structured learning environment allows students to generalize their new social, emotional, and behavioral skills in the classroom.
 - Expected Performance:
 - Given an intensive, therapeutic learning environment, the graduation/promotion rate of students attending the Bridges Program will increase from 74 percent to 90 percent in the 2016–2017 school year.

Program Accomplishments and Results

- ❖ Strategy 1.7.3 – Provide developmentally appropriate instruction on social and emotional safety and well-being, respect for peers, empathy, and personal strengths.
 - Result:
 - The graduation/promotion rate of students attending the Bridges Program was 82 percent.



Curriculum, Instruction, and Administration

Regional Early Childhood Centers

3324

Program Purpose

Provide early childhood special education services to promote school readiness of infants, toddlers and preschoolers through excellence in early education and partnerships with families, and community members.

Program Overview

This program supports Goal 1 of the *Vision 2018: Fulfilling the Promise of Preparation* by ensuring that infants, toddlers and preschoolers with disabilities approach, meet, or exceed Maryland College and Career-Ready Standards for Prekindergarten. In partnership with the Office of Early Childhood Programs and community-based early childhood stakeholders, this office promotes school readiness through access for all young children with authentic learning experiences, inclusive practices and presumed competence of students with and without disabilities, appropriate use of technology for teaching and learning, and measurement of student progress that accounts for growth and informs instruction.



This program supports Goal 3 of the *Vision 2018: Fulfilling the Promise of Preparation*, through its focus on helping family members and community partners learn techniques that facilitate children's development and assisting families in accessing additional community supports.

The Regional Early Childhood Centers serve children from birth to five years of age as mandated by federal regulations. Infants and Toddlers (birth to 4 years of age) receive continuous year round services in natural environments (home and community). Preschoolers receive instruction in classes and community programs along with typical peers.

The Regional Early Childhood Centers:

- Ensure that each child approaches, meets, or exceeds common core standards in the areas of personal and social development, literacy and language, mathematical thinking, social studies, the arts, scientific thinking, and physical development and health.
- Help parents and community partners learn techniques that facilitate development.

Performance Manager: Anne Hickey
Special Education

Regional Early Childhood Centers – 3324

- Provide year-round services to infants and toddlers and extended school year services for preschool age children.
- Complete assessment procedures for eligibility, instructional planning, reevaluation, and program effectiveness.

Related services are also provided by Speech, Language and Hearing Services (3325) and Countywide Services (3320).

This budget also provides funds for young children who require services in community-based preschools and children who benefit from intensive behavioral intervention and Applied Behavioral Analysis (ABA) during school year and extended school year services.

Program Outcomes

- ❖ An increased ability for children to have positive social relationships, acquire and use knowledge and skills, and take appropriate action to meet their needs.
- ❖ High quality teaching experiences for children with and without disabilities that focus on meeting rigorous early learning standards in the least restrictive environment.

FY 2017 Continuing and New Program Initiatives

- ❖ Provide early intervention and early childhood assessment, special instruction, family support, and Individual Family Service Plan/Individualized Education Program implementation.
- ❖ Provide instructional support including professional development, new teacher support, and curriculum development.
- ❖ Promote public awareness and Child Find activities.
- ❖ Participate in interagency projects/committees related to federal and state early childhood initiatives.

Enrollment

	Actual FY 2014	Actual FY 2015	Actual FY 2016	Projected FY 2017
Early Beginnings (Birth-5)	741	743	821	926
MINC First Learner (Toddler)	51	56	61	64
Prekindergarten (ages 3-5)*	423	437	474	505**
MINC Preschool	136	144	151	158
Extended school year	715	748	760	807

*These numbers include students with disabilities in Pre-K classrooms represented in Early Childhood Programs (1301).

