SPECIAL EDUCATION STAFFING PLAN FY 2025

The Howard County Public School System (HCPSS) is currently developing a multi-year strategic plan. In the Superintendent's 90-day plan (Appendix 1), 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 (Appendix 2) 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. For reference, see the official system graphic (Appendix 3) in use during this period of engaging all stakeholders in various strategic planning processes.

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.

Following a comprehensive review of the special education services in HCPSS, the DSE will be identifying key focus areas (e.g., IEP Compliance, including Specially Designed Instruction, Continuum of Services, Family Engagement) with measurable goals and outcomes as part of division/department plan. This work is expected to begin in the 2024-25 school year.

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SPECIAL EDUCATION STAFFING PLAN FY 2025

Assurance

The Howard County Public School System (HCPSS) 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 4). 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 FY25 operating budget for special education was adopted on May 23, 2024. 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 2023 to June 2024 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 5). Specific discussions pertaining to the budget were held in November 2023 and January 2024 (Appendix 6). Staff from the Department of Special Education frequently included the Executive Director of Special Education, Director of Special Education, Coordinator for Early Intervention Services, 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 the AUSOM was given in February 2024 and from SECAC in February 2024 (Appendix 7). 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) were also discussed. In previous years, discussion about efforts to expand the continuum of services, behavioral supports, and instructional intervention in reading were a focus. 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. 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.

The FY25 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 2025 budgeted expenditures exceed FY 2023 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 2025 Approved Operating Budget Special Education summary pages and program pages are attached (Appendix 8).

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
SFY23, Ages 3–21, Actual Expenditures	$141,133,635	$21,861	$219,351,917	$33,976
SFY25, Ages 3–21, Budgeted Expenditures	$168,829,602	$23,992	$260,286,901	$36,988

- ## Staffing Patterns of Service Providers

  ### Special Education in System-Wide Plans

  The HCPSS is currently developing a multi-year strategic plan. The plan will include a focus on learners receiving early intervention and special education services. The planning process embeds opportunities for families to provide input to be sure the plan addresses IFSPs and IEPs. The Superintendent's 90-day plan is the guiding document to uplift the system priorities until the strategic plan comes forth. Connections to the services and support needed to serve students with disabilities can be made throughout this document. The DSE must also align key areas of focus with MSDE imperatives for Early Childhood, Access, Equity, and Progress and Secondary Transition issued by the Division of 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 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 7086 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% (4593 students), inside the regular education classroom for 40-79% of the time 17.1% (1063 students), and inside the regular education classroom for less than 40% of the time was 2.2% (140 students). 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 PreK.

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)

INFANTS AND TODDLERS	Location Services Provided	FTE	Per
Teacher/Service Provider	In natural environments such as a child's home, childcare settings, and community.	1.0	Per 22-25 families.
Paraeducator		1.0	Per regional cluster
EARLY CHILDHOOD	At select elementary schools across the county.		
PRESCHOOL (4 x ½ days a week)		**FTE**	**Per**
Teacher		0.5	Per 9 Children with IEPs and typically developing peers
Paraeducator		0.5	
PRE-K (5 x ½ days a week, typically co-taught)		**FTE**	**Per**
Teacher		0.5	Per 1 - 7 children with IEPs and income eligible children
PRE-K (Full Day)		**FTE**	**Per**
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)		**FTE**	**PER**
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

MULTIPLE INTENSE NEEDS CLASSROOM (MINC)			
MINC – PS (Preschool 4 x ½ days a week)	At select elementary schools across the county. Some services are provided at home as appropriate.	**FTE**	**Per**
Teacher		0.5	Per 5 Children with IEPs and 5 typically developing peers (additional temporary employees as determined necessary)
Paraeducator		0.5	
Student Assistant		0.5	
MINC – PK (PRE-K) & MINC-PK (Blueprint co-taught)		**FTE**	**Per**
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		**FTE**	**Per**
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		**FTE**	**Per**
Teacher		1.0	Per 6 children with IEPs (additional temporary employees as determined necessary)
Paraeducator		1.0	
Student Assistant		1.0	
PALS	Services are provided in a community setting.	**FTE**	**Per**
Teacher		1.0	Per 10-18 children with IEPs served in community settings (Contracted support as needed)
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	Per 6-8 students. One additional teacher and/or paraeducator for more than 8 students will be considered.
Paraeducator	2.0	
Crisis Position	1.0	
MIDDLE SCHOOL REGIONAL EMOTIONAL DISABILITIES (ED)	**FTE**	**Students**
Teacher	1.0	Per 6–8 students per grade. One additional teacher and/or paraeducator for more than 8 students will be considered.
Paraeducator	1.0	
Crisis Position	1.0	
REGIONAL HEARING IMPAIRED	**FTE**	
Teacher	1.0	Per 4-6 students
PRIMARY LEARNER PROGRAM (ELEMENTARY SCHOOLS)	**FTE**	**Students**
Teacher	1.0	Per 4–5 Students (Maintaining a 1:1 ratio Instructional Staff to Students)
Paraeducator	4.0	
UPPER LEARNER PROGRAM (ELEMENTARY SCHOOLS)	**FTE**	**Students**
Teacher	1.0	Per 4–5 Students (Maintaining a 1:1 ratio Instructional Staff to Students)
Paraeducator	4.0	
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	Per 7 Students
Paraeducator	1.0	

Cedar Lane School

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

Speech Services

INFANTS AND TODDLERS	FTE	Per
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		
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
Additional allocations of differentiated staffing positions are given for high-need students.		

Countywide Services (Related Service Providers)

PHYSICAL THERAPY	FTE	Per
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 &/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.
PreK ** (MUST Be 4 years old by September 1)	**Half Day PreK Program** 5 day, 2.5 hours/day (12.5 hours/week) **Full Day PreK Program** 5 days, 6.5 hours /day (32.5 hours/week) (*Select School Locations ONLY)	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 PreK ** (MINC-PK)	4 day, 6.5 hours/day (26 hours/week) **co-taught MINC-PK** 5 days, 6.5 hours /day (32.5 hours/week) (*Select School Locations ONLY)	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 - Early Childhood Special Education - Birth to Five						
Fund	**Position**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Operating	Coordinator	1.0	1.0	1.0	1.0	
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	4.0	2.0	
Operating	Teacher 10 Month	104.0	117.0	117.0	138.0	3.0
Operating	Teacher 11 Month	25.0	27.0	29.5	31.0	
Operating	Speech Pathologist	11.7	15.0	17.0	18.0	
Operating	Occupational Therapist	7.0	8.5	11.5	11.5	
Operating	Physical Therapist	9.0	10.0	9.0	10.0	
Operating	Social Worker	1.5	1.5	1.5	1.5	
Operating	Program Assistant	0.0	0.0	2.0	3.0	
Operating	Technical Assistant	0.5	0.5	1.0	1.0	
Operating	Secretary	0.0	1.0	1.0	1.0	
Operating	Paraeducator	107.5	121.5	122.0	148.0	2.0
Operating	Student Assistant	43.0	80.0	80.0	79.0	5.0
Total Operating	**All Positions**	**318.2**	**391.0**	**400.5**	**449.0**	**10.0**
Fund	**Position**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Grants	Instructional Facilitator	1.0	1.0	1.0	1.0	
Grants	Occupational Therapist	1.5	1.5	1.5	1.5	
Grants	Social Worker	0.0	0.5	0.5	1.0	
Grants	Speech Pathologist	5.1	4.9	4.9	5.2	
Grants	Teacher Resource	0.0	0.0	0.0	2.0	
Grants	Technical Assistant	1.5	1.5	1.5	1.0	

Grants	Nurse	0.0	0.0	0.0	1.0	
Grants	Paraeducator	3.5	1.0	1.0	0.0	
Grants	Secretary	1.0	1.0	1.0	0.0	
Total Grants	**All Positions**	**13.6**	**11.4**	**11.4**	**13.7**	**0.0**
Total All Funds	**All Positions**	**331.8**	**402.4**	**411.9**	**462.7**	**10.0**

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 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 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.

Some students with emotional disabilities and other behavior supports receive services within their home schools. These services typically address academic, social/emotional, and behavioral needs detailed in the IEP. There are also regionally based classrooms for students with emotional disabilities and behavioral support needs. These classrooms are located within designated comprehensive elementary and secondary schools. Such settings afford students the opportunity to demonstrate the generalization of academic and behavioral skills in less restrictive settings while receiving direct special education instruction and reinforcement in a more restrictive setting. The goals of such regional programs are to prepare students to transition back to their home schools as soon as possible.

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	FY2022 Approved Revised Budget	FY2023 Approved Budget	FY2024 Approved Budget	FY2025 Approved Budget	Vacancy at Sept 2024
Operating	Teacher	555.0	578.0	585.0	596.0	21.0
Operating	SCH Mental Health Teacher	0.0	1.0	1.0	1.0	1.0
Operating	Transition Facilitator	0.0	0.0	1.0	1.0	
Operating	Transition Teacher	0.0	12.0	13.0	13.0	
Operating	Paraeducator	486.5	509.5	521.5	532.5	5.0
Operating	Student Assistant	178.0	190.0	196.0	210.0	14.0

Total Operating	All Positions	1,219.5	1,290.5	1,317.5	1,353.5	41.0
Fund	Position	FY2022 Approved Revised Budget	FY2023 Approved Budget	FY2024 Approved Budget	FY2025 Approved Budget	Vacancy at Sept 2024
Grants	Transition Teacher	0.0	1.0	1.0	1.0	
Grants	Teacher	20.0	20.0	20.0	20.0	
Grants	Paraeducator	77.5	77.5	77.5	77.5	1.0
Grants	Student Assistant	15.0	15.0	15.0	15.0	1.0
Total Grants	All Positions	112.5	113.5	113.5	113.5	2.0
Total All Funds	All Positions	1,332.0	1,404.0	1,431.0	1,467.0	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	FY2022 Approved Revised Budget	FY2023 Approved Budget	FY2024 Approved Budget	FY2025 Approved Budget	Vacancy at Sept 2024
Operating	Facilitator	0.0	0.0	0.0	1.0	
Operating	Social Worker	0.0	0.0	3.0	3.0	
Operating	Specialist Mental Health	1.0	1.0	1.0	0.0	
Operating	School Mental Health Teacher	4.0	3.0	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	9.0	
Operating	Paraeducator	5.0	6.0	6.0	6.0	
Total Operating	**All Positions**	**23.0**	**23.0**	**23.0**	**23.0**	**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**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
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	0.0	1.0	
Operating	Board Certified Behavior Analyst	1.0	1.0	1.0	0.0	
Operating	Teacher 10 Month	27.5	28.5	26.5	26.5	
Operating	Teacher 11 Month	2.0	4.0	6.0	6.0	
Operating	Registered Behavior Technician	0.0	1.0	1.0	1.0	
Operating	Paraeducator	47.0	53.0	53.0	53.0	
Operating	Student Assistant	1.0	1.0	1.0	1.0	
Total Operating	**All Positions**	**82.5**	**92.5**	**92.5**	**92.5**	**0.0**

Speech Programs

Speech: Speech-language pathologists (SLPs) administer screening and assessments, provide intervention, design programs, collect and analyze data, follow all compliance-related policies and procedures, and provide collaboration and consultation for individuals from birth through 21 years who are diagnosed with a wide range of disorders that impact communication. SLPs ensure educationally relevant interventions, providing a unique contribution based on their expertise in the field of communication. SLPs provide culturally competent services that take into account the unique experiences of each learner. SLPs provide direct instruction based on an IFSP or IEP in order to help young children and students meet the developmental milestones and performance standards of HCPSS. Services for school age students are provided to enable students to access the general education curriculum through learning effective communication skills and to be successful in academic, social, community, and work settings.

Therapeutic interventions and caseloads are established based on the needs identified in the IFSP/ IEPs with consideration for planning, travel time, meetings, data collection and analysis, required paperwork, and consultation/training.

Interpreting: Educational interpreters are provided to students who are deaf or hard-of-hearing to facilitate instruction and communication between the student, the teacher, and peers. Interpreters are assigned on a 1:1 basis, in accordance with the student's IEP or 504 plan and reviewed by the Hearing Services Team. The classroom teacher is assisted in conveying the lesson in the most appropriate mode for the student. In addition, interpreter services are provided for extracurricular activities and parent conferences and meetings.

Interpreter caseloads are established based on the needs identified in the IEP or 504 plan with consideration for planning, travel time, and meetings

Deaf and Hard of Hearing Services: The itinerant Teachers of the Deaf and Hard of Hearing provide direct and indirect special education services to young children/students with significant hearing losses and deafness based on the IFSP/IEP. In addition, they provide consultation and training to school-based staff and families to support the academic program of the student.

Students who are identified as needing intense direct instruction secondary to the placement of a cochlear implant or the need to develop a functional communication system such as American Sign Language may require the services of a Teacher of the Deaf and Hard of Hearing. Students may receive this direct instruction out of the general education setting or included in general education as appropriate. Additional services may be provided to students who are deaf or hard of hearing by audiologists, special educators, educational interpreters, speech-language pathologists, and the instructional access team, when appropriate.

Program 3325 Speech, Language, and Hearing Services						
Fund	Position	FY2022 Approved Revised Budget	FY2023 Approved Budget	FY2024 Approved Budget	FY2025 Approved Budget	Vacancy at Sept 2024
Operating	Instructional Facilitator	2.0	2.0	2.0	1.0	

Operating	Speech Pathologist	121.3	128.1	128.1	128.1	21.9
Operating	Interpreter - Educational	12.0	15.0	18.0	17.0	4.0
Operating	Teacher of the Deaf and Hard of Hearing	3.0	3.0	4.0	4.0	
Operating	Assistant Speech Language Pathologist	1.0	0.0	0.0	0.0	
Total Operating	**All Positions**	**139.3**	**148.1**	**152.1**	**150.1**	**25.9**

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 include hearing screening, audiological assessment, and support in the use of assistive technology such as FM amplification and other audio systems in the classroom. These services are provided for young children and students from birth to 21 years. Consultation and training is provided to teachers, speech-language pathologists, other staff, and parents regarding a student's hearing loss, its impact in the educational setting, and equipment use.

Occupational Therapy: Occupational Therapists work with young children/students from birth to 21 years to provide therapeutic activities and specialized interventions that facilitate normal fine motor patterns. These interventions help young children/students access their learning environment whether it be in a home/community setting for children in the Infant/Toddlers Program or in the school environment. Adaptive techniques or materials are provided to compensate for weak skills in young children and students.

Areas of focus include fine motor, visual motor, visual perception, sensory motor, and sensory processing skills, as they are needed for academic participation and self-care in the school setting. Therapy caseloads are established based on the needs identified in the IFSP/IEP with consideration for planning, travel time, meetings, assessments, data collection and analysis, and consultation/training.

Physical Therapy: Physical Therapists work with young children/students from birth to 21 years to facilitate movement and gross motor skills. Functional outcomes through the developmental sequence and functional mobility are key components targeted to help children/students access their learning environment to include the home/community setting for children in the Infant/Toddlers Program or in the school environment. PT may include postural work/control, transitions, mobility with and without assistive devices, and bus step negotiations. Physical therapists address building accessibility issues and assist in the selection and adaptation of equipment that may be needed to improve a child's posture or functioning within the school setting. Therapy caseloads are established based on the needs identified in the IFSP/ IEP with consideration for planning, travel time, meetings, data collection and analysis, and consultation/training.

Instructional Access Team: The Instructional Access Team provides support services to school staff, students, and parents of students with disabilities who require use of instructional and assistive technology to access curriculum and/or address communication needs. The team is knowledgeable about a variety of low- and high-tech tools/digital content as well as instructional strategies to improve student learning and access. IAT receives assistive technology requests, provides consultation and collaboration with teams for equipment concerns, training needs, purchasing information, and provides support to facilitate access to less restrictive environments. Providing assistance with IEP development related to assistive technology, attending IEP team meetings, observing students, training staff and students, and guiding staff in assessment processes to ensure appropriate access are also essential responsibilities of this team.

Adapted Physical Education: Adapted physical education (APE) teachers provide specialized instruction and advocacy to students who are in physical education classes. APE teachers support/train general physical education teachers and paraprofessionals who have students with APE on their IEPs. APE teachers implement specifically designed instruction through a continuum of collaborative services to students with gross motor skill delays that impact the ability to access the physical education curriculum. Caseloads are established based on the needs identified in the students' IEPs with consideration for planning, travel time, meetings, data collection and analysis, and consultation/training.

Vision Program: Itinerant teachers of students who are blind or visually impaired provide assessment, consultation, and individually designed instruction in specialized skills and techniques for blindness and low vision for birth through 21 years. Areas of instruction include braille, the use of specialized technology, study and organizational skills, self-advocacy, and activities of daily living. Orientation and mobility instruction is provided by specially trained orientation and mobility instructors. Vision services, including orientation and mobility, are provided in home (Infant/Toddler Program), school, and community settings. Caseloads are established based on the needs identified in the IFSP/IEP with consideration for planning, travel time, meetings, data collection and analysis, and consultation/training.

Behavior Specialists and Board Certified Behavior Analysts (BCBAs): The HCPSS has highly qualified personnel available to identify and address the complex needs of students who experience interfering behaviors. Behavior specialists and BCBAs 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 BCBAs 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**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Operating	Coordinator	1.0	1.0	1.0	1.0	
Operating	Audiologist	2.0	2.0	2.0	2.0	
Operating	Occupational Therapist	43.8	51.0	53.0	53.0	2.9
Operating	Physical Therapist	11.8	11.8	12.8	12.8	1.8
Operating	Speech Pathologist	2.0	2.0	2.0	2.0	
Operating	Adapted PE Teacher	14.6	15.6	15.6	15.6	
Operating	Teacher Other Special Education Countywide	2.0	2.0	1.0	1.0	
Operating	Teacher Work Study	12.0	0.0	0.0	0.0	
Operating	Teacher Resource	6.0	6.0	7.0	7.0	1.0
Operating	Teacher of the Blind and Visually Impaired	11.0	11.0	12.0	12.0	
Operating	Braillist	1.0	1.0	1.0	1.0	
Operating	Assistant Occupational Therapist	2.0	2.0	2.0	2.0	
Operating	Technical Assistant	0.0	1.0	1.0	1.0	

Fund	Position	FY2022 Approved Revised Budget	FY2023 Approved Budget	FY2024 Approved Budget	FY2025 Approved Budget	Vacancy at Sept 2024
Operating	Secretary	3.0	3.0	3.0	2.0	
Operating	Secretary Teacher	1.0	1.0	1.0	1.0	
Operating	Paraeducator	3.0	4.0	4.0	3.0	
Total Operating	**All Positions**	**116.2**	**114.4**	**118.4**	**116.4**	**5.7**
Fund	**Position**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Grants	Adapted PE	0.4	0.4	0.4	0.4	
Grants	Occupational Therapist 11 Month	1.0	1.0	1.0	1.0	
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	0.0	1.0	
Total Grants	**All Positions**	**3.4**	**3.4**	**3.4**	**3.4**	**0.0**
Total All Funds	**All Positions**	**119.6**	**117.8**	**121.8**	**119.8**	**5.7**

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**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Operating	Coordinator	1.0	1.0	1.0	1.0	
Operating	Nonpublic Facilitator	1.0	1.0	1.0	1.0	
Operating	Teacher Resource	1.0	2.0	2.0	2.0	
Operating	Nonpublic Analyst	0.0	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**	**5.0**	**7.0**	**7.0**	**7.0**	**0.0**
Fund	**Position**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Grants	Coordinator	0.0	0.0	0.0	1.0	
Grants	Facilitator	2.0	2.0	2.0	1.0	
Total Grants	**All Positions**	**2.0**	**2.0**	**2.0**	**2.0**	**0.0**
Total All Funds	**All Positions**	**7.0**	**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 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**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Operating	Psychologist	73.2	83.2	82.2	81.2	1.0
Operating	Manager, Crisis Team	0.0	1.0	1.0	1.0	
Total Operating	**All Positions**	**73.2**	**84.2**	**83.2**	**82.2**	**1.0**
Fund	**Position**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Grants	Psychologist	2.8	3.8	2.8	2.8	
Total Grants	**All Positions**	**2.8**	**3.8**	**2.8**	**2.8**	**0.0**
Total All Funds	**All Positions**	**76.0**	**88.0**	**86.0**	**85.0**	**1.0**

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**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**

Fund	Position				
Operating	Executive Director	1.0	1.0	1.0	1.0	1.0
Operating	Director	1.0	1.0	1.0	1.0	
Operating	Instructional Facilitator	4.0	4.0	4.0	3.0	
Operating	Coordinator	0.0	0.0	0.0	0.5	
Operating	Fiscal Analyst	0.0	0.0	0.0	0.5	
Operating	Teacher Resource	0.0	2.0	2.0	2.0	
Operating	Board Certified Behavior Supervisor	0.0	0.0	0.0	6.0	
Operating	Board Certified Behavior Analyst	3.0	6.0	6.0	0.0	
Operating	Behavior Specialist	1.0	2.0	2.0	2.0	
Operating	Registered Behavior Technician	0.0	3.0	3.0	3.0	
Operating	Behavior Paraeducator	0.0	1.0	1.0	1.0	
Operating	Program Assistant	0.0	0.0	7.0	7.0	
Operating	Executive Assistant	1.0	1.0	1.0	1.0	
Operating	Clerk	0.0	7.0	0.0	0.0	
Operating	Secretary	1.0	1.0	1.0	1.0	
Total Operating	**All Positions**	**12.0**	**29.0**	**29.0**	**29.0**	**1.0**
Fund	**Position**	**FY2022 Approved Revised Budget**	**FY2023 Approved Budget**	**FY2024 Approved Budget**	**FY2025 Approved Budget**	**Vacancy at Sept 2024**
Grants	CCEIS Program Head	1.0	1.0	1.0	1.0	
Grants	Instructional Facilitator	3.0	3.0	3.0	3.0	
Grants	Facilitator Behavior Intervention	0.0	0.0	1.0	1.0	

Grants	DEI Facilitator	1.0	1.0	1.0	1.0	
Grants	Facilitator Regional ED	0.0	0.0	0.0	1.0	1.0
Grants	Teacher Resource	7.0	7.0	8.0	8.0	
Grants	Social Worker	0.0	0.0	2.0	2.0	
Grants	Math Coach	0.0	0.0	0.0	2.0	
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	6.0	8.0	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	0.0	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	5.0	
Grants	Paraeducator	5.0	5.0	5.0	5.0	
Total Grants	**All Positions**	**35.0**	**35.0**	**41.0**	**43.0**	**1.0**
Total All Funds	**All Positions**	**47.0**	**64.0**	**70.0**	**72.0**	**2.0**

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: • 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, Director, 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 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

Program Heads or Instructional 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 to 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.