**Includes 90 community-based students and full day Pre-K students with IEPs.

Program Highlights

- ❖ Staffing changes reflect the addition of 4.0 Teacher positions and 3.0 RECC support staff positions based on projected enrollment.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	109.0	79.5	79.5	83.5	83.5
Support Staff	131.5	89.5	89.5	92.5	92.5
Total FTE	240.5	169.0	169.0	176.0	176.0

It is anticipated that 2.3 Teachers, 1.0 Facilitator, 2.8 Speech Pathologists, 9.0 Paraeducators, 1.5 Occupational Therapists, 0.5 Secretary, and 0.8 Clerk will continue under federal grants.

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages	\$11,060,606	\$ 8,806,759	\$ 8,894,337	\$ 9,529,760	\$ 9,706,545
Contracted Services	311,231	465,650	242,150	242,150	242,150
Supplies and Materials	43,830	81,870	44,390	46,640	46,640
Other Charges	46,229	55,048	59,800	59,880	59,880
Equipment	-	-	-	-	-
Total Expenditures	\$11,461,896	\$ 9,409,327	\$ 9,240,677	\$ 9,878,430	\$10,055,215

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: *Strategy 1.2.3 – Incorporate inclusive practices and presumed competence of students with disabilities.*
 - Rationale:
 - Promote access to appropriate, rigorous instruction in learning environments alongside typically-developing peers to increase school readiness.
 - Expected Performance:
 - Greater than ninety-one percent of 3, 4, and 5 year old students with disabilities will receive the majority of their specialized instruction in early childhood settings.

- ❖ Major Goal: *Goal 3: Families and the Community*
 - Sub Goal: *Strategy 3.1.5 – Develop intentional strategies to involve parents in decisions regarding their child's HCPSS experience.*
 - Rationale:
 - Current evidence-based practice in early intervention indicates that a comprehensive family-center routine-based service delivery model promotes learning and development.
 - Expected Gain:
 - Child outcome data will indicate that HCPSS meets or exceeds the state target in 2 of 3 outcome areas.

Program Accomplishments and Results

- ❖ FY 2015 data indicated that 91 percent of 3, 4, and 5 year olds with disabilities received the majority of special education and related services in the least restrictive environment exceeding the state average of 53 percent.
- ❖ One hundred forty Early Childhood Special Education staff members completed training on Preschool Child Outcome Summary and all participants passed the MSDE required competency evaluation.
- ❖ Ninety-four and a half percent of families surveyed indicated that early intervention services had helped them to further their child's development and learning.

Curriculum, Instruction, and Administration

Speech, Language, and Hearing Services

3325

Program Purpose

Provide supports that allow students to become successful listeners and speakers and to effectively communicate in classroom, social, community, and vocational settings.

Program Overview

This program supports the school system's goals by:

- Presuming competence of all learners, regardless of disability.
- Accessing rigorous, grade level instruction.
- Collaborating with general education partners to ensure instruction related to Maryland College and Career-Ready Standards.
- Promoting positive parent relationships through a common understanding about educational expectations, Individualized Education Program goals, accommodations, and modifications.
- Providing a continuum of services in order to ensure educational services in the least restrictive environment.

This program provides a continuum of special education instruction and services ages birth through 21 to children/students with disabilities. Services are provided in the home, community settings, home school, or regional programs so that all children birth to three years with Individualized Family Support Plans (IFSPs) and all students with Individualized Education Plan (IEPs) meet the school system goals and targets. The program is responsible for providing specially designed instructional and related services to students with disabilities as directed by the Individuals with Disabilities Education Act.



Speech-Language Pathology Services

Speech-Language Pathology Services are provided in all county schools to help children become effective communicators in academic, social, community, and work settings. Students served equals 3,600.

The speech-language pathologist is committed to the following:

- Establishing eligibility, identifying strengths and needs, and documenting student progress by using standardized and informal assessment measures.
- Teaching students effective speech production skills in the areas of articulation voice, and fluency.
- Teaching students strategies utilizing curriculum-based materials to improve language skills, e.g., comprehension, problem-solving.
- Providing training to students and staff in the use of specialized technology to develop and augment communication skills.
- Providing speech services to children with educational disabilities who attend a private school in Howard County or are home-schooled through implementation of a service plan.

Program for Students Who are Deaf or Hard of Hearing

Teachers in the Program for Students Who are Deaf or Hard of Hearing provide individualized assessment as well as specialized instructional support in the least restrictive environment. The teachers of the deaf and hard of hearing are fluent in sign language and facilitate communication needs of students with hearing loss and provide assistance with the use of amplification devices. Thirty-five students served.

Educational Interpreters

Educational interpreters provide sign language support as prescribed by the IEP to help the student access the curriculum. The interpreter facilitates communication for deaf students with teachers, staff, and peers within the educational setting. Twelve students served.

Other services provided through this budget include:

- **Sign Language Interpreter Services** by qualified free-lancers and agencies to deaf consumers for events sponsored by the school system such as plays, graduations, parent conferences, sporting events. This service meets requirements of the Americans with Disabilities Act (ADA).
- **World Language Interpreter Services** to parents of English Language Learners who have Individualized Education Programs.

Program Outcomes

- ❖ School-based instructional and related services to provide instruction in and access to the Maryland College and Career-Ready Standards in the least restrictive environment.
- ❖ Home and community setting services to provide support for children and families on the birth-four continuum.
- ❖ Use of technology to maximize the development and augmentation of communication skills.
- ❖ Sign language interpreter services for deaf consumers and world language interpreter services to parents of English Language Learners.
- ❖ Educational interpreter services to students with significant hearing loss.
- ❖ Provision of services in inclusive educational environments.

FY 2017 Continuing and New Program Initiatives

- ❖ Systemwide use of iPads by speech-language pathologists in collaboration with special educators to improve instruction and access to the Maryland College and Career-Ready Standards.
- ❖ Focused training on specific intervention techniques for speech-language pathologists.
- ❖ Use of iPads by educational interpreters and teacher of the deaf and hard of hearing for immediate access to specific signs needed by students as well as vocabulary and language development.
- ❖ Partnership with the Speech-Language Pathologists of HCPSS, the Loyola Speech and Hearing Program, and the Columbia Center for Theatrical Arts to provide social skill development for students with communication disabilities through the dramatic arts.
- ❖ Use of the new electronic log system for related service providers to accurately collect and report data on IEP goals and objectives for the purposes of program planning, compliance, and Medical Assistance billing.

Enrollment				
	Actual FY 2014	Actual FY 2015	Estimated FY 2016	Projected FY 2017
Students	3,607	3,647	3,711	3,711

Program Highlights

- ❖ Staffing changes reflect the addition of 1.0 Speech Language Pathologist position.
- ❖ Contracted Services increase to cover unfilled positions for employee leave with contracted labor. This funding is only used when the program experiences unexpected employee leave; therefore, the increase in Contracted Services is shown for comparability to prior year actual expenditures and is offset by an equivalent reduction in Salaries and Wages.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	111.6	115.7	115.7	116.7	116.7
Support Staff	2.0	2.0	2.0	2.0	2.0
Total FTE	113.6	117.7	117.7	118.7	118.7

It is anticipated that a 1.0 Teacher will continue under a federal grant.

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages	\$ 8,543,664	\$ 8,833,329	\$ 9,316,087	\$ 9,274,078	\$ 9,461,975
Contracted Services	522,480	539,388	54,060	455,310	455,310
Supplies and Materials	91,924	23,952	34,060	34,260	34,260
Other Charges	29,431	26,261	28,000	28,000	28,000
Equipment	-	-	-	-	-
Total Expenditures	\$ 9,187,499	\$ 9,422,930	\$ 9,432,207	\$ 9,791,648	\$ 9,979,545

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: *Strategy: 1.2.3 – Incorporate inclusive practices and presumed competence of students with disabilities.*
 - Rationale:
 - Create opportunities for students with disabilities to participate with typical peers in a performing arts-based social skills program.
 - Develop relationships among students that will generalize throughout the school environment.
 - Expected Performance:
 - In partnership with Loyola University Speech and Hearing Program and Columbia Center for the Performing Arts, The Broadway Kids program has provided over 50 students in 3 HCPSS schools the opportunity to participate in a theatrical production that encourages communication and social interactions among all members. Following completion of this program, students have demonstrated improved interaction skills and generalization of at least two pragmatic skills specific to that student's IEP.