The current number of vacancies is provided in the staffing charts above.

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

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. It is expected that the special education review planned for the 2024-25 school year will provide a formal analysis of staffing resources.

Other leadership team members assume responsibility for the review and completion of this annual plan and participate in the operating budget development cycle. A recently established 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 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. This leads to consideration for 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 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. 2016	Oct. 2018	Oct. 2020 5K-21	Oct. 2022 5K-21	Oct. 2023 5K-21
A	General Education Class	80.3%	76.8%	74.6%	74.1%	73.8%
B	Resource Room/Combination	10.9%	13.4%	15.1%	17.0%	17.1%
C	Separate Class	1.8%	2.5%	3.7%	2.3%	2.2%
	Other	6.5%	6.8%	6.8%	6.3%	.5%

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 2023-2024 school year are listed in Appendix 9. These include offerings for school age K-21 staff, early intervention staff and related service providers.

The First 90 Days
Strategic Planning and Priority Setting for the 2024–2025 School Year

Howard County Public School System

LETTER FROM THE SUPERINTENDENT

On the first day of my four-year term as Superintendent of the Howard County Public School System (HCPSS), I submit this plan to our students, staff, Board of Education members, and all stakeholders to illuminate my initial priorities that serve to set our district on the path to being great for every student. There will be extensive work done to prepare for the 2024–2025 school year, but the priorities in this plan place our student outcomes above all else and drive the collaborative focus of my leadership team and our partner stakeholders.

In less than two months, students and staff will walk through the doors of their schools and we need to have a plan in place to ensure that we are ready. I am sharing this publicly to set forth a plan of widespread collaboration and accountability. I will spend time during these 90 days gathering and analyzing data to determine whether additional action steps are necessary, or if current practices are effective in reaching outcomes. I will also establish focus groups and mechanisms for input and feedback that are designed to ensure valued stakeholder feedback is part of planning and decision-making. Not all outcomes and activities in this plan will be completed by the end of the first 90 days. The first 90 days serve to rapidly accelerate efforts toward improvement in prioritized areas and will conclude with a publicly provided comprehensive update. This plan marks the beginning of a series of 90-day plans throughout the year.

I spent my 173 days as Acting Superintendent listening to and learning from stakeholders and the feedback they provided is reflected in these priorities.

If we aspire to be a school system that is great for all students, it will take each and every one of us working together. I am excited for what we will accomplish.

William J. Barnes

STUDENTS

SCHOOL-BASED STAFF

SCHOOL-BASED ADMINISTRATORS

CENTRAL OFFICE STAFF

EXECUTIVE LEADERSHIP

SUPERINTENDENT

BOARD
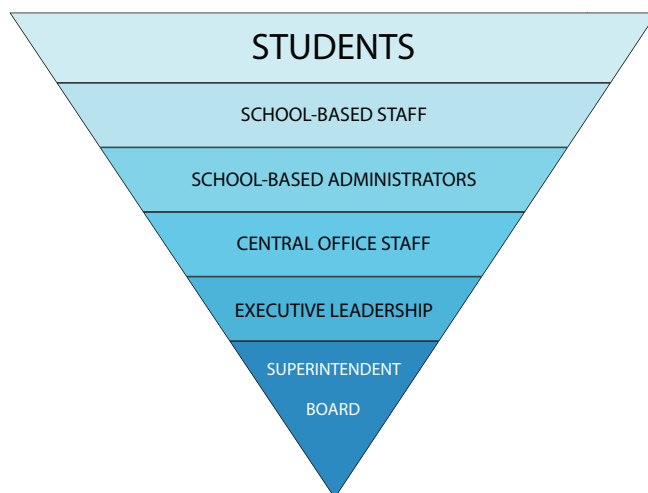
Priority: Strategic Vision

What measurable outcomes will serve as indicators that HCPSS is on a path that leads to exemplary outcomes for every student? What goals and strategies will be developed to ensure that we are partnering with families to achieve those outcomes?

Action Steps

- Develop a diverse strategic planning advisory committee.
- Involve stakeholders in planning and improvement.
- Align the organizational structure to support students and school-based staff.
- Advance school and office improvement plans focused on strategic initiatives.
- Communicate progress updates to the public.
- Establish, track and publicize measurable goals and outcomes.

Priority: Blueprint

How will we leverage the Blueprint for Maryland's Future to best serve our students? What is our clearly defined 8-year implementation and funding plan that will enable us to maximize student outcomes?

Action Steps
- Hire Pre-K staffing to expand full day programming.
- Advance collaborative career ladder planning and development.
- Complete a comprehensive Literacy Plan, Career Counseling Impact Report, and PreK-5 Comprehensive Math Plan.
- Add Community School Coordinators.
- Begin school-level financial reporting across key Blueprint areas.
- Develop a comprehensive communication and community education plan on Blueprint implementation and impact.

Priority: Diversity, Equity and Inclusion

How will student experiences and outcomes be improved by more equitable practices and inclusive experiences across all levels of the organization?

Action Steps
- Develop division-level strategic plans aligned with the Equity Framework.
- Convene an advisory group to assess efforts to diversify staff, reduce gaps among students, and enhance equitable practices.
- Establish and track accountability measures for staff performance, professional learning, and system progress.
- Assess system culture and staff morale and implement improvement strategies.

HCPSS Equity Framework

Equity provides the access, opportunities, and supports needed to help students, families, and staff reach their full potential by removing the barriers to success that individuals face. It does not mean equality or giving everyone the same thing.   Resource: HCPSS Policy 1080 Educational Equity

Belonging	Opportunity & Access	Instructional Excellence	Engaged & Inspired Learners
All students, staff and families experience belonging; and each person's physical, social, and emotional needs are met.	All students, staff, and families can access pathways that expose them to high-quality learning experiences.	All students and staff are provided with the resources necessary to deliver and experience high quality instruction.	All students and staff are empowered to shape their teaching and learning experiences

Priority: Learning

How will we ensure we are working to improve learning outcomes for every student?

Action Steps
- Begin an external program review of HCPSS Special Education services.
- Review the current middle and high school scheduling models to maximize student options.
- Identify short- and long-term improvements to staff professional development.
- Expand Parent Academies to help parents and guardians support their students and navigate resources.
- Review and assess school safety and security plans to maintain safe instructional areas.
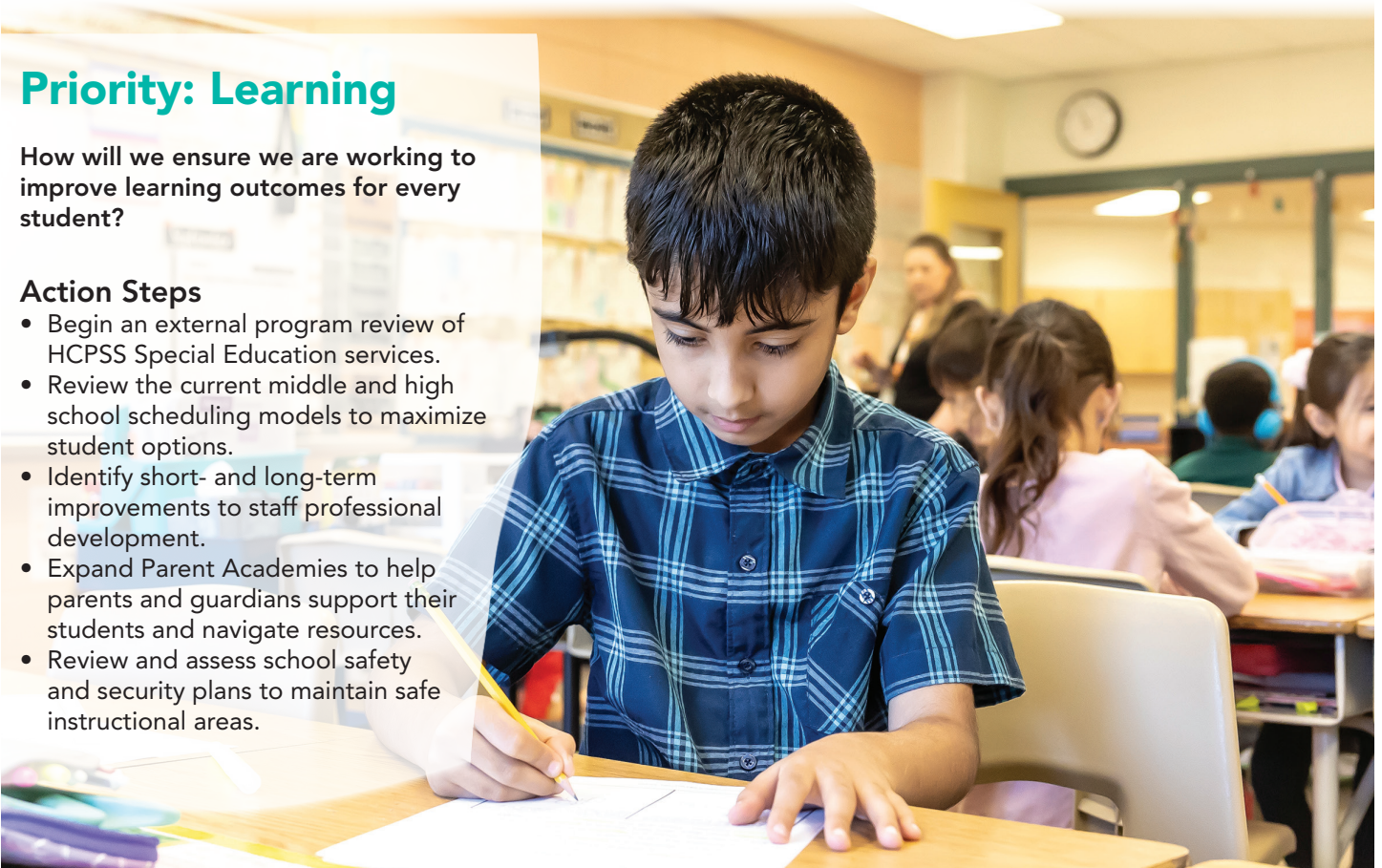
Priority: Budget

How will the FY 2026 Operating Budget process be informed by stakeholders and reflect the district's values and priorities?

Action Steps
- Implement a communication and education action plan to enhance understanding and participation in the budget development process.
- Establish a FY 2026 Budget Development Timeline that supports meeting key priorities and includes necessary process changes.
- Refine the existing budget processes by gathering input from the Board of Education, the County Executive, County Council, Delegation, the Operating Budget Review Committee, and other stakeholder and advisory partners.
- Develop long range funding schedules that align to strategic planning.
- Embed Diversity, Equity and Inclusion practices in budgeting decision making.

Priority: Transportation

How will we ensure that students are transported to their destination safely and on time?

Action Steps
- Ensure contracts are in place to support our transportation model beginning on the first day of school.
- Test routes to ensure viability and accuracy.
- Engage contractors in planning and route testing.
- Assess and evaluate driver availability to account for any shortages.
- Communicate timely transportation information to families.

Priority: Human Resources

How will our system recruit, hire, and retain exceptional staff who reflect the diversity of our students and families?

Action Steps
- Conduct a full and collaborative review of Human Resources processes informed by experiential data from a diverse and broad set of stakeholders.
- Develop a strategic improvement plan that results in attracting and retaining highly qualified and diverse employees.
- Implement expanded staff well-being and recognition initiatives.
- Fill all school-based vacancies.

Measuring Progress

The school system currently deploys 125 data dashboards available for staff to monitor progress and identify areas for improvement. The dashboards are fed by comprehensive data that is provided publicly through reports, the State's report card, and on the HCPSS website.

New public dashboards will be developed and deployed to enhance transparency and accountability to be sure all stakeholders are informed partners in progress.

Howard County
Public School System

Equity provides the access, opportunities, and supports needed to help students, families, and staff reach their full potential by removing the barriers to success that individuals face. It does not mean equality or giving everyone the same thing.

Resource: HCPSS Policy 1080 Educational Equity

	Belonging	Opportunity & Access	Instructional Excellence	Engaged & Inspired Learners
Element	All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.	All students, staff, and families can access pathways that expose them to high-quality learning experiences.	All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.	All students and staff are empowered to shape their teaching and learning experiences.
Indicators	1. We respect and seek to understand diversity in individual differences, life experiences, and perspectives.* 2. All individuals are a part of the learning community within a restorative culture that facilitates authentic cross-cultural relationships. 3. Individuals see their unique identities reflected through all facets of education including staffing, curriculum, instruction, and activities. 4. Students' and staff's social, emotional, and physical needs are met.	1. Supports exist that allow all students to choose to experience any coursework and school activity. 2. Students are provided appropriate supports to access instruction and be ready to learn. 3. Resources are allocated based on assessed needs. 4. Multiple pathways to success exist. 5. Advanced-level courses are welcoming to and supportive of all students. 6. Leadership opportunities are welcoming to and encouraged for all individuals.	1. All students are expected to learn and succeed. 2. All students understand the purpose for learning and the criteria for success in every classroom. 3. Teachers differentiate to ensure that all students participate in the learning process. 4. Culturally responsive pedagogy and culturally proficient instruction are embraced and implemented. 5. Feedback is solicited from all students and valued in the instructional process. 6. All students benefit from instruction that supports post-graduation success. 7. Professional learning for staff is equity-focused, practical, evidence-based, and promotes professional growth.	1. Student voice and staff voice are encouraged and valued. 2. Multiple opportunities exist for students and staff to engage in the development of the school's academic and social climate. 3. Meaningful partnerships are developed among students, staff, and communities. 4. Students and staff feel valued, inspired, and engaged throughout the educational process. 5. Individuals are empowered to shape their own learning experience.
Lens	Examine our practices through a **Racial Equity Lens**—This includes examining and ending unintended (and intended) consequences and actions that have negative or disparate effects on communities of color **so that race/ethnicity is no longer a predictor of advantage or disadvantage** due to implicit or explicit bias and socially constructed racial hierarchies **between and within groups** (e.g., cognitive & physical disability, LGBTQIA+, English proficiency, economically disadvantaged).			

*Differences, life experiences, and perspectives speak to the specifics of diversity and include, but are not limited to race/ethnicity, gender, gender identity, socioeconomic status, family structure, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin.   **Individuals refer to students, staff, and families.

Framework adapted from Smith, D., Frey, N., Pumpian, I., & Fisher D. (2017). *Building equity: Policies and practices to empower all learners.* **Alexandria, VA: ASCD.**

EQUITY FRAMEWORK

Belonging
Instructional Excellence
Opportunity and Access
Engaged and Inspired Learners

STRATEGIC PRIORITIES

Excellent Staff
Early Childhood
Career Pathways
Customized Instruction
Accountable Operations

FOCUS AREAS

Attendance
Proficient in Math
Reading by Grade 3
College and Career Ready
Effective Discipline Practices

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 2025 Operating Budget in 2024:
- FY 2025 Fiscal Outlook Presentation – October 26, 2023
- Board of Education Budget/Priorities – December 5, 2023
- Superintendent Discussion on Overview of FY 2025 Budget Challenges and Timeline to the Board of Education – January 11, 2024
- Superintendent's Proposed Operating Budget presented – January 18
- Board of Education work sessions – January 29, February 1, 15, 22, 29, March 5, 7, May 13
- Board of Education public hearings – January 25, February 15, 20, 26, May 2, 16
- Board of Education's Requested Budget adopted – March 7
- Board of Education's Requested Budget submitted to County Executive – week of March 4
- County Executive Proposed Budget presented to the County Council – April 16
- County Council public hearing on the education budget – April 24, May 9
- County Council work session on the education budget – May 1
- County Council work session on budget amendments and pending issues – May 15 and 17
- County Council adopts budget – May 22
- Board adopts final budget – May 23

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

SECAC Board Members for the 23-24 School Year

Co-Chairs
Daria Wise
Dawn Allen

Howard County Autism Society Members 23-24 School Year

Melissa Rosenberg
Andrew Stettner
Beth Benevides

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 #36
November 28, 2023
3:30 pm. – 4:30 p.m.
* ZOOM login information will be sent from Janet Bounds

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 • New hires from FY24 budget – school support • IEP team meeting survey – expectations		**Terri & Team**
3:55-4:10 15'	Partners Update: Special Education Citizens Advisory Committee • SECAC Appointment – December 5th	Discussion	**SECAC Leaders**
4:10-4:25 15'	Partners Update: Autism Society of Maryland	Discussion	**AUSOM Leaders**
4:25	Wrap Up • Future topic suggestions	Decide	**All**

Department of Special Education
Community Partner Meeting #37
January 16th
3:30 pm. – 4:30 p.m.
* ZOOM login information will be sent from Janet Bounds

Outcomes:
By the end of this meeting, we will have:
- ➢ Received announcements and reminders from the DSE and Community Partners.
- ➢ Become more familiar with the FY25 budget – process, current state, next steps

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 • DOA and System Leadership o Change in Superintendent and Chief Academic Officer • FY25 Budget o View the meeting https://hcpsstv.v3.swagit.com/videos/294697 o Plan to watch Jan 18th Board meeting – Acting Superintendent's Budget presentation (details) o Points of Advocacy (community partners) ▪ Areas surfacing through your support efforts? ▪ Information/clarification needed from DSE?		**Terri & Team**
3:55-4:10 15'	Partners Update: Autism Society of Maryland	Discussion	**AUSOM Leaders**
4:10-4:25 15'	Partners Update: Special Education Citizens Advisory Committee	Discussion	**SECAC Leaders**
4:25	Wrap Up • Future topic suggestions	Decide	**All**

Testimony of Andrew Stettner
Vice President, Autism Society of Maryland
February 15, 2024

Thanks for hearing the concerns of the Autism Society of Maryland. For more than 25 years as the Howard County Autism Society and now the Autism Society of Maryland serving Howard, Anne Arundel and Montgomery counties, we have supported thousands of families in navigating special education in Howard County.