❖ Major Goal: *Goal 2: Staff*

- Sub Goal: *Strategy: 2.2.4 – Continue to enhance professional growth through professional learning communities.*
- Rationale:
 - Create Learning Strands for Speech Language Pathologists (SLPs) that provide focused training on assistive technology, augmentative communication, PROMPT program, social skills, and articulation evidence-based interventions.
- Expected Performance:
 - Learning Strands support the professional development and deeper understanding of specific intervention strategies that will provide better outcomes for our students as measured by Full Attainment of Student Learning Objectives for 90 percent Speech Language Pathologists.

❖ Major Goal: *Goal 4: Organization*

- Sub Goal: *Strategy: 4.4.4 – Integrate technology resources to eliminate redundancy and improve efficiency.*
- Rationale:
 - Provide SLPs with an electronic log system that will improve efficiency of data reporting for Medical Assistance.
 - Provide SLPs with a refined electronic means to share information about student progress through Tienet.
- Expected Performance:
 - Electronic logs will provide increased billing opportunities, decreased billing errors, and increased revenue by 20 percent over the paper billing procedures.

Program Accomplishments and Results

- ❖ All educational interpreters have iPads and have been using them in their work with students as another means or provide to access to students who are deaf or hard of hearing in the classroom setting. Examples of how iPads are being used with this population include understanding of new, specific signs, and creating visual opportunities to understand curriculum vocabulary.

Curriculum, Instruction, and Administration

Special Education Summer Services

3326

Program Purpose

Provide required special education summer school services tailored to meet the unique needs of students with Individualized Education Programs (IEP).

Program Overview

This program supports Goal 1 of *Vision 2018: Fulfilling the Promise of Preparation* through its focus on rigorous instructional programming for students who have disabilities and require services to be provided as indicated by the Individualized Education Program (IEP). Summer services are available to students when IEPs require extended school year services (ESY). Instruction is based upon selected goals and objectives in each student's IEP. A continuum of ESY services is provided to students in the least restrictive environment. Each ESY program meets the needs of a specific student's goal(s) and objective(s).

**ESY Service Options**

- SOAR (Social Opportunities and Relationships) is for rising 1st–9th graders that have social deficits in the areas of interactions and communication skills. SOAR is a program that consists of students, who have Autism, Asperger Syndrome and other related disabilities. Nondisabled students are recommended as peer mentors by HCPSS staff to serve as role models.
- Academic Intervention is provided to rising 1st–9th graders. Academic intervention is provided in the student's home school with access to the general education setting and nondisabled students. Academic, behavioral, and social needs are met in the ESY Academic Intervention program.
- Academic Emotional Disability (ED) Regional ESY program is provided to students who are served in the ED Regional program during the school year. Behavioral and academic supports are provided to students in this ESY program.
- Cedar Lane ESY program is for students that attend Cedar Lane School during the school year. Non-disabled students volunteer with this ESY program.
- Academic Life Skills (ALS) Regional ESY Program is provided to students who are served in the ALS Regional program during the school year. Behavioral and academic supports are provided to students during this ESY program.
- Elementary Primary Learner (EPL) ESY program is for students that currently attends EPL during the school year. Non-disabled students volunteer with this ESY program.

Performance Manager: Elizabeth Augustin
Special Education

Special Education
Summer Services – 3326

- Academic High School ESY is provided to rising 10th–12th graders. Academic and behavioral supports are provided to students in this ESY program. Non-disabled students volunteer with this ESY program.
- Work Experience is provided to rising 11th or 12th graders that have ESY goal(s) related to independent work skills. Students ESY experience is located at a worksite.

These options are available to students that qualify for ESY services; and can be modified and customized to meet individual needs based on a student's IEP.