As we testify this year, we have a sense of concern and alarm over special education that we have not felt in many years. Our families who are mainstreamed into general education are too frequently struggling to get the support they need to fulfill their potential–and by support we mean not just special educators, but general educators and other members trained and equipped with an inclusive mindset. The Autism Society has supported specialized programs for those who need a more restrictive environment, but today too many of these going backwards. These challenges come at a time when our students are communicating their stress and mental health through behaviors that schools are struggling to address and ameliorate. We appreciate Superintendent Barnes' comments during a recent working session that special education is due for a comprehensive review and we stand by to support such an effort.

In this context, we are deeply concerned by the special education budget. We know that the County's values of inclusion are genuine - we experience that from our special educators and in our community interactions. We appreciate that special education overall has a 4.9 percent increase, at a time when the overall budget is increasing by 2.3 percent. The problem is that we are already not able to fund all the staff positions that the staffing model calls for and this budget would not get us adequate staffing as needs are growing. As the Board heard at length late last year, special education staff are at the end of their rope scrambling to fulfill IEP goals, keep their kids safe and do all the record keeping required by IEPs.

The core of our concern relates to staffing. Yes, special education is budgeted to gain 33 teachers and 51 staff net overall, but this only tells a portion of the story. The budget cuts the temporary employee line by 4 million dollars. These TE staff provide 1:1 support and other close adult supervision our students need to remain safe and to be able to participate in classes and fulfill their potential. The Autism Society would prefer these staff roles to be filled as regularized student assistants or para professionals who can receive ongoing training and opportunities for advancement. But the budget only adds 36 paraeducator staff and most are directed to expanding Birth-5 services. The budget only adds 10 paraeducators and 14 student assistants across all K-12 schools, not enough to replace the TE budget. We fear a bad situation will be made worse by this cut, as temporary employees have been a way to get additional adult hands into the schools at a time when hiring full time staff is difficult.

DSE needs to have sufficient staff in the central office staff to support the schools, including autism and behavioral specialists to respond to challenging behaviors. And we need to have improved procedures to get those staff into the field more quickly. The budget has already made difficult choices with reduction in its central team to ensure that staff are in the schools, and should proceed with caution as it balances needed resources in school with required central functions . The Autism Society is particularly concerned with the reduction of a technical assistant which is part of the team that supplies tablets with software to help nonspeaking autistic students like my daughter communicate. We fear more students may lose their voice due to this cut if repairs and requests for technology are delayed. Please ensure that this is not the case.

Let me address one more difficult topic. The budget includes an increase of $4 million for nonpublic placements. There are autistic students, like my daughter, with such intensive needs (in her case communication and intellectual disabilities) that they cannot be served by the public schools. But the need for this major increase is an admission that we cannot serve increasing numbers of students effectively in schools often for behavioral reasons. I checked with my daughter's nonpublic school Education Director - that school is full, as are many other nonpublic peers. So many students recommended for a nonpublic placement are languishing in situations that cannot serve them or end up temporarily out of school. We need the investments in HoCo special education and the environment that nurtures and retains the dedicated staff that do the difficult job of serving special needs students with complex needs. Let's rally behind our kids and make it possible to stay and thrive in inclusive environments when at all possible.

In 2022-2023 6,513 students in Howard county had IEPs, that's 11 percent of all students in the District. This is not a niche issue. Disabilities impact families from every background, including many of us in the room tonight. As we make difficult choices and chart the course ahead, please do better for the kids who need us the most.

Good Evening to the Howard County Board of Education members, the HCPSS Acting Superintendent **Bill Barnes**, and the rest of the HCPSS staff members. My name is Dawn Allen and I serve as the co-chair of the **Howard County Special Education Citizens Advisory Committee.**

First, I would like to speak on the reduction in close adult support. While the budget adds paraprofessionals for the pre-kindergarten programs, this form of close adult support will not be replaced at the **higher grade levels** with the reduction in contracted support staff. Cutting back on close adult support in classrooms means **fewer adults** to provide individualized attention, **to** monitor behaviors, and **to** offer targeted support. A 2022 study by the National Center for Learning Disabilities found that when paraprofessional support is reduced, teachers' ability to individualize instruction for students with disabilities **decreases by 37%** (source: National Center for Learning Disabilities, 2022).

Second, consider the detrimental effects of larger class sizes. Overcrowded classrooms create an environment where it is **harder for teachers to effectively cater to diverse learning needs**. A 2023 study by the **Council for Exceptional Children** found that **64%** of special education teachers in large classes report spending less time on individualized instruction **due to increased demands** (source: Council for Exceptional Children, 2023). There is also another study that was done in 2022 study by the Collaborative for Academic, Social, and Emotional Learning (CASEL) discovered that classrooms with insufficient support for diverse learners have a **25% increase in disruptions and distractions** (source: Collaborative for Academic, Social, and Emotional Learning, 2022).

Equity is another significant concern. A 2021 report from the **Center for Civil Rights** shows that schools with limited support for diverse learners have higher rates of disciplinary actions and **lower academic achievement** for students with disabilities, **particularly those who are minorities** (source: Center for Civil Rights, 2021). These inequities already exist in our county, and cutting support and increasing class sizes could exacerbate them, **affecting the most vulnerable students** and creating a less inclusive learning environment for everyone.

We cannot let that happen. Howard County Schools have come so far, and I, for one, refuse to see us go backwards. Let us work together **prioritize the needs of all students**, regardless of their individual challenges or learning styles.

Thank you for your time.

Dawn Allen

SECAC Co-Chair

Good evening, Board Members, and Interim Superintendent Mr. Barnes. It's a pleasure to be before you once more as a parent and Co-Chair of the Special Education Citizen Advisory Committee (SECAC) to speak on our capable and amazing Special Education population.

This playbook isn't working no more. How many more 3 (three) min testimonials we need to hear of the same thing. We know increasing class sizes are a disaster. We know we need close adult supervision for our most vulnerable students, yet we are cutting staff which will cause an influx in safety concerns and negatively affect our students and educators. We know teachers are burnt out and their workloads are increasing with less resources. We know training is a TOP priority and a must. We know it's disparity amongst our minority students. We know we need assistive technology devices for our non-speaking population. You already have the data on all these items.

As a parent to two children in special education, I'm growing increasingly concerned because if we persist on this course, we're essentially sabotaging the educational system without any signs of improvement. We can never create an effective budget when we're operating within a system that hasn't seen change in decades. If there's investment correctly in the infrastructure, such as teachers, therapists (SLP's, OT's, PT's), support staff (paras, and student assistants), as well as retention efforts, and succession planning (identifying and nurturing talent), then we can begin to see meaningful progress.

It's implied that there is a shortage of teachers because it's the disrespect for the profession that's dismantling school dynamics. Teachers are out there, they just don't have the pay, resources, and support to give them the ability to thrive. Some of these programs require teachers to teach, be a caregiver, punching bag, etc. They are changing diapers, clothes, sanitary napkins, feeding, putting together lessons plans, IEP's, etc. AND they do it because they care for their students. And we don't have anything in place that shows appreciation to our greatest assets in education which are the "TEACHERS". We wouldn't have an HR Department, BOE, Upper Management, and let me say, "SCHOOL" without teachers. We must do better. We must protect our house which are the teachers and students. We can't afford to have these cuts in the budget for our special education population.

Previously, I asked on December 5th, 2023, "Are we teammates?" Now, I'm extending an olive branch to all of you as both a parent and the co-chair of SECAC. Take my hand when you're ready to dive into the trenches, and truly understand what's happening in your house. You have my contact information. I assure you; these letters and thousands of minutes of testimonials will help you understand what we are all saying and need. Hearing it doesn't matter; come see it for yourself.

Thanks again and I appreciate your time.

Darria Wise, Co-Chair SECAC
Date: February 20, 2024

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
- Birth-Five Early Intervention Services
- 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 2025

HCPSS faces the financial pressures of a structural deficit due to declining revenues and increasing costs. The budget strategy for FY 2025 rethinks the development of this budget to manage the pressure the structural deficit places on the request for new funding. This was done to align with Board of Education and county requests to bring forward a budget that presents clear choices to reallocate funding from existing services to meet our fiscal obligations for FY 2025. As a result, while the budget includes an increase in funding for mandates, commitments, and priorities, reductions are included in program budgets to offset the overall growth of the budget.

The Department of Special Education budget includes:
- Budget additions of $14.5 million and 86.50 FTE positions.
- Budget reductions of $(3.2) million and (6.00) FTE positions.

Department of Special Education – Budget Summary

- In total, the net changes to the budget are $11.2 million more than the FY 2024 Approved Budget and 80.50 FTE positions.
- Year over year, the department's budget is increasing by 6.82 percent.

More specific information on these budget changes is explained in the sections below which is followed by schedules summarizing the division budget, budget additions and budget reductions by program.

Budget Additions

Budget additions are grouped as Mandates, Commitments, and Priorities.
- <u>Mandates</u> are budget changes necessary to meet a specific legal requirement. The mandated cost changes in this year's budget support the continued implementation of the Blueprint for Maryland's Future.
- <u>Commitments</u> are changes made in the budget to support the costs for existing obligations such as contracts and prior negotiated pay and benefits.
- <u>Priorities</u> represent those budget items to support existing policy, Superintendent or Board defined goals and objectives, and specific issues.

Sub-groupings for each of these are provided to summarize the budget dollars and positions included across programs and divisions. The Factors Influencing in the Executive Summary section of the budget book provides the combined summary of budget additions for all divisions and by state category.

The Department of Special Education budget includes new budget cost additions of $14.5 million and 86.5 FTE positions. A summary of budget additions by grouping is provided below:

Mandates
- $1.7 million and 35.00 FTE positions – Blueprint costs requirements related to Prekindergarten expansion.
- $295,320 – Blueprint cost requirements for National Board Certification pay for teachers.
Commitments
- $(1.5) million – 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.
- $2,100 for financial obligations.
Priorities
- $6.7 million – marker for negotiated employee compensation increases.
- $4.8 million – to cover the cost of students in Nonpublic Schools and to provide compensatory services entitlements for some students due to COVID-19 instructional impacts.
- $907,800 and 15.50 FTE positions – increase in staffing for Multiple Intense Needs Preschool and Preschool classrooms, 6.0 FTE Teachers and 6.0 FTE Paraeducators. In addition, funds are included to add 1.00 FTE Speech Language Pathologist, 1.00 FTE Physical Therapist, and 1.50 FTE Teacher positions for the Infants and Toddlers programs.

Department of Special Education – Budget Summary

- $1.4 million and 36.0 FTE positions – to cover enrollment growth in students ages 5 through 21 (11.00 FTE Teachers, 11.00 FTE Paraeducators and 14.0 0FTE Student Assistants).
- $4,000 – Other costs increase for mileage reimbursement.
- $100,000 – to cover costs for consultant services to perform a comprehensive review of Special Education.

Budget Reductions

Each division and department budget includes reductions to offset the expenditure increases in this budget. For each division, department, and its programs, these reductions are grouped as Programmatic School-Based and Programmatic Non-School-Based.

- Programmatic School-Based are budget reduction directly affecting the classroom and schools. The reductions are sub-grouped by certain programmatic areas and services to summarize where budget dollars and positions are being reduced across programs and divisions.
- Programmatic Non-School-Based are reductions to Central Office services and systemwide costs that support students, staff, and the operation of schools. These reductions are sub-grouped into reductions affecting personnel and non-personnel reductions.

The Factors Influencing and Summary of the Budget in the Executive Summary section of the budget book provides a combined summary of budget reductions by group and sub-group for all divisions and by state category.

A high-level overview of major reductions and the service impact(s) for the Department of Special Education budget are shown below.

The Department of Special Education budget includes reductions of $(3.2) million and (6.00) FTE positions.

Programmatic School-Based
  Curricular Field Trips
- $(12,600) – Program 3321 Special Education School Based Services: Reduction in transportation
  - Impact: Restoration of 50 percent of all curricular field trip funding. The restoration is reflected in Program 3202 Academic Support for Schools for staff in Academics to evaluate the use of these funds based on individual program need. Some field trips and extracurricular transportation within various programs in the Division of Academics will no longer be funded or only partially funded in the operating budget.
  Special Education
- $(27,540) and (1.00) FTE position – Program 3320 Countywide Services: Elimination of 1.00 Physical Therapy Paraeducator
  - Impact: This reduction will decrease the capacity of the Physical Therapy (PT) office to divide case management among PT service providers for students who require school-based services.

Department of Special Education – Budget Summary

> Additional case management responsibilities will be placed on the remaining Physical Therapy staff.

- $(53,501) – Program 3320 Countywide Services: Reduction of supplies and technology
  - Impact: This reduction will decrease materials, specialized equipment, and technology available for students.
- $(2.3 million) – Program 3321 Special Education School-Based Services: Reduction of contracted labor
  - Impact: This reduction will eliminate temporary personnel designated for students who require adult supervision per the IEP. Existing staff must provide this supplementary aid and service as described in each IFSP or IEP.
- $(41,568) – Program 3321 Special Education School-Based Services: Reduction of supplies and wages
  - Impact: This reduction will decrease supplemental materials purchased for instruction and workshop wages that support staff attendance in professional learning.
- $(7,017) – Program 3322 Cedar Lane: Reduction of supplies
  - This reduction will decrease materials available for students.
- $(100,000) – Program 3324 Birth-Five Early Intervention Services: Reduction of contracted labor
  - Impact: This reduction will eliminate temporary personnel designated for students who require adult supervision per the IEP. Existing staff must provide this supplementary aid and service as described in each IFSP or IEP.
- $(4,955) – Program 3326 Special Education Summer Services ($3,530) and Program 3325 Speech, Language, and Hearing Services ($1,425): Reduction of supplies and technology
  - This reduction will decrease materials, specialized equipment, and technology available for students.

Programmatic Non-School Based
  Personnel
- $(242,313) and (2.00) FTE positions – Program 3324 Birth-Five Early Intervention Services: Elimination of 2.00 Early Intervention Resource Teachers
  - Impact: Teachers, as well as administrators and other members of the school staff will receive less direct support, training technical assistance for instruction and other compliance matters; IFSP and IEP teams, inclusive of parents, will have limited access to support before, during, and after IFSP/IEP team meetings and related conferences about compliance matters; Mentoring of new staff will be diminished.
- $(57,120) and (1.00) FTE position – Program 3325 Speech Language, and Hearing Services: Elimination of 1.00 Program Head
  - Impact: Hinders interpreters' access to having role-alike leadership equipped to provide direct support and guidance on all matters related to student services, staff consultations, and parent questions and needs that pertain to students.
- $(150,000) and (1.00) FTE position – Program 3325 Speech, Language, and Hearing Services: Elimination of 1.00 Instructional Facilitator
  - Impact: Speech Language Pathologists, as well as administrators and other members of the school staff, will receive less direct support, training, and technical assistance/guidance for therapy related questions and needs as well as other compliance matters; IEP teams, inclusive

Department of Special Education – Budget Summary

of parents, will have limited access to support during the IEP team meetings and related conferences about special education matters; capacity to conduct observations as part of the SLP evaluation cycle will be diminished.

- $(122,400) and (1.00) FTE position – Program 3330 Special Education–Central Office: Elimination of 1.00 Instructional Facilitator
  - Impact: Teachers, as well as administrators and other members of the school staff will receive less direct support and guidance for instruction and other compliance matters; IEP teams, inclusive of parents, will have limited access to this resource; Oversight for the development, implementation, and evaluation of professional learning for designing instruction will be compromised.

Non-Personnel

- $(139,745) – Program 3330 Special Education–Central Office ($138,845) and Program 3328 Special Education Compliance and Nonpublic Services ($900): Reduction to wages, supplies, and travel-mileage
  - Impact: Will decrease office supplies and workshop wages for professional learning, preparation for legal proceedings, and collaborative planning, and case management support for staff.

Position Reduction List

Division/ Dept	Program	Classification Job Title	FTE
Academics-SPED	**Birth-Five Early Intervention Services**	TEACHER RESOURCE	(2.00)
	Countywide Services	PARAEDUCATOR	(1.00)
	Special Education - Central Office	INSTRUCTIONAL FACILITATOR	(1.00)
	Speech, Language, and Hearing Services	INSTRUCTIONAL FACILITATOR	(1.00)
		INTERPRETER-EDUCATIONAL	(1.00)
Academics-SPED Total			**(6.00)**

Department of Special Education – Budget Summary

SUMMARY OF FY 2025 APPROVED BUDGET

Program	Program Number	Approved Budget FY 2024	Total Additions	Total Reductions	Net Budget Changes FTE	Approved FY 2025	$ Change From FY 2024	% Change from FY 2024
Countywide Services	3320	$ 11,571,795	$ 373,572	$ (81,041)	(1.00)	$ 11,864,326	$ 292,531	2.53%
Special Education School-Based Services	3321	82,380,247	4,177,768	(2,315,548)	36.00	84,242,467	1,862,220	2.26%
Cedar Lane	3322	5,933,528	208,014	(7,107)	-	6,134,435	200,907	3.39%
Birth-Five Early Intervention Services	3324	27,420,002	3,975,104	(342,313)	48.50	31,052,793	3,632,791	13.25%
Speech, Language, and Hearing Services	3325	14,290,425	432,488	(210,650)	(2.00)	14,512,263	221,838	1.55%
Special Education Summer Services	3326	2,262,385	11,856	(1,425)	-	2,272,816	10,431	0.46%
Special Education Compliance and Nonpublic Services	3328	18,029,368	4,844,387	(900)	-	22,872,855	4,843,487	26.86%
Special Education - Central Office	3330	2,855,582	430,769	(261,245)	(1.00)	3,025,106	169,524	5.94%
Special Education Total		**$ 164,743,332**	**$ 14,453,958**	**$ (3,220,229)**	**80.50**	**$ 175,977,061**	**$ 11,233,729**	**6.82%**

Approved FY 2025 Budget Changes

Program	Program Number	Blueprint-PreK	Blueprint-PreK FTE	Blueprint-National Board Certification	Year over Year Personnel Cost Change	Financial Obligations	Employee Compensation Marker	Special Education	Special Education FTE	Other	Total Additions	Total Additions FTE
BUDGET ADDITIONS		Mandates			Commitments		Priorities				FY 2025 Approved	
Countywide Services												
	3320	$ -	-	$ -	(117,705)	$ 300	$ 490,977	$ -	-	$ -	$ 373,572	-
Special Education School-Based Services												
	3321	-	-	190,400	(1,301,741)	300	3,872,029	1,416,780	36.00	-	4,177,768	36.00
Cedar Lane												
	3322	-	-	13,600	(67,867)	-	262,281	-	-	-	208,014	-
Birth-Five Early Intervention Services												
	3324	1,730,388	35.00	91,320	44,533	1,500	1,199,563	907,800	15.50	-	3,975,104	50.50
Speech, Language, and Hearing Services												
	3325	-	-	-	(248,905)	-	681,393	-	-	-	432,488	-
Special Education Summer Services												
	3326	-	-	-	4,619	-	7,237	-	-	-	11,856	-
Special Education Compliance and Nonpublic Services												
	3328	-	-	-	13,541	-	30,846	4,800,000	-	-	4,844,387	-
Special Education - Central Office												
	3330	-	-	-	216,132	-	110,637	100,000	-	4,000	430,769	-
Special Education Total		**$ 1,730,388**	**35.00**	**$ 295,320**	**$ (1,457,393)**	**$ 2,100**	**$ 6,654,963**	**$ 7,224,580**	**51.50**	**$ 4,000**	**$ 14,453,958**	**86.50**

Department of Special Education – Budget Summary

BUDGET REDUCTIONS		Programmatic- School Based			Programmatic-Non School Based Special Education Services			FY 2025 Approved	
Program	Program Number	Curricular Field Trips	Special Education	Special Education FTE	Personnel	Personnel FTE	Non-Personnel	Total Reductions	Total Reductions FTE
Countywide Services									
	3320	$ -	$ (81,041)	(1.00)	$ -	-	$ -	$ (81,041)	(1.00)
Special Education School-Based Services									
	3321	(12,600)	(2,302,948)	-	-	-	-	(2,315,548)	-
Cedar Lane									
	3322	-	(7,107)	-	-	-	-	(7,107)	-
Birth-Five Early Intervention Services									
	3324	-	(100,000)	-	(242,313)	(2.00)	-	(342,313)	(2.00)
Speech, Language, and Hearing Services									
	3325	-	(3,530)	-	(207,120)	(2.00)	-	(210,650)	(2.00)
Special Education Summer Services									
	3326	-	(1,425)	-	-	-	-	(1,425)	-
Special Education Compliance and Nonpublic Services									
	3328	-	-	-	-	-	(900)	(900)	-
Special Education - Central Office									
	3330	-	-	-	(122,400)	(1.00)	(138,845)	(261,245)	(1.00)
Special Education Total		**$ (12,600)**	**$ (2,496,051)**	**(1.00)**	**$ (571,833)**	**(5.00)**	**$ (139,745)**	**$ (3,220,229)**	**(6.00)**

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 Visually Impaired (TVI) 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 key focus 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. 2019 FY 2020**	**Child Count Actual Oct. 2020 FY 2021**	**Child Count Actual Oct. 2021 FY 2022**	**Child Count Actual Oct. 2022 FY 2023**
Total Students in Special Education	4,958*	5,167	5,369	5,754
LRE A – 80% or more in General Ed	75.96%*	74.65%	75.08%	74.19%
LRE B – 40-79% in General Ed	14.86%*	15.19%	14.99%	17.07%
LRE C – 40% or less in Gen Ed	2.12%*	2.67%	2.98%	2.36%
Separate Facility**	6.71%*	6.89%	6.2%	6.38%

Affected by the impact of COVID-19 on instruction and operations.
***Home, Hospital, Public Separate Day, Private Separate Day, Public Separate Residential, Private Separate Residential (not LRE A-C)*
****Data for FY 2019 and 2020 represents students aged 6-21*

Performance Manager: Emily Kinsler
Academics – Special Education   Countywide Services – 3320

Countywide Services	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	$ 9,692,756	$ 9,164,228	$ 10,007,934	$ 9,627,847	$ 9,876,153	$ 8,881,793	$ 10,560,625	$ 10,491,975	$ 10,792,359	$ 10,906,657	$ 346,032
Wages-Workshop	-	1,152	-	-	-	-	-	-	-	-	-
Wages-Temporary Help	50,000	62,900	50,000	47,924	50,000	51,912	91,350	91,350	91,350	91,350	-
Wages-Summer Pay	62,200	18,020	92,200	26,316	92,200	61,971	92,200	92,200	92,200	92,200	-
Subtotal	**9,804,956**	**9,246,300**	**10,150,134**	**9,702,087**	**10,018,353**	**8,995,676**	**10,744,175**	**10,675,525**	**10,975,909**	**11,090,207**	**346,032**
Contracted Services											
Repair-Equipment	18,500	2,175	17,200	12,902	17,200	17,198	17,000	17,000	17,000	17,000	-
Medical Services	2,500	-	2,500	-	2,500	-	2,500	2,500	2,500	2,500	-
Contracted-Consultant	9,000	7,800	9,000	5,400	9,000	7,100	9,000	9,000	9,000	9,000	-
Contracted-General	-	200	-	-	-	-	-	-	-	-	-
Contracted-Labor	75,000	414,329	75,000	373,185	75,000	769,675	267,000	267,000	267,000	267,000	-
Maintenance-Software	34,879	-	34,879	-	34,879	-	34,879	34,879	34,879	34,879	-
Subtotal	**139,879**	**424,504**	**138,579**	**391,487**	**138,579**	**793,973**	**330,379**	**330,379**	**330,379**	**330,379**	**-**
Supplies and Materials											
Textbooks	30,000	26,408	25,000	24,072	25,000	24,769	25,000	25,000	25,000	25,000	-
Library/Media	500	-	500	-	500	-	500	500	500	500	-
Supplies-Audio Visual	917	120	917	-	917	-	917	917	917	917	-
Supplies-Testing	4,000	3,840	5,550	5,270	4,000	3,607	3,000	3,000	3,000	3,000	-
Supplies-General	-	90,120	69,200	134,758	167,400	163,653	167,400	142,290	142,290	142,290	(25,110)
Technology-Computer	150,000	147,283	64,800	48,970	64,800	64,568	64,800	55,080	55,080	55,080	(9,720)
Technology-Supply	14,336	500	14,336	1,500	14,336	13,575	14,336	12,186	12,186	12,186	(2,150)
Subtotal	**199,753**	**268,271**	**180,303**	**214,570**	**276,953**	**270,172**	**275,953**	**238,973**	**238,973**	**238,973**	**(36,980)**
Other Charges											
Travel-Conferences	360	-	360	-	360	300	360	360	360	360	-
Travel-Mileage	105,000	8,998	105,000	63,416	105,000	71,232	105,000	105,000	105,000	105,000	-
Dues & Subscriptions	1,785	1,499	3,785	34,283	5,785	3,338	5,785	5,785	5,785	5,785	-
Subtotal	**107,145**	**10,497**	**109,145**	**97,699**	**111,145**	**74,870**	**111,145**	**111,145**	**111,145**	**111,145**	**-**
Equipment											
Equipment-Technology	8,500	-	64,243	31,901	64,243	63,712	64,243	54,607	54,607	54,607	(9,636)
Equipment-Additional	45,900	7,547	45,900	29,730	45,900	45,236	45,900	39,015	39,015	39,015	(6,885)
Subtotal	**54,400**	**7,547**	**110,143**	**61,631**	**110,143**	**108,948**	**110,143**	**93,622**	**93,622**	**93,622**	**(16,521)**
Program 3320 Total	**$ 10,306,133**	**$ 9,957,119**	**$ 10,688,304**	**$ 10,467,474**	**$ 10,655,173**	**$ 10,243,639**	**$ 11,571,795**	**$ 11,449,644**	**$ 11,750,028**	**$ 11,864,326**	**$ 292,531**

Budget Summary Analysis

Program 3320–Countywide Services

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for staff serving this program.	346,032	• Reflects the following staffing adjustments in FY 2024: ◦ *(1.0) Secretary transferred to Special Education - Central Office (3330)* • Reflects the following decrease in positions in FY 2025: ◦ *(1.0) Paraeducator* • 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.	-	• No change.
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.	-	• No change.
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.	-	• No change.
Medical Services	Pediatric, psychiatric, ear/nose/throat, neurological, and vision exams required to identify educational disabilities.	-	• No change.
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.

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education (cont.)			
Contracted Services			
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 brailed textbooks for students who are blind.	-	• No change.
Library/Media	Books, periodicals, and parent materials.	-	• No change.
Supplies-Audio Visual	Audio visual supplies, including headsets.	-	• No change.
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.	(25,110)	• Decreases funding for Work Study and Adaptive Physical Education supplies.
Technology-Computer	Technology to support students with communication and access needs who have IEPs and 504s.	(9,720)	• Decreases funding for technology computer.
Technology-Supply	Supplies to provide access to technology and protection for technology.	(2,150)	• Decreases funding for technology supplies.
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.	(9,636)	• Decreases funding for technology replacement.
Equipment-Additional	Equipment to support students with severe communication impairments.	(6,885)	• Decreases funding for support equipment.

	Total $ Change	**$ 292,531**
	Total % Change	**2.53%**

Staffing

Program 3320	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
COORDINATOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
AUDIOLOGIST	2.0	2.0	2.0	2.0	2.0	2.0	2.0
OCCUPATIONAL THERAPIST	41.8	43.8	51.0	53.0	53.0	53.0	53.0
ASST OCCUPATIONAL THERAPIST	2.0	2.0	2.0	2.0	2.0	2.0	2.0
PHYSICAL THERAPIST	11.0	11.8	11.8	12.8	12.8	12.8	12.8
SPEECH PATHOLOGIST	2.0	2.0	2.0	2.0	2.0	2.0	2.0
ADAPTED PE TEACHER	13.6	14.6	15.6	15.6	15.6	15.6	15.6
TCHR OTHER SPEC ED COUNTYWIDE	2.0	2.0	2.0	1.0	1.0	1.0	1.0
TEACHER WORK STUDY	12.0	12.0	-	-	-	-	-
TEACHER RESOURCE	6.0	6.0	6.0	7.0	5.0	7.0	7.0
TEACHER OF THE BLIND AND VISUALLY IMPAIRED	11.0	11.0	11.0	12.0	12.0	12.0	12.0
BRAILLIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0
SECRETARY	3.0	3.0	3.0	3.0	2.0	2.0	2.0
SECRETARY TEACHER	2.0	1.0	1.0	1.0	1.0	1.0	1.0
TECHNICAL ASSISTANT	-	-	1.0	1.0	-	1.0	1.0
PARAEDUCATOR	3.0	3.0	4.0	4.0	3.0	3.0	3.0
Total Operating Fund FTE	**113.4**	**116.2**	**114.4**	**118.4**	**113.4**	**116.4**	**116.4**

Enrollment

Program 3320 Ages 3–21	Actual FY 2021	Actual FY 2022	Actual FY 2023	Budgeted FY 2024	Projected FY 2025
Assessments					
Audiology	520*	187	191	205	225
Child Find (Intakes) Screens	332*	332	342	365	419
Child Find Assessments	170*	285	306	311	357
Infant Toddler Assessments	200*	79**	306 including Travel Team	87	104/350
Direct/Periodic Services					
Adapted Physical Education	370*	302	270	332	326
Assistive Technology	2,170*	2,322	2,624	2,554	2,724
Physical Therapy	289*	303	240	333	288
Occupational Therapy	1,600*	1,873	2,195	2,060	2,542
Vision (including Orientation and Mobility)	225*	239	245	248	255

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

** 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.

Performance Manager: Emily Kinsler
Academics – Special Education

Countywide Services – 3320

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 the foundation 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 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. 2018 FY 2019	Child Count Actual – Oct. 2019 FY 2020	Child Count Actual – Oct. 2022 FY 2022
Total Students in Special Education Exiting	507	502	619
Percent Exiting with a Diploma	76%	82%	83%
Percent Exiting with a Certificate of Completion	12%	13%	10%

-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 2019	Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023
4-year cohort difference	24.54%	22.31%	19.61%	23.16%	18.57%
5-year cohort difference	17.75%	14.87%	13.05%	TBD	TBD

-Source reportcard.msde.maryland.gov
-5year cohort data pending FY 2022 and FY2023

Performance Manager: Janice Yetter   Special Education
Academics – Special Education   School-Based Services – 3321

Special Education School-Based Services	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	$ 61,675,197	$ 59,332,321	$ 63,484,223	$ 60,512,041	$ 70,598,387	$ 67,646,871	$ 75,999,668	$ 79,386,345	$ 79,413,885	$ 80,177,436	$ 4,177,768
Wages-Other	-	-	-	73,831	-	647,415	-	-	-	-	-
Wages-Substitute	556,500	375,003	706,500	555,993	761,500	683,748	761,500	736,500	736,500	736,500	(25,000)
Wages-Workshop	-	394,639	-	1,054,457	8,000	301,924	59,500	59,500	59,500	59,500	-
Subtotal	**62,231,697**	**60,101,963**	**64,190,723**	**62,196,322**	**71,367,887**	**69,279,958**	**76,820,668**	**80,182,345**	**80,209,885**	**80,973,436**	**4,152,768**
Contracted Services											
Medical Services	50,000	14,068	52,500	4,176	52,500	1,980	42,500	42,500	42,500	42,500	-
Contracted-Labor	3,158,225	1,092,181	3,158,225	2,905,077	3,168,725	5,365,702	5,329,054	1,329,054	3,067,674	3,067,674	(2,261,380)
Maintenance-Software	-	-	-	-	-	-	10,000	10,000	10,000	10,000	-
Subtotal	**3,208,225**	**1,106,249**	**3,210,725**	**2,909,253**	**3,221,225**	**5,367,682**	**5,381,554**	**1,381,554**	**3,120,174**	**3,120,174**	**(2,261,380)**
Supplies and Materials											
Supplies-General	69,455	200,323	79,455	71,779	96,455	71,816	110,455	93,887	93,887	93,887	(16,568)
Supplies-Materials of Instruction	18,970	18,908	18,970	15,493	28,970	23,113	28,970	28,970	28,970	28,970	-
Supplies-Testing	22,000	21,844	22,000	21,843	22,000	21,989	22,000	22,000	22,000	22,000	-
Technology-Computer	-	11,066	-	-	-	8,307	-	-	-	-	-
Technology-Supply	-	-	-	1,281	-	8,485	-	-	-	-	-
Subtotal	**110,425**	**252,141**	**120,425**	**110,396**	**147,425**	**133,710**	**161,425**	**144,857**	**144,857**	**144,857**	**(16,568)**
State Category 09 Student Transportation Services											
Contracted Services											
Trans-Bus Contracts	14,000	1,000	10,000	1,357	11,000	6,970	12,600	-	-	-	(12,600)
Trans-Private Carrier	-	-	4,000	1,500	4,000	2,000	4,000	4,000	4,000	4,000	-
Subtotal	**14,000**	**1,000**	**14,000**	**2,857**	**15,000**	**8,970**	**16,600**	**4,000**	**4,000**	**4,000**	**(12,600)**
Program 3321 Total	**$ 65,564,347**	**$ 61,461,353**	**$ 67,535,873**	**$ 65,218,828**	**$ 74,751,537**	**$ 74,790,320**	**$ 82,380,247**	**$ 81,712,756**	**$ 83,478,916**	**$ 84,242,467**	**$ 1,862,220**

Performance Manager: Janice Yetter
Academics – Special Education

Special Education
School-Based Services – 3321

Budget Summary Analysis

Program 3321–Special Education School-Based Services

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for staff serving students with disabilities in this program.	$ 4,177,768	• Reflects the following increase in positions in FY 2025: ◦ *11.0 Teachers 10 Month* ◦ *12.0 Paraeducators* ◦ *14.0 Student Assistants* • 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-Substitute	Wages paid to teacher substitutes for staff participating in professional learning activities.	(25,000)	• Decreases funding for substitute coverage.
Wages-Workshop	Workshop wages for after school professional learning sessions and other work.	-	• 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.	-	• No change.
Contracted-Labor	Wages paid for temporary employees, nursing services, translations for children with disabilities who have more intensive academic, medical, and/or behavioral needs.	(2,261,380)	• Decreases funding of ($1,161,380) for temporary staffing. • Decreases funding of ($1,100,000) for Social Service Consultants.
Maintenance-Software	Wages paid for temporary employees, nursing services, translations for children with disabilities who have more intensive academic, medical, and/or behavioral needs.	-	• No change.

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education (cont.)			
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.	-	• No change.
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.	(16,568)	• Decreases funding for instructional materials.
State Category 09 Student Transportation Services			
Contracted Services			
Trans-Bus Contracts	Lift buses for students to participate in field trips and intervention/extra-curricular programs after school.	(12,600)	• Decreases funding related to transportation costs for field trips. Restoration of 50% of funding for curricular field trips is reflected in program 3202, Academic Support for Schools.
Trans-Private Carrier	Cab fares for parents to participate in the IEP team meeting process.	-	• No change.

Total $ Change	$ 1,862,220
Total % Change	2.26%

Staffing

Program 3321	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
TEACHER	539.0	555.0	578.0	585.0	596.0	596.0	596.0
SCH MENTAL HEALTH TEACHER	-	-	1.0	1.0	1.0	1.0	1.0
TRANSITION FACILITATOR	-	-	-	1.0	1.0	1.0	1.0
TRANSITION TEACHER	-	-	12.0	13.0	13.0	13.0	13.0
PARAEDUCATOR	471.5	486.5	509.5	521.5	531.5	532.5	532.5
STUDENT ASSISTANT	177.0	178.0	190.0	196.0	210.0	210.0	210.0
Total Operating Fund FTE	**1,187.5**	**1,219.5**	**1,290.5**	**1,317.5**	**1,352.5**	**1,353.5**	**1,353.5**

Enrollment

Program 3321	Child Count Actual Oct. 2020 FY 2021	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023	Budgeted FY 2024	Projected FY 2025
Students K-21	5,472	5,413	5,754	5,882	6,025

Numbers do not include prekindergarten students. Prekindergarten students 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 3 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 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.

Cedar Lane	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	$ 4,635,276	$ 4,446,611	$ 4,779,710	$ 4,626,754	$ 5,406,888	$ 5,191,965	$ 5,821,248	$ 5,975,635	$ 5,975,635	$ 6,029,262	$ 208,014
Wages-Other	-	-	-	4,987	-	1,363	-	-	-	-	-
Wages-Stipends	-	-	-	1,500	-	-	-	-	-	-	-
Wages-Summer Pay	-	575	41,700	30,132	41,700	35,361	41,700	41,700	41,700	41,700	-
Wages-Workshop	21,700	18,864	-	908	-	655	-	-	-	-	-
Subtotal	**4,656,976**	**4,466,050**	**4,821,410**	**4,664,281**	**5,448,588**	**5,229,344**	**5,862,948**	**6,017,335**	**6,017,335**	**6,070,962**	**208,014**
Contracted Services											
Maintenance-Other	3,000	342	3,000	1,914	3,000	1,894	3,000	3,000	3,000	3,000	-
Subtotal	**3,000**	**342**	**3,000**	**1,914**	**3,000**	**1,894**	**3,000**	**3,000**	**3,000**	**3,000**	**-**
Supplies and Materials											
Library/Media	1,000	-	1,000	901	1,000	965	1,000	1,000	1,000	1,000	-
Supplies-Materials of Instruction	8,500	5,565	8,500	8,418	8,500	8,147	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	18,380	6,370	14,380	14,222	42,380	23,785	42,380	36,023	36,023	36,023	(6,357)
Supplies-Other	5,000	1,652	5,000	5,010	5,000	25,440	5,000	4,250	4,250	4,250	(750)
Technology-Computer	-	-	3,000	-	3,000	1,632	3,000	3,000	3,000	3,000	-
Technology-Supply	-	-	1,000	-	1,000	-	1,000	1,000	1,000	1,000	-
Subtotal	**34,580**	**15,287**	**34,580**	**30,251**	**62,580**	**61,669**	**67,580**	**60,473**	**60,473**	**60,473**	**(7,107)**
Program 3322 Total	**$ 4,694,556**	**$ 4,481,679**	**$ 4,858,990**	**$ 4,696,446**	**$ 5,514,168**	**$ 5,292,907**	**$ 5,933,528**	**$ 6,080,808**	**$ 6,080,808**	**$ 6,134,435**	**$ 200,907**

Budget Summary Analysis

Program 3322–Cedar Lane

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for staff at Cedar Lane School.	$ 208,014	• Reflects the following staffing adjustments in FY 2024: ◦ *(1.0) Board Certified Behavior Analysts reclassified to a 1.0 Board Certified Behavior Supervisor* • 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.	-	• No change.
Contracted Services			
Maintenance-Other	Maintenance and cleaning of the therapy pool.	-	• No change.
Supplies and Materials			
Library/Media	Periodicals, library books, and supplies that provide instructional material for reading and math instruction.	-	• No change.
Supplies-Materials of Instruction	Instructional materials needed to implement individualized education programs for students with significant disabilities.	-	• No change.
Supplies-Student Activity	Supplies for student activities.	-	• No change.
Supplies-General	Supplies, materials, and equipment to assist with student instruction (assistive technology, augmentative, communication devices) and therapy requirements.	(6,357)	• Decreases funding for student activities supplies.
Supplies-Other	First Aid Supplies, for safety reasons due to the number of students with significant medical and behavioral issues.	(750)	• Decreases funding for First Aid supplies.
Technology-Computer	Technology to support students with communication and access needs who have IEPs and 504s.	-	• No change.
Technology-Supply	Supplies to provide access to technology and protection for technology.	-	• No change.
		Total $ Change $ 200,907	
		Total % Change 3.39%	

Staffing

Program 3322	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
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
BOARD CERT BEHAVIOR ANALYST	1.0	1.0	1.0	1.0	-	-	-
TEACHER 10 MONTH	27.5	25.5	28.5	26.5	26.5	26.5	26.5
TEACHER 11 MONTH	2.0	4.0	4.0	6.0	6.0	6.0	6.0
REGISTERED BEHAVIOR TECHNICIAN	-	-	1.0	1.0	1.0	1.0	1.0
PARAEDUCATOR	47.0	47.0	53.0	53.0	53.0	53.0	53.0
STUDENT ASSISTANT	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Operating Fund FTE	**82.5**	**82.5**	**92.5**	**92.5**	**92.5**	**92.5**	**92.5**

Enrollment

Program 3322	Actual FY 2021	Actual FY 2022	Actual FY 2023	Budgeted FY 2024	Projected FY 2025
K–Age 21	114	113	121	130	130
Prekindergarten	2	4	3	5	5
Total Enrollment	**116**	**117**	**124**	**135**	**135**

Performance Manager: Paul Owens
Academics – Special Education   Cedar Lane – 3322

Birth–Five Early Intervention Services   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.