Program Outcomes

- ❖ Provide clear guidelines for IEP teams when making ESY qualification determinations.
- ❖ Increased parent communication during ESY programs.

FY 2017 Continuing and New Program Initiatives

- ❖ Provide ESY programs that will meet the needs of students who qualify for ESY services.
- ❖ Increase parent communication before and during ESY services.
- ❖ Increase the number of HCPSS staff that provide ESY program services.

Enrollment

	Actual FY 2014	Actual FY 2015	Estimated FY 2016	Projected FY 2017
Students	1,097	1,050	1,050	1,050

Program Highlights

- ❖ This program continues the current level of service in FY 2017.



Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	-	-	-	-	-
Support Staff	-	-	-	-	-
Total FTE	-	-	-	-	-

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages*	\$ 586,202	\$ 530,558	\$ 641,635	\$ 643,235	\$ 643,235
Contracted Services	-	1,200	2,000	-	-
Supplies and Materials	7,669	6,551	6,550	6,550	6,550
Other Charges	1,136	1,225	1,000	1,500	1,500
Equipment	-	-	-	-	-
Total Expenditures	\$ 595,007	\$ 539,534	\$ 651,185	\$ 651,285	\$ 651,285

*This program includes wages for temporary help and summer pay.

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 2: Staff*
 - Sub Goal: *Strategy 2.2.1 - Provide professional learning for staff members to enhance interpersonal and leadership skills, deepen job- specific knowledge, and grow in their professional practice.*
 - Rationale:
 - Providing professional learning to special education teachers and related service providers on eligibility criteria for ESY will enhance the ESY discussion during the IEP meeting.
 - Creating resources on Canvas to support ESY discussion will provide professional learning to special education staff.
 - Expected Performance:
 - IEP teams will more accurately identify when a student meets the criteria for ESY services.
 - IEP meetings will be held in the fall for all students identified for ESY services but did not attend to determine if regression occurred. The number of students that did not experience regression will be collected as baseline data. The goal is to reduce the number of meetings in which no regression is noted since this indicates that ESY services were recommended but not needed.

Program Accomplishments and Results

- ❖ Survey feedback:
 - Parents – 90 percent were satisfied with ESY program.
 - “My child looked forward to going to school. This is very helpful during the summer.”
 - “Educator/ specialists were consistent from previous school year. Communication folder.”
 - “My child better understands math concept. Every week I receive a report about what my child learned and worked on.”
 - Staff – 94 percent enjoyed this experience and would encourage others to work in the program.
 - “Small class sizes and good teachers. Administrators were very helpful and did a wonderful job of keeping everything running smoothly.”
 - “The teachers were flexible in order to meet the needs of very diverse students.”
 - “The general education teachers were very receptive to the needs and suggestions made by the ESY teachers.”
 - Students – attendance 94 percent
 - “I learned what I needed to learn to succeed.”
 - “Being the SOAR Superstar and having half days.”
 - “I like the most of my Summer Program is that working with the teachers to help me on the goals that I need.”

Curriculum, Instruction, and Administration

Nonpublic and Community Intervention

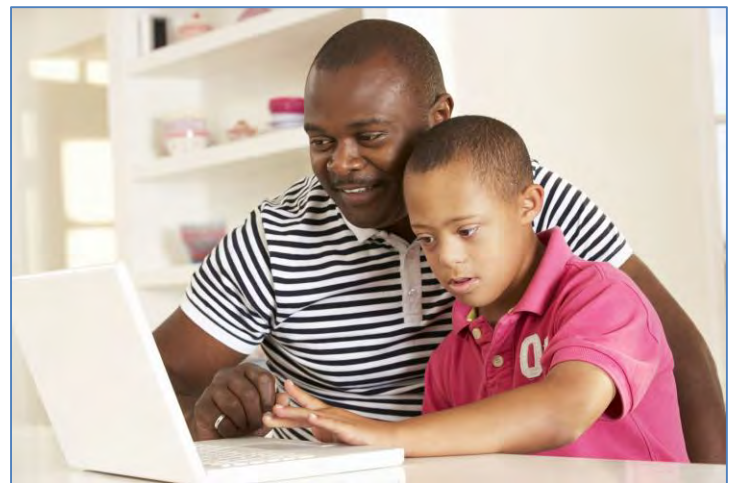
3328

Program Purpose

This program provides special education instruction, community intervention services, and supports for students, preschool through age 21, in nonpublic educational settings and the community. It also reinforces procedural safeguards and compliance with regulations as they pertain to students with disabilities as required by IDEA and COMAR.