Birth-Five Early Intervention Services	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	$ 17,574,662	$ 16,900,304	$ 19,304,104	$ 18,379,675	$ 23,321,022	$ 22,366,461	$ 25,699,019	$ 29,066,913	29,066,913	$ 29,317,195	$ 3,618,176
Wages-Stipends	-	-	-	-	-	-	-	-	-	1,500	1,500
Wages-Substitute	10,150	-	31,150	3,485	36,150	19,301	36,150	39,738	39,738	39,738	3,588
Wages-Temporary Help	36,000	1,400	15,000	6,899	15,000	20,965	15,000	15,000	15,000	15,000	-
Wages-Workshop	-	-	-	-	1,750	906	1,750	1,750	1,750	1,750	-
Wages-Summer Pay	300,000	130,751	450,000	370,573	450,000	476,497	450,000	450,000	450,000	450,000	-
Subtotal	**17,920,812**	**17,032,455**	**19,800,254**	**18,760,632**	**23,823,922**	**22,884,130**	**26,201,919**	**29,573,401**	**29,573,401**	**29,825,183**	**3,623,264**
Contracted Services											
Contracted-Labor	500,000	5,475	500,000	234,107	700,000	140,363	700,000	600,000	600,000	600,000	(100,000)
Maintenance-Software	3,410	-	3,410	-	37,900	35,446	37,900	37,900	37,900	37,900	-
Subtotal	**503,410**	**5,475**	**503,410**	**234,107**	**737,900**	**175,809**	**737,900**	**637,900**	**637,900**	**637,900**	**(100,000)**
Supplies and Materials											
Supplies-Testing	5,250	27,461	79,250	11,699	29,500	23,765	23,000	44,000	44,000	44,000	21,000
Supplies-General	201,383	188,003	208,000	174,429	157,500	142,523	157,500	241,500	241,500	241,500	84,000
Technology-Computer	16,221	5,511	16,221	10,710	3,510	10,512	1,000	1,000	1,000	1,000	-
Technology-Supply	5,086	3,708	5,086	3,041	1,985	1,893	1,985	1,985	1,985	1,985	-
Subtotal	**227,940**	**224,683**	**308,557**	**199,879**	**192,495**	**178,693**	**183,485**	**288,485**	**288,485**	**288,485**	**105,000**
Other Charges											
Travel-Mileage	99,880	1,147	99,880	52,938	99,880	98,045	99,880	99,880	99,880	99,880	-
Subtotal	**99,880**	**1,147**	**99,880**	**52,938**	**99,880**	**98,045**	**99,880**	**99,880**	**99,880**	**99,880**	**-**
State Category 07 Student Personnel Services											
Salaries and Wages											
Salaries	-	-	-	-	-	-	196,818	200,754	200,754	201,345	4,527
Subtotal	**-**	**-**	**-**	**-**	**-**	**-**	**196,818**	**200,754**	**200,754**	**201,345**	**4,527**
Program 3324 Total	**$ 18,752,042**	**$ 17,263,760**	**$ 20,712,101**	**$ 19,247,556**	**$ 24,854,197**	**$ 23,336,677**	**$ 27,420,002**	**$ 30,800,420**	**$ 30,800,420**	**$ 31,052,793**	**$ 3,632,791**

Budget Summary Analysis

Program 3324–Birth-Five Early Intervention Services

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for staff serving this program.	$ 3,618,176	• Reflects the following staffing adjustments in FY 2024: ◦ *(1.0) Student Assistant reclassified to 1.0 Program Assistant* • Reflects the following increase in positions in FY 2025: ◦ *1.0 Speech Pathologist* ◦ *1.0 Physical Therapist* ◦ *26.0 Paraeducators* ◦ *21.0 Teachers 10 Month* ◦ *1.5 Teachers 11 Month* • Reflects the following decrease in positions in FY 2025: ◦ *(2.0) Resource Teachers 11 Month* • 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-Stipends	HCAA Longevity Stipends	1,500	• Increases funding for 1 additional staff projected to receive HCASA Longevity Stipend in
Wages-Substitute	Wages paid to teacher substitutes for professional development, federally mandated transition meeting attendance and absences.	3,588	• Increases funding for substitute coverage.
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.	-	• No change.
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.

Performance Manager: Jennifer Riccardi
Academics – Special Education   Birth-Five Early Intervention Services – 3324

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education (cont.)			
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.	(100,000)	• Decreases funding for supervision services.
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.	21,000	• Increases funding for testing materials.
Supplies-General	Office equipment, supplies for young children with disabilities. Books, periodicals, and parent materials related to early intervention.	84,000	• Increases funding for instructional materials.
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.
Technology-Supply	Assistive technology, peripherals for instruction, toner, cables, mouse, keyboards, monitors, and clickers.	-	• No change.
Other Charges			
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.	-	• No change.
State Category 07 Student Personnel Services			
Salaries and Wages			
Salaries	Salaries for staff serving this program.	4,527	• Reflects placeholder for compensation increases and benefits for staff.

Total $ Change	$ 3,632,791
Total % Change	13.25%

Staffing

Program 3324	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
COORDINATOR	1.0	1.0	1.0	1.0	1.0	1.0	1.0
INSTRUCTIONAL FACILITATOR	-	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	4.0	2.0	2.0	2.0
TEACHER 10 MONTH	93.5	104.0	117.0	117.0	138.0	138.0	138.0
TEACHER 11 MONTH	24.0	25.0	27.0	29.5	31.0	31.0	31.0
SPEECH PATHOLOGIST	11.0	11.7	15.0	17.0	18.0	18.0	18.0
OCCUPATIONAL THERAPIST	7.0	7.0	8.5	11.5	11.5	11.5	11.5
PHYSICAL THERAPIST	7.0	9.0	10.0	9.0	10.0	10.0	10.0
SOCIAL WORKER	1.0	1.5	1.5	1.5	1.5	1.5	1.5
PROGRAM ASSISTANT	-	-	-	2.0	3.0	3.0	3.0
TECHNICAL ASSISTANT	0.5	0.5	0.5	1.0	1.0	1.0	1.0
SECRETARY	-	-	1.0	1.0	1.0	1.0	1.0
PARAEDUCATOR	96.5	107.5	121.5	122.0	148.0	148.0	148.0
STUDENT ASSISTANT	40.0	43.0	80.0	80.0	79.0	79.0	79.0
Total Operating Fund FTE	**288.5**	**318.2**	**391.0**	**400.5**	**449.0**	**449.0**	**449.0**

Enrollment

Program 3324	Child Count Actual Oct. 2020 FY 2021	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023	Budgeted FY 2024	Projected FY 2025
Infants and Toddlers served (Birth–3)	834	999	1,215	1,206	1,514
Infants and Toddlers (Extended IFSP)	64	44	57	52	69
Special Education and Related Services – ages 3-5*	481	561	669	1,230	1,281

*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 increase plus 35% growth from Oct to June.

Performance Manager: Jennifer Riccardi
Academics – Special Education   Birth-Five Early Intervention Services – 3324

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. 2019 FY 2020	Child Count Actual Oct. 2020 FY 2021	Child Count Actual Oct. 2021 FY 2022	Child Count Actual Oct. 2022 FY 2023
Total Students in Special Education	4,958*	5,167	5,369	5,754
LRE A – 80% or more in General Ed	75.96%*	74.65%	75.08%	74.19%
LRE B – 40-79% in General Ed	14.86%*	15.19%	14.99%	17.07%
LRE C – 40% or less in Gen Ed	2.12%*	2.67%	2.98%	2.36%
Separate Facility**	6.71%*	6.89%	6.2%	6.38%

* Affected by the impact of COVID-19 on instruction and operations.
**Home, Hospital, Public Separate Day, Private Separate Day, Public Separate Residential, Private Separate Residential (not LRE A-C)
***Data for FY 2019 and 2020 represents students aged 6-21

Speech, Language, and Hearing Services	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	$ 11,062,865	$ 10,430,545	$ 11,506,480	$ 10,598,989	$ 12,633,936	$ 10,894,921	$ 13,283,316	$ 13,185,739	$ 13,314,249	$ 13,508,684	$ 225,368
Wages-Temporary Help	72,160	89,093	75,000	203,257	75,000	245,841	75,000	75,000	75,000	75,000	-
Wages-Summer Pay	101,000	45,092	178,000	128,320	178,000	148,645	208,000	208,000	208,000	208,000	-
Subtotal	**11,236,025**	**10,564,730**	**11,759,480**	**10,930,566**	**12,886,936**	**11,289,407**	**13,566,316**	**13,468,739**	**13,597,249**	**13,791,684**	**225,368**
Contracted Services											
Contracted-Consultant	4,000	3,700	4,000	3,950	4,000	3,048	4,000	4,000	4,000	4,000	-
Contracted-Labor	444,719	1,192,528	444,719	1,761,478	498,719	2,040,522	618,719	618,719	618,719	618,719	-
Subtotal	**448,719**	**1,196,228**	**448,719**	**1,765,428**	**502,719**	**2,043,570**	**622,719**	**622,719**	**622,719**	**622,719**	**-**
Supplies and Materials											
Supplies-Materials of Instruction	5,160	-	5,160	2,528	5,160	3,435	5,160	5,160	5,160	5,160	-
Supplies-Testing	21,900	21,247	10,500	10,357	39,880	38,354	20,200	20,200	20,200	20,200	-
Supplies-General	11,130	11,010	11,130	21,191	12,130	11,996	12,130	10,310	10,310	10,310	(1,820)
Technology-Computer	-	-	11,400	-	11,400	11,392	11,400	9,690	9,690	9,690	(1,710)
Subtotal	**38,190**	**32,257**	**38,190**	**34,076**	**68,570**	**65,177**	**48,890**	**45,360**	**45,360**	**45,360**	**(3,530)**
Other Charges											
Dues & Subscriptions	-	6,868	-	-	26,000	25,712	26,000	26,000	26,000	26,000	-
Training	3,500	1,808	3,500	3,200	3,500	204	3,500	3,500	3,500	3,500	-
Travel-Mileage	23,000	1,281	23,000	10,771	23,000	16,677	23,000	23,000	23,000	23,000	-
Subtotal	**26,500**	**9,957**	**26,500**	**13,971**	**52,500**	**42,593**	**52,500**	**52,500**	**52,500**	**52,500**	**-**
Program 3325 Total	**$ 11,749,434**	**$ 11,803,172**	**$ 12,272,889**	**$ 12,744,041**	**$ 13,510,725**	**$ 13,440,747**	**$ 14,290,425**	**$ 14,189,318**	**$ 14,317,828**	**$ 14,512,263**	**$ 221,838**

Performance Manager: Emily Kinsler
Academics – Special Education

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 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for Speech-Language Pathologists, Teachers of the deaf/hard-of-hearing, and Educational Interpreter staff.	$ 225,368	• Reflects the following decrease in positions in FY 2025: ◦ *(1.0) Educational Interpreter* ◦ *(1.0) Instructional Facilitator* • 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.	-	• No change.
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.	-	• No change.
Contracted Services			
Contracted-Consultant	Bilingual evaluators and consultants for professional development.	-	• 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.	-	• No change.

Performance Manager: Emily Kinsler   Speech, Language, and
Academics – Special Education   Hearing Services – 3325

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
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.	(1,820)	• Decreases funding for testing materials.
Technology-Computer	iPads to support the Speech, Language, and Hearing Services Program as well as computers for staff in this program.	(1,710)	• Decreases funding for technology computer.
Other Charges			
Dues & Subscriptions	Access to educational subscriptions.	-	• No change.
Training	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.

Total $ Change	$	221,838
Total % Change		1.55%

Staffing

Program 3325	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
INSTRUCTIONAL FACILITATOR	1.0	2.0	2.0	2.0	1.0	1.0	1.0
SPEECH PATHOLOGIST	117.9	121.3	128.1	128.1	127.1	128.1	128.1
INTERPRETER-EDUCATIONAL	12.0	12.0	15.0	18.0	17.0	17.0	17.0
TEACHER OF THE DEAF AND HARD OF HEARING	3.0	3.0	3.0	4.0	4.0	4.0	4.0
ASST SPEECH LANG PATHOLOGIST	1.0	1.0	-	-	-	-	-
Total Operating Fund FTE	**134.9**	**139.3**	**148.1**	**152.1**	**149.1**	**150.1**	**150.1**

Performance Manager: Emily Kinsler
Academics – Special Education

Speech, Language, and
Hearing Services – 3325

Enrollment

Program 3325	Actual FY 2021	Actual FY 2022	Actual FY 2023	Budgeted FY 2024	Projected FY 2025
Students K–12 (excluding Early Intervention) Speech Services	3,528	3,840	4,154	4,224	4,652

Special Education Summer Services   3326

Program Overview and Insights

The Individuals with Disabilities in Education Act (https://sites.ed.gov/idea/regs/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) 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. Students attending ESY for at least 50 percent of the sessions maintained 95 percent of progress toward identified goals and objectives. Additional analysis revealed that students who attended ESY 50 percent or more of the time maintained more goals and objectives than their peers who attended less than 50 percent of the sessions.

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 2019	Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023
94%	80%	92%*	95%	95%

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

Special Education Summer Services	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	$ -	$ -	$ -	$ -	$ 114,000	$ -	$ 114,000	$ 123,778	$ 123,778	$ 125,856	$ 11,856
Wages-Summer Pay	668,052	628,309	1,827,199	1,405,027	1,827,199	1,802,797	2,137,485	2,337,485	2,337,485	2,137,485	-
Subtotal	**668,052**	**628,309**	**1,827,199**	**1,405,027**	**1,941,199**	**1,802,797**	**2,251,485**	**2,461,263**	**2,461,263**	**2,263,341**	**11,856**
Supplies and Materials											
Supplies-General	7,050	5,960	6,129	6,069	9,500	22,379	9,500	8,075	8,075	8,075	(1,425)
Subtotal	**7,050**	**5,960**	**6,129**	**6,069**	**9,500**	**22,379**	**9,500**	**8,075**	**8,075**	**8,075**	**(1,425)**
Other Charges											
Travel-Mileage	-	-	1,400	426	1,400	896	1,400	1,400	1,400	1,400	-
Subtotal	**-**	**-**	**1,400**	**426**	**1,400**	**896**	**1,400**	**1,400**	**1,400**	**1,400**	**-**
Program 3326 Total	$ 675,102	$ 634,269	$ 1,834,728	$ 1,411,522	$ 1,952,099	$ 1,826,072	$ 2,262,385	$ 2,470,738	$ 2,470,738	$ 2,272,816	$ 10,431

Budget Summary Analysis

Program 3326–Special Education Summer Services

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for staff serving this program.	$ 11,856	• 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.	-	• No change.
Supplies and Materials			
Supplies-General	Classroom supplies, teacher resources/supplies, adaptive materials and equipment to support student IEP goals and objectives identified for ESY.	(1,425)	• Decreases funding for instructional materials.
Other Charges			
Travel-Mileage	Mileage for the extended school year (ESY) site supervisor staff to travel between sites.	-	• No change.

	Total $ Change	$ 10,431
	Total % Change	0.46%

Staffing

Program 3326	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
FACILITATOR	-	-	1.0	1.0	1.0	1.0	1.0
Total Operating Fund FTE	**-**	**-**	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**

Enrollment

Program 3326	Actual FY 2021	Actual FY 2022	Actual FY 2023	Budgeted FY 2024	Projected FY 2025
Students	1,293	1,433	1,820	1,651	2,028

Performance Manager: Janice Yetter   Special Education
Academics – Special Education   Summer Services – 3326

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 2023, HCPSS ensured services to students in 32 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 2019	Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023
17	11	5*	5*	6

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

Beginning in Fiscal Year 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 2019	Actual FY 2020	Actual FY 2021	Actual FY 2022	Actual FY 2023
7	44	45	118	49

Special Education Compliance and Nonpublic Services	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	340,328	331,788	503,833	462,053	683,525	518,854	737,411	773,728	773,728	781,798	44,387
Wages-Workshop	10,000	15,916	17,980	5,935	23,980	34,272	673,980	873,980	873,980	873,980	200,000
Subtotal	**350,328**	**347,704**	**521,813**	**467,988**	**707,505**	**553,126**	**1,411,391**	**1,647,708**	**1,647,708**	**1,655,778**	**244,387**
Contracted Services											
Legal Fees	-	-	25,000	-	-	-	-	-	-	-	-
Contracted-Labor	153,400	306,803	285,400	520,702	285,400	504,766	460,400	1,060,400	1,060,400	1,060,400	600,000
Subtotal	**153,400**	**306,803**	**310,400**	**520,702**	**285,400**	**504,766**	**460,400**	**1,060,400**	**1,060,400**	**1,060,400**	**600,000**
Supplies and Materials											
Supplies-General	6,000	5,820	6,000	6,000	6,000	5,871	6,000	5,100	5,100	5,100	(900)
Technology-Computer	-	921	-	-	-	-	-	-	-	-	-
Technology-Supply	-	4,362	-	-	-	-	-	-	-	-	-
Subtotal	**6,000**	**11,103**	**6,000**	**6,000**	**6,000**	**5,871**	**6,000**	**5,100**	**5,100**	**5,100**	**(900)**
Other Charges											
Legal Settlements	-	-	-	4,000	25,000	17,000	25,000	25,000	25,000	25,000	-
Travel-Mileage	7,600	135	7,600	1,555	7,600	1,972	7,600	7,600	7,600	7,600	-
Subtotal	**7,600**	**135**	**7,600**	**5,555**	**32,600**	**18,972**	**32,600**	**32,600**	**32,600**	**32,600**	**-**
Transfers											
Transfers-Out of County	105,000	13,812	105,000	14,682	105,000	55,310	105,000	105,000	105,000	105,000	-
Transfers-Non Public Placement	13,337,656	10,990,616	14,323,308	13,746,413	14,323,308	14,971,917	15,838,977	19,838,977	19,838,977	19,838,977	4,000,000
Subtotal	**13,442,656**	**11,004,428**	**14,428,308**	**13,761,095**	**14,428,308**	**15,027,227**	**15,943,977**	**19,943,977**	**19,943,977**	**19,943,977**	**4,000,000**
State Category 09 Student Transportation Services											
Contracted Services											
Trans-Bus Contracts	-	-	-	-	-	-	175,000	175,000	175,000	175,000	-
Subtotal	**-**	**-**	**-**	**-**	**-**	**-**	**175,000**	**175,000**	**175,000**	**175,000**	**-**
Program 3328 Total	$ 13,959,984	$ 11,670,173	$ 15,274,121	$ 14,761,340	$ 15,459,813	$ 16,109,962	$ 18,029,368	$ 22,864,785	$ 22,864,785	$ 22,872,855	$ 4,843,487

Budget Summary Analysis

Program 3328–Special Education Compliance and Nonpublic Services

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for staff serving this program.	$ 44,387	• 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.	200,000	• Increases funding to reflect the wage related costs associated with providing compensatory services for students.
Contracted Services			
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.	600,000	• Increases 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.	(900)	• Decreases funding for support materials.
Other Charges			
Legal Settlements	Expenditures authorized pursuant to a settlement that resolves a claim against the Board.	-	• No change.
Travel-Mileage	On-site evaluation of students in nonpublic programs is required by state and federal law.	-	• No change.

Performance Manager: Patricia Gunshore   Special Education Compliance and
Academics – Special Education   Nonpublic Services – 3328

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education (cont.)			
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.	4,000,000	• Increases funding for non-public tuition cost.
State Category 09 Student Transportation Services			
Contracted Services			
Trans-Bus Contracts	For related transportation services.	-	• No change.

Total $ Change	$ 4,843,487
Total % Change	26.86%

Staffing

Program 3328	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
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
TEACHER RESOURCE	1.0	1.0	2.0	2.0	2.0	2.0	2.0
NONPUBLIC ANALYST	-	-	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
Total Operating Fund FTE	**3.0**	**5.0**	**7.0**	**7.0**	**7.0**	**7.0**	**7.0**

Enrollment

Program 3328	Actual FY 2021	Actual FY 2022	Actual FY 2023	Budgeted FY 2024	Projected FY 2025
Students**	264*	279	299	322	343

Affected by the impact of COVID-19 on instruction and operations.
**Number of students for whom HCPSS paid nonpublic tuition during the fiscal year.*

Performance Manager: Patricia Gunshore
Academics – Special Education

Special Education Compliance and
Nonpublic Services – 3328

Special Education – Central Office   3330

Program Overview and Insights

Providing oversight for all special education budgets, this program coordinates the work of the three major offices within the Department of Special Education (DSE): Office of Early Intervention Services, School-based and Transition Services (K–21), and Countywide Services. Advancing student learning outcomes and addressing disproportionality remain paramount. Monitoring activities are required to identify critical areas for continuous improvement and to drive results. Each DSE office aligns its work to key focus areas which include *Disability Acceptance*, *IEP Compliance*, *Continuum of Services/Service Delivery Models, Specially Designed Instruction/Instructional Practices,* and *Family Engagement*, and he MSDE action imperatives of Early Childhood, Access, Equity and Progress, and Secondary Transition must underpin this work. The Department of Special Education will prioritize essential 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. 2019 FY 2020	**Child Count Actual Oct. 2020 FY 2021**	**Child Count Actual Oct. 2021 FY 2022**	**Child Count Actual Oct. 2022 FY 2023**
Total Students in Special Education	4,958*	5,167	5,369	5,754
LRE A – 80% or more in General Ed	75.96%*	74.65%	75.08%	74.19%
LRE B – 40-79% in General Ed	14.86%*	15.19%	14.99%	17.07%
LRE C – 40% or less in Gen Ed	2.12%*	2.67%	2.98%	2.36%
Separate Facility**	6.71%*	6.89%	6.2%	6.38%

* Affected by the impact of COVID-19 on instruction and operations.
**Home, Hospital, Public Separate Day, Private Separate Day, Public Separate Residential, Private Separate Residential (not LRE A-C)
***Data for FY 2020 represents students aged 6-21

Special Education - Central Office	Budget FY 2021	Actual FY 2021	Budget FY 2022	Actual FY 2022	Budget FY 2023	Actual FY 2023	Approved Budget FY 2024	Superintendent Proposed FY 2025	Board Requested FY 2025	Approved FY 2025	$ Change From FY 2024
State Category 06 Special Education											
Salaries and Wages											
Salaries	$ 1,346,364	$ 1,258,378	$ 1,370,258	$ 1,372,382	$ 2,401,596	$ 1,543,005	$ 2,673,383	$ 2,844,958	$ 2,844,958	$ 2,877,752	$ 204,369
Wages-Substitute	26,410	303	26,410	386	26,410	16,153	30,410	-	-	-	(30,410)
Wages-Workshop	56,300	136,763	71,300	97,534	71,300	102,750	101,300	-	-	-	(101,300)
Subtotal	**1,429,074**	**1,395,444**	**1,467,968**	**1,470,302**	**2,499,306**	**1,661,908**	**2,805,093**	**2,844,958**	**2,844,958**	**2,877,752**	**72,659**
Contracted Services											
Contracted-Consultant	-	-	-	-	-	-	-	-	100,000	100,000	100,000
Subtotal	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**100,000**	**100,000**	**100,000**
Supplies and Materials											
Supplies-General	5,568	3,335	5,568	2,248	5,568	2,786	5,568	4,733	4,733	4,733	(835)
Technology-Computer	-	30,342	5,721	8,929	13,421	18,925	13,421	13,421	13,421	13,421	-
Technology-Supply	-	-	-	-	2,800	2,785	2,800	2,800	2,800	2,800	-
Subtotal	**5,568**	**33,677**	**11,289**	**11,177**	**21,789**	**24,496**	**21,789**	**20,954**	**20,954**	**20,954**	**(835)**
Other Charges											
Travel-Mileage	32,400	9,828	28,700	24,111	28,700	25,561	28,700	26,400	26,400	26,400	(2,300)
Dues & Subscriptions	-	305	-	-	-	-	-	-	-	-	-
Subtotal	**32,400**	**10,133**	**28,700**	**24,111**	**28,700**	**25,561**	**28,700**	**26,400**	**26,400**	**26,400**	**(2,300)**
Program 3330 Total	**$ 1,467,042**	**$ 1,439,254**	**$ 1,507,957**	**$ 1,505,590**	**$ 2,549,795**	**$ 1,711,965**	**$ 2,855,582**	**$ 2,892,312**	**$ 2,992,312**	**$ 3,025,106**	**$ 169,524**

Performance Manager: Terrell Savage
Academics – Special Education

Special Education-
Central Office – 3330

Budget Summary Analysis

Program 3330–Special Education - Central Office

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Salaries and Wages			
Salaries	Salaries for central office special education staff.	$ 204,369	• Reflects the following staffing adjustments in FY 2024: ◦*(6.0) Board Certified Behavior Analyst reclassified to 6.0 Board Certified Behavior Supervisor* ◦ *0.5 Secretary transferred from Countywide Services (3320) reclassified to 0.5 Coordinator* ◦ *0.5 Secretary transferred from Countywide Services (3320) reclassified to 0.5 Fiscal Analyst* • Reflects the following decrease in positions in FY 2025: ◦ *(1.0) Instructional Facilitator* • 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.	(30,410)	• Decreases funding for substitute coverage.
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 MSAA and essential case management duties (e.g., scheduling, transportation verification, IEP training for general education staff) in summer.	(101,300)	• Decreases funding for professional learning sessions.
Contracted Services			
Contracted-Consultant	Consultant services for an independent review of Special Education services .	100,000	• Increases funding for consultant services.
Supplies and Materials			
Supplies-General	Supplies and materials needed for the Central Office or in-service activities.	(835)	• Decreases funding for support materials.
Technology-Computer	Computers for staff.	-	• No change.
Technology-Supply	Computers supplies utilized by staff.	-	• No change.

State/Spend Category	Description of Expenditure	Change from FY 2024	Explanation of Change
State Category 06 Special Education			
Other Charges			
Travel-Mileage	Business-related mileage reimbursement for staff.	(2,300)	• Eliminates ($6,300) in funding related to mileage stipend benefit for designated managerial positions • Increases $4,000 in funding for itemized mileage reimbursement.
	Total $ Change	**$ 169,524**	
	Total % Change	**5.94%**	

Staffing

Program 3330	Budget FY 2021	Budget FY 2022	Budget FY 2023	Budget FY 2024	Supt. Proposed FY 2025	Board Requested FY 2025	Approved FY 2025
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
INSTRUCTIONAL FACILITATOR	4.0	4.0	4.0	4.0	3.0	3.0	3.0
FISCAL ANALYST	-	-	-	-	0.5	0.5	0.5
TEACHER RESOURCE	1.0	-	2.0	2.0	2.0	2.0	2.0
BOARD CERTIFIED BEHAVIOR SUPERVISOR	-	-	-	-	6.0	6.0	6.0
BOARD CERTIFIED BEHAVIOR ANALYST	2.0	3.0	6.0	6.0	-	-	-
BEHAVIOR SPECIALIST	1.0	1.0	2.0	2.0	2.0	2.0	2.0
REGISTERED BEHAVIOR TECHNICIAN	-	-	3.0	3.0	3.0	3.0	3.0
BEHAVIOR PARAEDUCATOR	-	-	1.0	1.0	1.0	1.0	1.0
PROGRAM ASSISTANT	-	-	-	7.0	7.0	7.0	7.0
CLERK	-	-	7.0	-	-	-	-
EXECUTIVE 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	**12.0**	**12.0**	**29.0**	**29.0**	**29.0**	**29.0**	**29.0**

Performance Manager: Terrell Savage
Academics – Special Education

Special Education-
Central Office – 3330

23-24 DSE Calendar Full Staff

Office/Program	d	Name	Title	Date	Start Time	End Time	Participant	Substitute	Room/Virtual	code	Session #	Links to	Overall	G=Grant or	
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	9-5-23	12:00 PM	4:00 PM	15	0	SDC- Patuxent		do not go in Frontline				canceled 9/5/23 per Janice
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	10-3-23	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	10-17-23	12:00 PM	4:00 PM	15	0	OCLB- TSC		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	10-31-23	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	11-7-23	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	11-21-23	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	12-12-23	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	(mid year retreat)	1-9-24	8:00 AM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	1-30-24	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	2-13-24	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	2-27-24	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	3-12-24	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	4-9-24	12:00 PM	4:00 PM	15	0	Pine OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	5-7-24	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	DSE Leadership Meeting	5-28-24	12:00 PM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Janice Yetter	Janice Yetter	(end of year retreat)	6-7-24	8:00 AM	4:00 PM	15	0	Redwood OCLB		do not go in Frontline				
	Terrell Savage	Janet Bounds	DSE Full Staff	9-11-23	8:00 AM	4:00 PM	90	0	Staff		SE7803				canceled
	Terrell Savage	Janet Bounds	DSE Full Staff	10-16-23	8:00 AM	4:00 PM	90	0	Staff		24780301				
	Terrell Savage	Janet Bounds	DSE Full Staff	11-20-23	8:00 AM	4:00 PM	90	0	SDC Susquehanna Room		24780302				
	Terrell Savage	Janet Bounds	DSE Full Staff	12-11-23	8:00 AM	4:00 PM	90	0	Staff		24780303				
	Terrell Savage	Janet Bounds	DSE Full Staff	1-8-24	8:00 AM	4:00 PM	90	0	SDC Susquehanna Room		24780304				
	Terrell Savage	Janet Bounds	DSE Full Staff	2-5-24	8:00 AM	4:00 PM	90	0	SDC Susquehanna Room		24780305				
	Terrell Savage	Janet Bounds	DSE Full Staff	3-4-24	8:00 AM	4:00 PM	90	0	Staff		24780306				
	Terrell Savage	Janet Bounds	DSE Full Staff	4-15-24	8:00 AM	4:00 PM	90	0	SDC Susquehanna Room		24780307				
	Terrell Savage	Janet Bounds	DSE Full Staff	5-13-24	8:00 AM	4:00 PM	90	0	Staff		24780308				
	Terrell Savage	Janet Bounds	DSE Full Staff	6-10-24	8:00 AM	4:00 PM	90	0	Staff		24780309				

Presenter/Lead	Contact Name	Meeting/Event	Proposed	Start Time	End Time	# of	f Substitute	Location Room/	If virtual	Sub code	Frontline	10/6/23 Attendance	Notes
CCEIS Para Meetings (SE7921)													
Elisa Kinnee	Elisa Kinnee	CCEIS para meeting	9/1/2023	1:00 PM	3:00 PM	8	0	A1 Kenwood			24792101		
Elisa Kinnee	Elisa Kinnee	CCEIS para meeting	11/3/2023	1:00 PM	3:00 PM	8	0	A1 Kenwood			24792102		
	Elisa Kinnee	CCEIS para meeting	1/5/2024	1:00 PM	3:00 PM	8	0	A1 Kenwood			24792103		
	Elisa Kinnee	CCEIS Para meeting	3/1/2024	1:00 PM	3:00 PM	5	0	A1 Kenwood			24792104		
	Elisa Kinnee	CCEIS Para meeting	5/3/2024	1:00 PM	3:00 PM	5	0	A1 Kenwood			24792105		
CCEIS Team Meeting (SE7922)													
Elisa Kinnee	Elisa Kinnee	CCEIS Team Meeting	9/12/2023	8:30 AM	10:30 AM	15	0	SDC-TRED AVON			24792201		
Elisa Kinnee	Elisa Kinnee	CCEIS Team Meeting	10/17/2023	8:30 AM	10:30 AM	15	0	TSC/OCLB			24792202		
Elisa Kinnee	Elisa Kinnee	CCEIS Team Meeting	11/14/2023	8:30 AM	10:30 AM	15	0	Tred Avon			24792203		
	Elisa Kinnee	CCEIS Team Meeting	12/12/2023	8:30 AM	10:30 AM	15	0	Redwood Room			24792204		
	Elisa Kinnee	CCEIS Team Meeting	2/13/2024	8:30 AM	10:30 AM	15	0	Tred Avon			24792205		
	Elisa Kinnee	CCEIS Team Meeting	3/12/2024	8:30 AM	10:30 AM	15	0	Redwood Room			24792206		
	Elisa Kinnee	CCEIS Team Meeting	4/23/2024	8:30 AM	10:30 AM	15	0	Redwood Room			24792207		
	Elisa Kinnee	CCEIS Team Meeting	5/14/2024	8:30 AM	10:30 AM	15	0						
DQIE (SE7830)													
Bianca Roberts	Bianca Roberts	DQIE Elementary Data Conversations	2/12/2024	8:00 AM	4:00 PM	16	16	Redwood Room					Canceled
Bianca Roberts	Bianca Roberts	DSE Elementary Session 3	5/29/2024	8:00 AM	4:00 PM	16	16	Redwood Room					
Bianca Roberts	Bianca Roberts	DQIE Elementary Quarterly Planning	9/18/2023	8:30 AM	3:30 PM	16	16	SDC-TRED AVON					
Bianca Roberts	Bianca Roberts	DSE Elementary Session 1 (Kickoff)	1/24/2024	8:00 AM	4:00 PM	16	16	SDC-TRED AVON					
Bianca Roberts	Bianca Roberts	DQIE Elementary Quarterly Planning	3/5/2024	8:00 AM	4:00 PM	16	16	Redwood Room					Canceled
Bianca Roberts	Bianca Roberts	DQIE Elementary Quarterly Planning	5/14/2024	8:00 AM	4:00 PM	16	16						
Bianca Roberts	Bianca Roberts	DSE Elementary Session 1 (Cancelled)	11/8/2023	1:00 PM	4:00 PM	16	16	TSC					
Bianca Roberts	Bianca Roberts	DSE Elementary Session 2	2/21/2024	8:00 AM	4:00 PM	16	16	Pine Room					
Bianca Roberts	Bianca Roberts	DSE DQIE 2.0 ES	5/20/2024	8:00 AM	4:00 PM	16	16	Pine Room					
Bianca Roberts	Bianca Roberts	DSE Secondary Session 1	11/8/2023	8:00 AM	4:00 PM	16	16	Redwood Room					
Bianca Roberts	Bianca Roberts	DSE DQIE 2.0 Secondary	2/26/2024	8:00 AM	4:00 PM	8	8	Pine Room					Canceled
Bianca Roberts	Bianca Roberts	DSE Secondary Session 3	5/20/2024	8:00 AM	4:00 PM	16	16	Pine Room					
Bianca Roberts	Bianca Roberts	DQIESecondary Data Conversations	10/24/2023	8:00 AM	4:00 PM	16	16	Pine Room					Canceled
Bianca Roberts	Bianca Roberts	DQIESecondary Data Conversations	10/26/2023	8:00 AM	3:00 PM	8	8	Redwood Room					Canceled
Bianca Roberts	Bianca Roberts	DSE Secondary Session 2	2/14/2024	8:00 AM	4:00 PM	16	16	Pine Room					
Bianca Roberts	Bianca Roberts	DSE DQIE Quarterly Planning Secondary	10/2/2023	8:30 AM	3:00 PM	8	8	SDC-PATAPSCO					
Bianca Roberts	Bianca Roberts	DSE DQIE Quarterly Planning Secondary	1/25/2024	8:00 AM	4:00 PM	16	16	Pine Room					Canceled
Bianca Roberts	Bianca Roberts	DSE DQIE Quarterly Planning Secondary	5/15/2024	8:00 AM	4:00 PM	8	8	SDC-PATAPSCO					
Countywide Quarterly PL (SE7880)													
Jessica Yaniro	Jessica Yaniro	DSE Elementary Special Education PL Q1	10/4/2023	8:00 AM	4:00 PM	250	42	virtual- DSE ES PL	2	SpecEDPL	24788007		
Jessica Yaniro	Jessica Yaniro	DSE Elementary Special Education PL Q2	12/5/2023	8:00 AM	4:00 PM	250	42	virtual- DSE ES PL	2	SpecEDPL	24788008		
Jessica Yaniro	Jessica Yaniro	DSE Elementary Special Education PL Q3	3/8/2024	8:00 AM	4:00 PM	250	43	virtual- DSE ES PL	2	SpecEDPL	24788009		
Jessica Yaniro	Jessica Yaniro	DSE Elementary Special Education PL Q4	5/2/2024	8:00 AM	3:30 PM	250	43	virtual- DSE ES PL	2	SpecEDPL	24788010		
Elizabeth Augustin	Elizabeth Augustin	DSE Middle Special Education PL Q1	10/5/2023	8:00 AM	3:30 PM	200	20	virtual- DSE MS PL	2	SpecEDPL	24788011		
Elizabeth Augustin	Elizabeth Augustin	DSE Middle Special Education PL Q2	12/4/2023	8:00 AM	3:30 PM	200	20	virtual- DSE MS PL	2	SpecEDPL	24788012		
Elizabeth Augustin	Elizabeth Augustin	DSE Middle Special Education PL Q3	3/12/2024	8:00 AM	3:30 PM	200	20	virtual- DSE MS PL	2	SpecEDPL	24788013		
Elizabeth Augustin	Elizabeth Augustin	DSE Middle Special Education PL Q4	5/8/2024	8:00 AM	3:30 PM	200	20	virtual- DSE MS PL	2	SpecEDPL	24788014		
Missie Baxter	Missie Baxter	DSE High Special Educator PL Q1	10/2/2023	7:50 AM	9:50 AM	200	13	virtual- DSE HS PL	2	SpecEDPL	24788015		
				10:40 AM	12:40 PM								
				1:00 PM	3:00 PM								
Missie Baxter	Missie Baxter	DSE High Special Educator PL Q2	12/12/2023	7:50 AM	9:50 AM	200	13	virtual- DSE HS PL	2	SpecEDPL	24788016		
				10:40 AM	12:40 PM								
				1:00 PM	3:00 PM								
Missie Baxter	Missie Baxter	DSE High Special Educator PL Q3	3/7/2024	7:50 AM	9:50 AM	200	13	virtual- DSE HS PL	2	SpecEDPL	24788017		
				10:40 AM	12:40 PM								
				1:00 PM	3:00 PM								
Missie Baxter	Missie Baxter	DSE High Special Educator PL Q4	5/9/2024	7:30 AM	2:30 PM	200	13	virtual- DSE HS PL	2	SpecEDPL	24788018		
ITL													
Elizabeth Augustin	Elizabeth Augustin	New Special Education ITLs	7/25/2023	8:30 AM	3:30 PM	10					7828		
Elizabeth Augustin	Elizabeth Augustin	DSE ITL Leadership Retreat	9/28/2023	8:00 AM	4:00 PM	125	90	Ten Oaks Ballroom					