Program Overview

This program supports Goal 1 of *Vision 2018: Fulfilling the Promise of Preparation* through its focus on providing academic excellence in an inspiring, engaging, and supportive learning environment for students with disabilities. Nonpublic Services and Special Education Compliance is responsible for providing a free appropriate public education, as required under the Individuals with Disabilities Act (IDEA), in nonpublic school placements for students with disabilities when appropriate services are not available within the Howard County Public School System's continuum of services. Nonpublic schools are approved by the Maryland State



Department of Education (MSDE) and may be located in or out of state. Continuous monitoring and onsite reviews of the education program of each student attending a nonpublic school or State operated facility (Maryland School for the Deaf, Maryland School for the Blind, and the Regional Institutes for Children and Adolescents) ensure the provision of a free appropriate public education that will inspire students to learn, empower them to excel, and promote college and career readiness. This office also provides supplemental in-home intervention services for preschool students at risk of entering nonpublic schools, allowing the students to remain in a HCPSS school and receive their educational services in the least restrictive environment.

Additionally, this budget oversees the implementation of parents' procedural safeguards including mediations, resolution sessions, and due process hearings when Individualized Education Program (IEP) teams and parents reach impasse regarding services for a child as required under the IDEA.

Program Outcomes

- ❖ Students with disabilities, preschool through age 21, attending MSDE approved nonpublic schools and State operated programs (Maryland School for the Deaf, Maryland School for the Blind, and the Regional Institutes for Children and Adolescents) are monitored to ensure implementation of their Individualized Education Programs (IEPs) and the provision of rigorous specialized instruction related to Maryland College and Career-Ready Standards.
- ❖ Students who are at risk of entering nonpublic institutions are supported.
- ❖ Students transition from nonpublic institutions to lesser restrictive environments with necessary supports for success.
- ❖ Procedural safeguards and compliance with regulations as they pertain to students with disabilities are implemented.
- ❖ Parental rights under IDEA and COMAR are provided including mediations, resolution sessions, and due process hearings.

FY 2017 Continuing and New Program Initiatives

- ❖ Provide nonpublic placements for students when IEPs cannot be implemented in public school settings. In addition to MSDE approved nonpublic schools, placements include Maryland School for the Deaf, Maryland School for the Blind, and the Regional Institutes for Children and Adolescents (RICA). Funds include the repair of technology devices of students in nonpublic schools.
- ❖ Fund out-of-county tuition for children of Howard County residents (students with IEPs) living in a different county (placed by an agency) and attending public school in that Local School System (LSS).
- ❖ Provide on-site monitoring of students in nonpublic and State operated facilities.
- ❖ Fund materials and contracted support staff and services for students including fees to attend IEP team meetings (includes social worker, tutor, psychologist, autism consultant, Applied Behavior Analysis (ABA) therapist, and psychiatric consultation) in order to support students returning to public school and to prevent students from entering nonpublic schools.