DSE Elementary ITL (SE7800)												
Jessica Yaniro	Jessica Yaniro	DSE Elementary ITL Meeting (in Person)	9/12/2023	8:00 AM	4:00 PM	50	43	TSC		24780001		
Jessica Yaniro	Jessica Yaniro	DSE ES ITL	10/19/2023	8:00 AM	4:00 PM	50	43	TSC		24780002	36	
Jessica Yaniro	Jessica Yaniro	DSE ES ITL	11/29/2023	8:00 AM	4:00 PM	50	43	TSC		24780003	41	
Jessica Yaniro	Jessica Yaniro	DSE ES ITL	12/6/2023	8:00 AM	4:00 PM	50	43	TSC		24780004	39	
	Jessica Yaniro	DSE ES ITL	1/29/2024	8:00 AM	4:00 PM	43	43	TSC		24780005		
	Jessica Yaniro	DSE ES ITL	2/28/2024	8:00 AM	3:30 PM	50	43	TSC		24780006		
	Jessica Yaniro	DSE ES ITL	3/14/2024	8:00 AM	3:30 PM	50	43	TSC		24780007		
	Jessica Yaniro	DSE ES ITL	4/30/2024	8:00 AM	3:30 PM	50	43	TSC		24780008		
	Jessica Yaniro	DSE ES ITL	5/30/2024	8:00 AM	3:30 PM	50	43	TSC		24780009		
MS ITL (SE7801)												
Elizabeth Augustin	Elizabeth Augustin	DSE MS ITL Meeting	9/13/2023	8:00 AM	3:00 PM	25	15	Pine		24780101		
Elizabeth Augustin	Elizabeth Augustin	DSE MS ITL Meeting	10/12/2023	8:00 AM	3:00 PM	25	15	Pine		24780102		
Elizabeth Augustin	Elizabeth Augustin	DSE MS ITL Meeting	11/28/2023	8:00 AM	3:00 PM	25	15	TSC 7:30-4		24780103		
	Elizabeth Augustin	DSE MS ITL Meeting	12/12/2023	8:00 AM	3:00 PM	25						
	Elizabeth Augustin	DSE MS ITL Meeting	1/30/2024	8:00 AM	3:00 PM	20	20	Pine		24780104		
	Elizabeth Augustin	DSE MS ITL Meeting	2/29/2024	8:00 AM	3:00 PM	20	20	Pine		24780105		
	Elizabeth Augustin	DSE MS ITL Meeting	3/19/2024	8:00 AM	3:00 PM	20	20	Pine		24780106		
	Elizabeth Augustin	DSE MS ITL Meeting	4/18/2024	8:00 AM	3:00 PM	20	20	Pine		24780107		
	Elizabeth Augustin	DSE MS ITL Meeting	5/22/2024	8:00 AM	3:00 PM	20	20	TSC		24780108		
HS ITL (SE7802)												
Missie Baxter	Missie Baxter	DSE HS ITL Meeting	9/14/2023	8:00 AM	2:30 PM	20	0	Redwood		24780201		
Missie Baxter	Missie Baxter	DSE HS ITL Meeting	10/18/2023	8:00 AM	2:30 PM	20	0	Redwood		24780202		
Missie Baxter	Missie Baxter	DSE HS ITL Meeting	11/28/2023	8:00 AM	2:30 PM	20	0	TSC 7:30-4		24780203		
Missie Baxter	Missie Baxter	DSE HS ITL Meeting	12/14/2023	8:00 AM	2:30 PM	20	0	Redwood		24780204		
	Missie Baxter	DSE HS ITL Meeting	2/15/2024	8:00 AM	2:30 PM	20	0	Redwood		24780205		
	Missie Baxter	DSE HS ITL Meeting	3/11/2024	8:00 AM	2:30 PM	20	0	Redwood		24780206		
	Missie Baxter	DSE HS ITL Meeting	4/24/2024	8:00 AM	2:30 PM	20	0	Redwood		24780207		
	Missie Baxter	DSE HS ITL Meeting	6/3/2024	8:00 AM	2:30 PM	20	0	Redwood		24780208		
ES to MS Transition Meetings (SE7827)												
Elizabeth Augustin	Elizabeth Augustin	ES to MS Transition	11/1/2023	9:00 AM	10:00 PM	75	0	virtual		24782701		
Elizabeth Augustin	Elizabeth Augustin	ES to MS Transition	11/1/2023	11:00 AM	12:00 AM	75	0	virtual		24782702		
Elizabeth Augustin	Elizabeth Augustin	ES to MS Transition	11/1/2023	2:00 PM	3:00 PM	75	0	virtual		24782703		
Elizabeth Augustin	Elizabeth Augustin	ES to MS Transition	12/14/2023	9:00 AM	10:00 PM	75	0	virtual		24782704		
Elizabeth Augustin	Elizabeth Augustin	ES to MS Transition	12/14/2023	11:00 AM	12:00 AM	75	0	virtual		24782705		
Elizabeth Augustin	Elizabeth Augustin	ES to MS Transition	12/14/2023	2:00 PM	3:00 PM	75	0	virtual		24782706		
	Elizabeth Augustin/	ES to MS Transition	1/10/2024	8:00 AM	4:00 PM	100	60	virtual		24782707		
	Elizabeth Augustin	ES to MS Transition	2/28/2024	9:00 AM	10:00 AM	75	0	virtual		24782708		
	Elizabeth Augustin	ES to MS Transition	2/28/2024	12:00 PM	1:00 PM	75	0	virtual		24782709		
	Elizabeth Augustin	ES to MS Transition	2/28/2024	2:00 PM	3:00 PM	75	0	virtual		24782710		
	Elizabeth Augustin	ES to MS Transition	3/11/2024	9:00 AM	10:00 AM	75	0	virtual		24782711		
	Elizabeth Augustin	ES to MS Transition	3/11/2024	12:00 PM	1:00 PM	75	0	virtual		24782712		
	Elizabeth Augustin	ES to MS Transition	3/11/2024	2:00 PM	3:00 PM	75	0	virtual		24782713		
Regional ALS (SE7821)												
Katie Collins	Katie Collins	DSE Elementary Regional ALS	10/10/2023	8:30 AM	3:30 PM	18	18	Pine Room	Special Ed Pl	24782101		
	Katie Collins	DSE Elementary Regional ALS	3/18/2024	8:30 AM	3:30 PM	18	18	Redwood Room	Special Ed Pl	24782102		Canceled 3/13
	Katie Collins	DSE Elementary Regional ALS	5/16/2024	8:30 AM	3:30 PM	18	18	Redwood Room	Special Ed Pl	24782103		Canceled 4/15
Home School ALS (SE7822)												
Michele Redmiles	Michele Redmiles	DSE ES Home School ALS	9/20/2023	8:30 AM	4:00 PM	15	15	Redwood		24782201	21	
Michele Redmiles	Michele Redmiles	DSE ES Home School ALS	11/6/2023	8:30 AM	4:00 PM	15	15	Pine &		24782202	15	
Michele Redmiles	Michele Redmiles	DSE ES Home School ALS	2/7/2024	8:30 AM	4:00 PM	30	15	Redwood		24782203		
Elizabeth Augustin	Elizabeth Augustin	DSE MS Home School ALS	10/19/2023	8:00 AM	3:00 PM	300	30	virtual		24782204		
Missie	Missie Baxter/	DSE Secondary Home School ALS	10/4/2023	8:00 AM	3:30 PM	300	30	virtual		24782205		
Missie	Missie Baxter/	DSE Secondary Home School ALS	4/22/2024	8:00 AM	3:00 PM	300	30	virtual		24782206		
PL/UL (SE7826)												
Katie Collins	Katie Collins	DSE PL/UL	10/25/2023	8:30 AM	3:30 PM	14	14	Pine Room	Special Ed Pl	24782601		
	Katie Collins	DSE PL/UL	1/25/2024	8:30 AM	3:30 PM	14	14	Redwood Room	Special Ed Pl	24782602		
Present Levels												
Bianca Roberts	Bianca Roberts	Present Levels	7/12/2023	8:00 AM	4:00 PM	30	0	virtual				
Bianca Roberts	Bianca Roberts	Present Levels ES Writing	7/12/2023	8:00 AM	4:00 PM	25	0	virtual				

~~Bianca Roberts~~	~~Bianca Roberts~~	~~Present Levels Math~~	~~7/11/2023~~	~~8:00 AM~~	~~4:00 PM~~	~~30~~	~~0~~	~~virtual~~					
~~Bianca Roberts~~	~~Bianca Roberts~~	~~Present Levels Secondary Reading~~	~~7/24/2023~~	~~8:00 AM~~	~~4:00 PM~~	~~30~~	~~0~~	~~virtual~~					
~~Bianca Roberts~~	~~Bianca Roberts~~	~~Present Levels Secondary Writing~~	~~7/26/2023~~	~~8:00 AM~~	~~4:00 PM~~	~~30~~	~~0~~	~~virtual~~					
~~Bianca Roberts~~	~~Bianca Roberts~~	~~Present Levels SecondaryMath~~	~~7/25/2023~~	~~8:00 AM~~	~~4:00 PM~~	~~30~~	~~0~~	~~virtual~~					
Procedural Safeguards (SE7810)													
Trish Gunshore	Trish Gunshore	Pro Safe 1 (in person)	9/18/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781001		
Trish Gunshore	Trish Gunshore	Pro Safe 1 (in person)	9/21/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781002		
Trish Gunshore	Trish Gunshore	Pro Safe 1 (in person)	9/26/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781003		
Trish Gunshore	Trish Gunshore	Pro Safe 1 (in person)	9/27/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781004		
Trish Gunshore	Trish Gunshore	Pro Safe 2 (in person)	11/2/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781005		
Trish Gunshore	Trish Gunshore	Pro Safe 2 (in person)	11/6/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781006		
Trish Gunshore	Trish Gunshore	Pro Safe 2 (in person)	11/7/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781007		
Trish Gunshore	Trish Gunshore	Pro Safe 2 (in person)	11/9/2023	8:00 AM	4:00 PM	40	30	Guilford Park High		Special Ed Pl	24781008		
Reading Intervention Trainings (SE7843)													
Bianca Roberts	Bianca Roberts	SIPPs	7/18/2023	8:00 AM	4:00 PM	30	0	virtual					
Bianca Roberts	Bianca Roberts	SIPPs	7/19/2023	8:00 AM	4:00 PM	30	0	virtual					
Bianca Roberts	Bianca Roberts	Story Grammar Marker	7/20/2023	8:00 AM	4:00 PM	30	0						
Bianca Roberts	Bianca Roberts	Story Grammar Marker	9/29/2023	8:00 AM	4:00 PM	20	20	SDC-SEVERN					
	Bianca Roberts	Story Grammar Marker	1/9/2024	8:00 AM	3:00 PM	20	20						
Bianca Roberts	Bianca Roberts	Story Grammar Marker	3/5/2024	8:00 AM	4:00 PM	20	20	Redwood					Added 10/24/23
~~Emily Kinsler~~	~~Bianca Roberts~~	~~Visualing and Verbalizing~~	~~7/17/2023~~	~~8:00 AM~~	~~4:00 PM~~	~~23~~	~~0~~	~~virtual~~					
Math Intervention Need Session #													
Jon Sangiovanni	Bianca Roberts	Bridges Math Intervention	9/14/2023	8:30 AM	11:30 AM	20	10						
Regional ED Crisis Teachers (7824)													
	Jessica Yaniro	DSE Regional ED Crisis Teachers	9/26/2023	8:30 AM	12:00 PM	15		Redwood			24782401		
	Jessica Yaniro	DSE Regional ED Crisis Teachers	11/1/2023	8:30 AM	12:00 PM	15	0	Redwood			24782402		
	Jessica Yaniro	DSE Regional ED Crisis Teachers	2/1/2024	8:30 AM	12:00 PM	15	0	Redwood			24782403		
	~~Jessica Yaniro~~	~~DSE Regional ED Crisis Teachers~~	~~2/21/2024~~	~~8:30 AM~~	~~12:00 PM~~	~~15~~	~~0~~	~~Redwood~~			~~24782404~~		
	Jessica Yaniro	DSE Regional ED Crisis Teachers	3/7/2024	8:30 AM	12:00 PM	15	0	Redwood			24782405		
	Jessica Yaniro	DSE Regional ED Crisis Teachers	4/11/2024	8:30 AM	12:00 PM	15	0	Redwood			24782406		
	Jessica Yaniro	DSE Regional ED Crisis Teachers	5/21/2024	8:30 AM	12:00 PM	15	0	Redwood			24782407		
ED Professional Learning (SE7825)													
	Jessica Yaniro	DSE Elementary ED Professional Learning	10/11/2023	12:00 PM	3:30 PM	40		Redwood			24782501	17	
	Jessica Yaniro	DSE Elementary ED Professional Learning	10/12/2023	8:30 AM	12:00 PM	40		Redwood			24782502	14	
	Jessica Yaniro	DSE Elementary ED Professional Learning	11/28/2023	8:30 AM	11:30 AM	40		Redwood			24782503		
	Jessica Yaniro	DSE Elementary ED Professional Learning	11/30/2023	12:00 PM	3:30 PM	40		Redwood			24782504		
	Jessica Yaniro	DSE Elementary ED Professional Learning	2/7/2024	1:30 PM	4:30 PM	40		Pine			24782505		
	Jessica Yaniro	DSE Elementary ED Professional Learning	4/10/2024	Profession Work Day		40		Pine			24782506		
	Jessica Yaniro	DSE Secondary ED Professional Learning	10/3/2023	8:00 AM	11:30 AM	40		Redwood			24782507		
	Jessica Yaniro	DSE Secondary ED Professional Learning	10/10/2023	8:00 AM	11:30 AM	40		Redwood			24782508		
	Jessica Yaniro	DSE Secondary ED Professional Learning	11/29/2023	8:00 AM	11:30 AM	40		Redwood			24782509		
	Jessica Yaniro	DSE Secondary ED Professional Learning	11/30/2023	8:00 AM	11:30 AM	40		Redwood			24782510		
	Jessica Yaniro	DSE Secondary ED Professional Learning	2/9/2024	Professional Learning Day		40		Redwood			24782511		
	Jessica Yaniro	DSE Secondary ED Professional Learning	4/10/2024	Professional Learning Day		40		Redwood			24782512		
Transition Teachers (SE7806)													
Missie Baxter	Missie Baxter	Transition Teacher Meeting	9/22/2023	8:00 AM	10:30 AM	15	0	Redwood			24780601		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	10/13/2023	8:00 AM	10:30 AM	15	0	Redwood			24780602		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	11/10/2023	8:00 AM	10:30 AM	15	0	Redwood			24780603		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	12/15/2023	8:00 AM	10:30 AM	15	0	Redwood			24780604		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	1/12/2024	8:00 AM	10:30 AM	20	0	Redwood			24780605		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	2/16/2024	8:00 AM	10:30 AM	13	0	Redwood			24780606		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	3/15/2024	8:00 AM	10:30 AM	13	0	Redwood			24780607		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	4/19/2024	8:00 AM	10:30 AM	13		Redwood			24780608		
Missie Baxter	Missie Baxter	Transition Teacher Meeting	5/10/2024	8:00 AM	10:30 AM	13		Redwood			24780609		
Woodcock Johson (SE7870)													
Brandon Gary	Missie Baxter	DSE Woodcock Johnson Training	7/18/2023	8:00 AM	4:00 PM	30	0	virtual			24787001		
			7/19/2023	8:00 AM	4:00 PM	30	0	virtual					
			7/20/2023	8:00 AM	4:00 PM	30	0	virtual					
			7/26/2023	8:00 AM	4:00 PM	30	0	face to face					

Brandon Gary	Missie Baxter	DSE Woodcock Johnson IV-Initial Training Fall 2023 AM	10/4/2023	8:00 AM	11:30 AM	30	20	**virtual**			24787002		
			10/11/2023	8:00 AM	11:30 AM	30	20	**virtual**					
			10/18/2023	8:00 AM	11:30 AM	30	20	**virtual**					
			10/25/2023	8:00 AM	11:30 AM	30	20	**SDC- SEVERN**					
			11/2/2023	8:00 AM	11:30 AM	30	20	**SDC- Patuxent**					
Brandon Gary	Missie Baxter	DSE Woodcock Johnson IV-Initial Training Fall 2023 PM	10/4/2023	12:00 PM	3:30 PM	30	20	**virtual**			24787003		
			10/11/2023	12:00 PM	3:30 PM	30	20	**virtual**					
			10/18/2023	12:00 PM	3:30 PM	30	20	**virtual**					
			10/25/2023	12:00 PM	3:30 PM	30	20	**SDC- SEVERN**					
			11/2/2023	12:00 PM	3:30 PM	30	20	**SDC- Patuxent**					
Brandon Gary	Missie Baxter	DSE Woodcock Johnson IV-Initial Training Winter 2024 AM Sessions	2/20/2024	8:00 AM	11:30 AM	30	20	**virtual**					
			2/27/2024	8:00 AM	11:30 AM	30	20	**virtual**					cancelled Patapco
			3/5/2024	8:00 AM	11:30 AM	30	20	**virtual**					cancelled Patapco
			3/21/24	8:00 AM	11:30 AM	30	20	Pine					
			4/4/24	8:00 AM	11:30 AM	30	20	Pine					
Brandon Gary	Missie Baxter	DSE Woodcock Johnson IV-Initial Training Winter 2024 PM Sessions	2/20/2024	12:00 PM	3:30 PM	30	20	**virtual**					
			2/27/2024	12:00 PM	3:30 PM	30	20	**virtual**					
			3/5/2024	12:00 PM	3:30 PM	30	20	**virtual**					
			3/21/24	12:00 PM	3:30 PM	30	20	Pine					
			4/4/24	12:00 PM	3:30 PM	30	20	Pine					
Special Ed Para PD (SE7880)													
		Special Ed Para PD- Data Collection	8/21/2023					virtual - on canvas		No	24788001		
		Special Ed Para PD - Behavior Tips and Tricks	8/21/2023					virtual - on canvas		No	24788002		
		Special Ed Para PD- Safety Care Basics	8/21/2023					virtual - on canvas		No	24788003		
		Special Ed Para PD- Facilitating Communication	8/21/2023					virtual - on canvas		No	24788004		
		Special Ed Para PD- Prompting and Data Collection	8/21/2023					virtual - on canvas		No	24788005		
		Special Ed Para Pd- The Paraeducator: How Can I Help?	8/21/2023					virtual - on canvas		No	24788006		
											24788001		
		Behavior 101 8:30-9:30	2/9/2024								24788002		
		Behavior 101 12:30-1:30	2/9/2024								24788003		
		Tier 1 and Tier 2 Supports Elementary Paraeducators 10:00-	2/9/2024								24788004		
		Tier 1 and Tier 2 Supports Secondary Paraeducators 2:00-	2/9/2024								24788005		
		How to Read IEPs 8:30-9:30	2/9/2024								24788006		
		How to Read IEPs 12:30-1:30	2/9/2024								24788007		
		Trauma 101 10:00-11:00	2/9/2024								24788009		
		Trauma 101 2:00-3:00	2/9/2024								24788010		
		Safety Care Basics 10:00-11:00	2/9/2024								24788011		
		Safety Care Basics 2:00-3:00	2/9/2024										

23-24 DSE Calendar SC/FA/Ukeru

			SC/FA/Ukeru in Chronological Order, not by Course Title							
Presenter	**Contact**	**Course**	**Date**	**Start Time**	**End Time**	**# of Participants**	**# of Substitutes**	**Location**	**Sub Code**	**Frontline Session #**
Rebecca Godwin	Rebecca Godwin	Refresher Ukeru	July 5	8:30	1:00	15		TSC		24650801
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 5, July 6	8:30	4:00	20		SDC - Susquehanna		24650101
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 6	8:30	4:30	20		TSC		24650201
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	July 10	8:30	4:00	CANCELED		SDC - Susquehanna		24650802
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 10, July 11	8:30	4:00	20		TSC		24650102
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	July 11	8:30	4:00	15		SDC - Susquehanna		24650803
Rebecca Godwin	Rebecca Godwin	FA/CPR	July 12	8:30	1:00	15		TSC		24650001
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 12	8:30	4:30	20		SDC - Potomac		24650202
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 12, July 13	8:30	4:00	20		SDC - Susquehanna		24650103
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	July 13	8:30	4:30	20		SDC - Potomac		24650203
Rebecca Godwin	Rebecca Godwin	FA/CPR	July 17	8:30	1:00	15		TSC		24650002
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	July 17, July 18	8:30	4:00	20		Marriots Ridge HS - Cafeteria		24650104
Rebecca Godwin	Rebecca Godwin	Refresher Ukeru	July 18	8:30	1:00	15		HHES, Mini Auditorium		24650804
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	July 19	8:30	4:00	CANCELED		TSC		24650805
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	July 19	8:30	4:00	20		Marriots Ridge HS - Cafeteria		24650204
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	July 20	8:30	4:00	15		SDC - Susquehanna		24650806
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	July 20	8:30	4:30	20		Marriots Ridge HS - Cafeteria		24650205
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	July 24	8:30	4:00	15		SDC - Susquehanna		24650807
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 24, July 25	8:30	4:00	20		TSC		24650105
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 25	8:30	4:30	20		SDC - Potomac		24650206
Rebecca Godwin	Rebecca Godwin	FA/CPR	July 26	8:30	1:00	15		TSC		24650003