Enrollment

	Actual FY 2014	Actual FY 2015	Estimated FY 2016	Projected FY 2017
Students	181	192	193	192

Program Highlights

- ❖ Transfers increase due to the rising number of nonpublic placements and an estimated tuition increase of one and a half percent.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	1.0	1.0	1.0	1.0	1.0
Support Staff	-	-	-	-	-
Total FTE	1.0	1.0	1.0	1.0	1.0

Operating Budget						
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017	
Salaries and Wages	\$ 64,521	\$ 67,501	\$ 69,837	\$ 72,425	\$ 73,874	
Contracted Services	126,024	184,552	179,400	179,400	179,400	
Supplies and Materials	8,344	5,007	11,000	11,000	11,000	
Other Charges	6,774	4,496	5,400	5,400	5,400	
Transfers	6,584,255	6,902,948	6,911,000	7,297,600	7,297,600	
Total Expenditures	\$ 6,789,918	\$ 7,164,504	\$ 7,176,637	\$ 7,565,825	\$ 7,567,274	

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: Strategy 1.5.1 – *Continuously monitor individual student achievement and personalize instruction to provide the appropriate level of challenge.*
 - Rationale:
 - Close monitoring of IEP implementation and student progress to ensure the provision of specialized instruction and academic rigor to each student placed by HCPSS in a nonpublic school.
 - Expected Performance:
 - Increase the number of students transitioning back to a less restrictive environment in HCPSS public school programs from six to ten by the beginning of the 2016–2017 school year.

Program Accomplishments and Results

- ❖ The Cornerstone Program at Cedar Lane expanded to include intermediate students, diverting potential nonpublic placements.
 - Results for students attending nonpublic schools during the 2014–2015 school year:
 - One student returned to a public school program during the 2014–2015 school year.
 - Five students returned to public school programs at the start of the 2015–2016 school year.
 - Sixteen students graduated (12 with a Maryland High School Diploma; 4 with a Maryland Certificate of Completion).

Curriculum, Instruction, and Administration

Special Education – Central Office

3330

Program Purpose

The Special Education – Central Office program administers programs and services and provides a continuum of services that meets the needs of students with disabilities.

Program Overview

This program supports *Vision 2018: Fulfilling the Promise of Preparation* goals:

Goal 1 – Students – Every student achieves academic excellence in an inspiring, engaging, and supportive environment.

Goal 2 – Staff – Every staff member is engaged, supported, and successful.

Goal 3 – Families and the Community – Families and the community are engaged and supported as partners in education.

Goal 4 – Organization – Schools are supported by world-class organizational practices.



This program supervises all Howard County Special Education services and programs. The central office ensures compliance with laws and regulations related to students with disabilities. The office evaluates special education services and conducts training for special and general educators, related service providers, parents, and community members.

This program also develops, maintains and oversees all categories of the special education budget, develops curriculum for students eligible to participate in the Alternate Maryland School Assessment, observes teachers, provides instructional assistance and behavioral management strategies to staff, and stays current with research and best practices. This program encourages parents to be partners in the education of their children.

In accordance with the school system's goals, this office specifically works to:

- Ensure that students with disabilities meet or exceed rigorous performance and achievement standards aligned with core standards.
- Accelerate the achievement of students with disabilities to eliminate performance gaps.
- Ensure that diversity and commonality are valued for each and every child enrolled in the Howard County Public School System.

Professional learning about procedural safeguards, behavior management, acceleration of achievement, strategies for making curricular adaptations, modifications, and accommodations are provided by this program. The program maintains a continuum of services for students with disabilities under requirements for the least restrictive environment and the provision of inclusive educational programs.

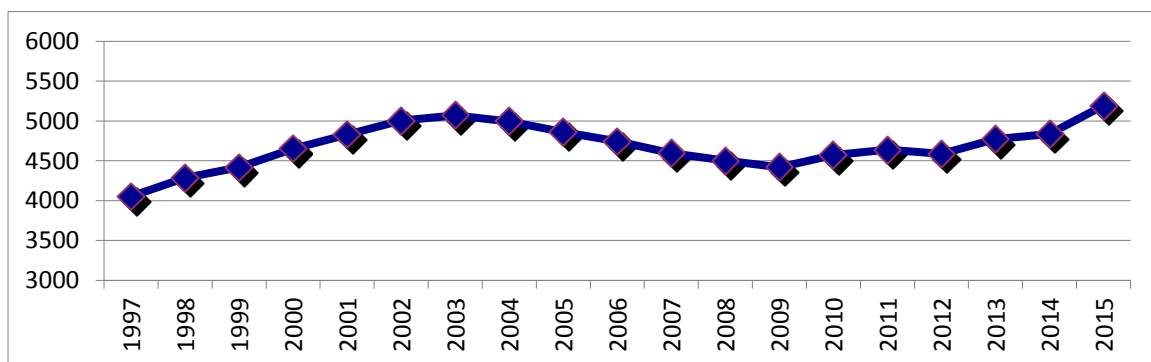
Program Outcomes

- ❖ Students with disabilities meet or exceed Howard County Public School System and state achievement and compliance targets.
- ❖ Students with disabilities receive their education in the least restrictive environment (LRE A, B, C).
- ❖ Parent partnerships are formed and nurtured in order to support families.

FY 2017 Continuing and New Program Initiatives

- ❖ Presuming competence of all students with disabilities as a premise and students having access to a wide variety of programs and services offered in the HCPSS.
- ❖ Ensure the instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career-ready standards.
- ❖ Ensure students have equitable access to a rigorous instructional program.
- ❖ Provide students with disabilities access to varied technology that supports academic achievement and access to the general education curriculum.
- ❖ Leverage technology so that students have access to learning experiences that meet their needs and interests.

The chart below indicates special education enrollment over the last 19 years.



Program Highlights

- ❖ This program continues the current level of service in FY 2017.

Staffing					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Professional	7.0	7.0	7.0	7.0	7.0
Support Staff	2.0	2.0	2.0	2.0	2.0
Total FTE	9.0	9.0	9.0	9.0	9.0

It is anticipated that 5.0 Facilitators, 2.0 Administrative Assistant, 1.0 Accountant, and 4.0 Secretary positions will continue under federal grants.

Operating Budget					
	Actual FY 2014	Actual FY 2015	Budgeted FY 2016	Superintendent Proposed FY 2017	Board Requested FY 2017
Salaries and Wages	\$ 974,984	\$ 1,051,438	\$ 1,065,148	\$ 1,021,535	\$ 1,039,106
Contracted Services	288,160	16,000	12,000	6,000	6,000
Supplies and Materials	24,996	9,127	8,460	9,460	9,460
Other Charges	23,306	25,080	20,110	25,110	25,110
Equipment	-	-	-	-	-
Total Expenditures	\$ 1,311,446	\$ 1,101,645	\$ 1,105,718	\$ 1,062,105	\$ 1,079,676

Performance Measures/Accomplishments

Program Goals

- ❖ Major Goal: *Goal 1: Students*
 - Sub Goal: *Strategy 1.2.3 – Incorporate inclusive practices and presumed competence of students with disabilities.*
 - Rationale:
 - Students with disabilities receive the necessary supports allowing them to access rigorous content standards in the least restrictive environment.
 - Expected Performance:
 - Students with disabilities will receive support from special education teachers and paraprofessionals enabling them to access their educational program in the least restrictive environment (LRE A, B and C). Success toward this goal will be realized by a 5 percent decrease in students receiving their services in a setting more restrictive than LRE A, B or C.
- ❖ Major Goal: *Goal 3: Families and the Community*
 - Sub Goal: *Strategy 3.2.1 – Develop and leverage partnerships to meet strategic goals.*
 - Rationale:
 - Parent partnerships are formed (Special Education Community Advisory Committee, Arc of Howard County, Autism Society) and nurtured on behalf of students with disabilities.
 - Expected Performance:
 - The participation/membership of parents of students with disabilities in the Special Education Community Advisory Committee will increase by 10 percent from last year's participation.

Program Accomplishments and Results

- ❖ Students with disabilities meet or exceed Howard County Public School System and state achievement and compliance targets.
- ❖ Students with disabilities receive their education in the least restrictive environment (LRE A, B, C).
- ❖ Parent partnerships are formed (Special Education Community Advisory Committee, Arc of Howard County, County, Autism Society) and nurtured on behalf of students with disabilities.