Rebecca Godwin	Rebecca Godwin	~~Initial Ukeru~~	~~July 26~~	~~8:30~~	~~4:00~~	CANCELED	~~SDC – Susquehanna~~	24650808
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	July 26	8:30	4:30	20	SDC - Potomac	24650207
Rebecca Godwin	Rebecca Godwin	SC: ADMIN	July 27	8:30	4:30	20	TSC	24650208
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	July 31	8:30	4:30	20	TSC	24650209
Rebecca Godwin	Rebecca Godwin	Refresher Ukeru	~~August 1~~	~~8:30~~	~~1:00~~	CANCELED	~~SDC – Susquehanna~~	24650809
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	August 1, August 2	8:30	4:00	20	TSC	24650106
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	August 3	8:30	4:30	20	TSC	24650210
Rebecca Godwin	Rebecca Godwin	SC: ALL STAFF	August 4	8:30	4:30	20	TSC	24650211
Rebecca Godwin	Rebecca Godwin	FA/CPR	August 9	8:30	1:00	15	TSC	24650004
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	August 18	8:30	4:00	15	SDC - Potomac	24650810
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	August 22	8:30	4:00	15	SDC - Potomac	24650811
Rebecca Godwin	Rebecca Godwin	FA/CPR	August 23	8:30	1:00	15	TSC	24650005
Rebecca Godwin	Rebecca Godwin	Refresher Ukeru	August 23	8:30	1:00	15	SDC - Potomac	24650812
Rebecca Godwin	Rebecca Godwin	Refresher Ukeru	#########	8:30	1:00	15	TSC	24650813
Rebecca Godwin	Rebecca Godwin	Initial Ukeru	#########	8:30	4:00	15	TSC	24650814
Rebecca Godwin	Rebecca Godwin	Refresher - SC	October 3	8:30	4:30	20	Veterans : Mini Aud	24650214
Rebecca Godwin	Rebecca Godwin	Refresher - SC	October 5	8:30	4:30	20	OCLB : TSC	24650215
Rebecca Godwin	Rebecca Godwin	Refresher - SC	October 6	8:30	4:30	20	OCLB : TSC	24650216
Rebecca Godwin	Rebecca Godwin	Refresher - SC	October 10	8:30	4:30	20	Veterans : Mini Aud	24650217
Rebecca Godwin	Rebecca Godwin	FA/CPR	October 10	8:30	1:00	15	OCLB : TSC	24650006
Rebecca Godwin	Rebecca Godwin	Refresher - Ukeru	October 12	8:30	1:00	15	OCLB : TSC	24650815
Rebecca Godwin	Rebecca Godwin	Initial - SC	October 17 & 18	8:30	4:00	20	Guilford Park: 270/272	24650110
Rebecca Godwin	Rebecca Godwin	FA/CPR	October 18	8:30	1:00	15	OCLB : TSC	24650007
Rebecca Godwin	Rebecca Godwin	Refresher - SC	October 19	8:30	4:30	20	Veterans : Mini Aud	24650218
Rebecca Godwin	Rebecca Godwin	Refresher - SC	October 24	8:30	4:30	20	Veterans : Mini Aud	24650219
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	October 24	8:30	4:00	15	Guilford Park: 270/272	24650816
Rebecca Godwin	Rebecca Godwin	FA/CPR	October 24	8:30	1:00	15	OCLB : TSC	24650008
Rebecca Godwin	Rebecca Godwin	Initial - SC	October 25 & 26	8:30	4:00	20	OCLB : TSC	24650111

Rebecca Godwin	Rebecca Godwin	Initial - SC	November 1 & 2	8:30	4:00	20	OCLB : TSC	24650112
Rebecca Godwin	Rebecca Godwin	Refresher - SC	November 6	8:30	4:30	20	OCLB : TSC	24650220
Rebecca Godwin	Rebecca Godwin	Refresher - SC	November 8	8:30	4:30	20	Veterans : Mini Aud	24650221
Rebecca Godwin	Rebecca Godwin	FA/CPR	November 8	8:30	1:00	15	OCLB : TSC	24650009
Rebecca Godwin	Rebecca Godwin	Refresher - SC	November 9	8:30	4:30	20	OCLB : TSC	24650222
Rebecca Godwin	Rebecca Godwin	Refresher - SC	#########	8:30	4:30	20	Veterans : Mini Aud	24650223
Rebecca Godwin	Rebecca Godwin	FA/CPR	#########	8:30	1:00	15	OCLB : TSC	24650010
Rebecca Godwin	Rebecca Godwin	Initial - SC	November 15 & 16	8:30	4:00	20	OCLB : TSC	24650113
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	#########	8:30	4:00	15	SDC: Patuxent	
Rebecca Godwin	Rebecca Godwin	Initial - SC	November 28 & 29	8:30	4:00	20	Veterans : Mini Aud	24650114
Rebecca Godwin	Rebecca Godwin	Refresher - SC	#########	8:30	4:30	20	OCLB : TSC	24650224
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	#########	8:30	4:00	15	Veterans : Mini Aud	24650823
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	December 4	8:30	4:00	15	OCLB : TSC	24650824
Rebecca Godwin	Rebecca Godwin	Initial - SC	December 4 & 6	8:30	4:00	20	Bushy Park : Mini Aud	24650129
Rebecca Godwin	Rebecca Godwin	Initial - SC	December 5 & 6	8:30	4:00	20	Guilford Park: 270/272	24650115
Rebecca Godwin	Rebecca Godwin	Refresher - SC	December 7	8:30	4:30	20	Guilford Park: 270/272	24650225
Rebecca Godwin	Rebecca Godwin	FA/CPR	December 7	8:30	1:00	15	OCLB : TSC	24650011
Rebecca Godwin	Rebecca Godwin	Refresher - Ukeru	#########	8:30	1:00	15	SDC : Potomac	24650817
Rebecca Godwin	Rebecca Godwin	Initial - SC	December 12 & 14	8:30	4:00	20	Guilford Park: 270/272	24650116
Rebecca Godwin	Rebecca Godwin	Refresher - SC	#########	8:30	4:30	20	SDC: Patuxent	24650226
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	#########	8:30	4:00	15	Veterans : Mini Aud	24650818
Rebecca Godwin	Rebecca Godwin	FA/CPR	#########	8:30	1:00	15	OCLB : TSC	24650012
Rebecca Godwin	Rebecca Godwin	Refresher - SC	January 4	8:30	4:30	20	SDC : Potomac	24650227
Rebecca Godwin	Rebecca Godwin	Initial - SC	January 4 & 5	8:30	4:00	20	OCLB : TSC	24650117
Rebecca Godwin	Rebecca Godwin	FA/CPR	January 9	8:30	1:00	15	OCLB : TSC	24650013
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	January 11	8:30	1:00	15	Bushy Park : Mini Aud	24650825
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	January 18	8:30	4:00	15	OCLB : TSC	24650819
Rebecca Godwin	Rebecca Godwin	Initial - SC	January 23 & 24	8:30	4:00	20	OCLB : TSC	24650118
Rebecca Godwin	Rebecca Godwin	Refresher - SC	January 25	8:30	4:30	20	Guilford Park: 270/272	24650228

Rebecca Godwin	Rebecca Godwin	FA/CPR	January 25	8:30	1:00	15	OCLB : TSC	24650014
Rebecca Godwin	Rebecca Godwin	Refresher - SC	January 30	8:30	4:30	20	Veterans : Mini Aud	24650229
Rebecca Godwin	Rebecca Godwin	Initial - SC	January 30 & 31	8:30	4:00	20	OCLB : TSC	24650119
Rebecca Godwin	Rebecca Godwin	Refresher - Ukeru	February 1	8:30	1:00	15	OCLB : TSC	24650820
Rebecca Godwin	Rebecca Godwin	Refresher - SC	February 6	8:30	4:30	20	SDC : Potomac	24650231
Rebecca Godwin	Rebecca Godwin	FA/CPR	February 6	8:30	1:00	15	OCLB : TSC	24650015
Rebecca Godwin	Rebecca Godwin	Refresher - SC	February 12	8:30	4:30	20	OCLB : TSC	24650230
Rebecca Godwin	Rebecca Godwin	Safety Care Instructor Re-certification	February 14	8:30	4:00	20	OCLB : TSC	
Rebecca Godwin	Rebecca Godwin	~~Initial - SC~~	~~February 13 & 14~~	~~8:30~~	~~4:00~~	~~20~~	~~Guilford Park: 270/272~~	~~24650120~~
Rebecca Godwin	Rebecca Godwin	~~Refresher - SC~~	~~February 14~~	~~8:30~~	~~4:30~~	~~20~~	~~Veterans : Mini Aud~~	~~24650232~~
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	February 15	8:30	4:00	20	SDC : Chesapeake	24650821
Rebecca Godwin	Rebecca Godwin	FA/CPR	February 15	8:30	1:00	20	OCLB : TSC	24650016
Rebecca Godwin	Rebecca Godwin	Refresher - SC	February 20	8:30	4:30	20	OCLB : TSC	24650233
Rebecca Godwin	Rebecca Godwin	Initial - SC	February 20 & 21	8:30	4:00	20	Bushy Park : Mini Aud	24650031
Rebecca Godwin	Rebecca Godwin	Refresher - SC	February 22	8:30	4:30	20	OCLB : TSC	24650234
Rebecca Godwin	Rebecca Godwin	Initial - SC	February 27 & 28	8:30	4:00	20	Guilford Park: 270/272	24650121
Rebecca Godwin	Rebecca Godwin	Refresher - SC	February 29	8:30	4:30	20	Guilford Park: 270/272	24650235
Rebecca Godwin	Rebecca Godwin	FA/CPR	February 29	8:30	1:00	15	OCLB : TSC	24650017
Rebecca Godwin	Rebecca Godwin	Safety Care Instructor Re-certification	March 4	8:30	4:00	20	OCLB : TSC	
Rebecca Godwin	Rebecca Godwin	Refresher - SC	March 5	8:30	4:00	20	OCLB : TSC	24650236
Rebecca Godwin	Rebecca Godwin	Refresher - SC	March 6	8:30	4:00	20	Guilford Park: 270/272	24650237
Rebecca Godwin	Rebecca Godwin	Initial - SC	March 6 & 7	8:30	4:00	20	OCLB : TSC	24650122
Rebecca Godwin	Rebecca Godwin	FA/CPR	March 11	8:30	1:00	15	OCLB : TSC	24650018
Rebecca Godwin	Rebecca Godwin	Refresher - SC	March 12	8:30	4:30	20	OCLB : TSC	24650238
Rebecca Godwin	Rebecca Godwin	Initial - SC	March 12 & 1	8:30	4:00	20	Guilford Park: 270/272	24650123
Rebecca Godwin	Rebecca Godwin	Refresher - SC	March 14	8:30	4:30	20	Veterans : Mini Aud	24650239
Rebecca Godwin	Rebecca Godwin	~~Initial - Ukeru~~	~~March 15~~	~~8:30~~	~~4:00~~	CANCELED	~~OCLB : TSC~~	~~24650822~~

Rebecca Godwin	Rebecca Godwin	Initial - SC	March 19 & 20	8:30	4:00	20	Guilford Park: 268/270	24650124
Rebecca Godwin	Rebecca Godwin	Refresher - SC	March 20	8:30	4:30	20	Veterans : Mini Aud	24650240
Rebecca Godwin	Rebecca Godwin	FA/CPR	March 20	8:30	1:00	15	OCLB : TSC	24650019
Rebecca Godwin	Rebecca Godwin	Initial - SC	March 20 & 21	8:30	4:00	20	Guilford Park: 272/274	24650125
Rebecca Godwin	Rebecca Godwin	FA/CPR	March 21	8:30	1:00	15	OCLB : TSC	24650020
Rebecca Godwin	Rebecca Godwin	Refresher - SC	March 21	8:30	4:30	20	Guilford Park: 270/272	24650241
Rebecca Godwin	Rebecca Godwin	~~FA/CPR~~	~~April 2~~	~~8:30~~	~~1:00~~	Moved to 4/15	~~OCLB : TSC~~	~~24650023~~
Rebecca Godwin	Rebecca Godwin	Initial - SC	April 3 & 4	8:30	4:00	20	OCLB : TSC	24650126
Rebecca Godwin	Rebecca Godwin	Refresher - SC	April 4	8:30	4:30	20	SDC: Susquehanna	24650242
Rebecca Godwin	Rebecca Godwin	Refresher - SC	April 9	8:30	4:30	20	OCLB : TSC	24650243
Rebecca Godwin	Rebecca Godwin	Refresher - SC	April 11	8:30	4:30	20	OCLB : TSC	24650244
Rebecca Godwin	Rebecca Godwin	FA/CPR	April 15	8:30	1:00	15	OCLB : TSC	24650023
Rebecca Godwin	Rebecca Godwin	Refresher - SC	April 16	8:30	4:30	20	OCLB : TSC	24650245
Rebecca Godwin	Rebecca Godwin	Initial - SC	April 17 & 18	8:30	4:00	20	OCLB : TSC	24650127
Rebecca Godwin	Rebecca Godwin	FA/CPR	April 22	8:30	1:00	20	OCLB : TSC	24650024
Rebecca Godwin	Rebecca Godwin	Initial - SC	April 23 & 24	8:30	4:00	20	OCLB : TSC	24650128
Rebecca Godwin	Rebecca Godwin	Refresher - SC	April 25	8:30	4:30	20	OCLB : TSC	24650246
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	April 29	8:30	4:30	20	OCLB : TSC	24650823
Rebecca Godwin	Rebecca Godwin	Refresher - SC	April 30	8:30	4:30	20	SDC: Patuxent	24650247
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	May 8	8:30	4:30	20	OCLB : TSC	24650824
Rebecca Godwin	Rebecca Godwin	Initial - Ukeru	May 15	8:30	4:30	20	OCLB : TSC	24650825
Rebecca Godwin	Rebecca Godwin	FA/CPR	May 21	8:30	1:00	20	OCLB : TSC	24650021
Rebecca Godwin	Rebecca Godwin	FA/CPR	June 4	8:30	1:00	20	OCLB : TSC	24650022

Contact Name	Title	Proposed Date	Start Time	End Time	Participant	of Substitute	Room/Virtual
				In Depth Team			
Emily Kinsler	In depth team	8 -29-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	9-5-23	1:00 PM	3:00 PM	10	0	SDC-TRED AVON
Emily Kinsler	In depth team	9-12-23	1:00 PM	3:00 PM	10	0	SDC-TRED AVON
Emily Kinsler	In depth team	9-19-23	1:00 PM	3:00 PM	10	0	CO-ML2
Emily Kinsler	In depth team	9-26-23	1:00 PM	3:00 PM	10	0	SDC-PATUXENT
Emily Kinsler	In depth team	10-3-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	10-10-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	10-17-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	10-24-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	10-24-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	11-7-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	11-14-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	11-21-23	1:00 PM	3:00 PM	10	0	SDC-TRED AVON
Emily Kinsler	In depth team	11-28-23	1:00 PM	3:00 PM	10	0	SDC-TRED AVON
Emily Kinsler	In depth team	12-5-23	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	12-12-23	1:00 PM	3:00 PM	10	0	SDC-TRED AVON
Emily Kinsler	In depth team	12-19-23	1:00 PM	3:00 PM	10	0	SDC-TRED AVON
Emily Kinsler	In depth team	1-2-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	1-9-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	1-16-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	1-23-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	2-13-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	2-20-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	2-27-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	3-5-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	3-12-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	3-19-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	4-2-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	4-9-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	4-16-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	4-23-24	1:00 PM	3:00 PM	10	0	

Emily Kinsler	In depth team	4-23-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	5-14-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	5-21-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	5-28-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	6-4-24	1:00 PM	3:00 PM	10	0	
Emily Kinsler	In depth team	6-11-24	1:00 PM	3:00 PM	10	0	
Adapted PE							
Katie Prichard	Adapted PE PL	2-1-24	12:30 PM	3:30 PM	16	0	
Katie Prichard	Adapted PE PL	3-21-24	12:30 PM	3:30 PM	16	0	
Katie Prichard	Adapted PE PL	5-31-24	12:30 PM	3:30 PM	16	0	
Katie Prichard	Learning (in person)	8-21-23	8:30 AM	3:30 PM	16	0	
Katie Prichard	(in person)	8-23-23	8:30 AM	12:00 PM	16	0	
Katie Prichard	(in person)	8-24-23	8:30 AM	12:00 PM	16	0	
Katie Prichard	(in person)	10-31-23	8:30 AM	12:00 PM	16	0	**SDC-SEVERN**
Katie Prichard	(in person)	12-13-23	8:30 AM	12:00 PM	16	0	**SDC-SEVERN**
CCEIS (Para)							
Elisa Kinnee	CCEIS paras	1-5-24	1:00 PM	3:00 PM	5	0	
Hearing Services							
David Aienello	meeting	2-21-24	12:30 PM	3:30 PM	15	0	
David Aienello	meeting	4-24-24	12:30 PM	3:30 PM	15	0	
David Aienello	meeting	5-29-24	12:30 PM	3:30 PM	15	0	
David Aienello	Meeting (in person)	9-20-23	12:30 PM	2:00 PM	20	0	**SDC-SEVERN**
David Aienello	Meeting (in person)	10-25-23	12:30 PM	2:00 PM	20	0	
David Aienello	Meeting (in person)	11-29-23	12:30 PM	2:00 PM	20	0	**SDC-SEVERN**
David Aienello	Meeting (in person)	12-20-23	12:30 PM	2:00 PM	20	0	**SDC-SEVERN**
DSE IAT							
Emily Kinsler	DSE IAT B-5 Office Hours	1-3-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	1-10-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	1-17-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	1-24-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	1-31-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	2-7-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	2-14-24	11:00 AM	12:00 PM	50	0	virtual

Emily Kinsler	DSE IAT B-5 Office Hours	2-21-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	2-28-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	3-13-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	4-3-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	4-10-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	4-17-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	4-24-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	5-1-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	5-15-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	5-22-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	5-29-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	6-5-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT B-5 Office Hours	6-12-24	11:00 AM	12:00 PM	50	0	virtual
Emily Kinsler	DSE IAT Team Meeting	1-4-24	12:00 PM	3:00 PM	15	0	hybrid
DSE OT							
Joan Ogaitis	DSE OT Office Hours	1-10-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT Office Hours	1-31-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT Office Hours	2-7-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT Office Hours	2-14-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT Office Hours	2-28-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT Office Hours	4-3-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT Office Hours	5-1-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT Office Hours	5-15-24	1:00 PM	2:00 PM	50	0	Virtual
Joan Ogaitis	DSE OT staff meeting	1-12-24	1:00 PM	4:00 PM	50	9	virtual
Joan Ogaitis	DSE OT Staff Meeting	2-23-24	1:00 PM	4:00 PM	50	0	
Joan Ogaitis	DSE OT Staff Meeting	3-15-24	1:00 PM	4:00 PM	50	0	virtual
Joan Ogaitis	DSE OT Staff Meeting	4-19-24	1:00 PM	4:00 PM	50	0	virtual
Joan Ogaitis	DSE OT Staff Meeting	5-24-24	1:00 PM	4:00 PM	50	0	virtual
Joan Ogaitis	DSE OT staff meeting	5-31-24	1:00 PM	4:00 PM	50	9	virtual
DSE Vision							
Hattie Simmons	DSE VIsion Meeting	2-28-24	8:30 AM	10:00 AM	15	0	
Hattie Simmons	DSE VIsion Meeting	3-19-24	8:30 AM	10:00 AM	15	0	
Hattie Simmons	DSE VIsion Meeting	4-24-24	8:30 AM	10:00 AM	15	0	

Hattie Simmons	DSE VIsion Meeting	5-16-24	8:30 AM	10:00 AM	15	0	
Hattie Simmons	DSE Vision Team Meeting	9-20-23	12:30 PM	2:30 PM	20	0	virtual
Hattie Simmons	DSE Vision Team Meeting	10-26-23	12:30 PM	2:30 PM	20	0	
Hattie Simmons	DSE Vision Team Meeting	11-28-23	12:30 PM	2:30 PM	20	0	virtual
Hattie Simmons	DSE Vision Team Meeting	12-21-23	12:30 PM	2:30 PM	20	0	**SDC-TRED AVON**
ES IAT							
Lauri Silver	ES IAT Office Hours	9-6-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	9-13-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	9-20-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	9-27-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	10-18-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	11-1-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	11-8-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	11-8-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	11-15-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	11-22-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	11-29-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	12-6-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	12-13-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	12-20-23	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	1-3-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	1-10-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	1-17-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	1-24-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	1-31-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	2-7-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	2-14-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	2-21-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	2-28-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	3-13-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	4-3-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	4-10-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	4-17-24	8:00 AM	9:00 AM	50	0	virtual

Lauri Silver	ES IAT Office Hours	4-24-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	5-1-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	5-15-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	5-22-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	5-29-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	6-5-24	8:00 AM	9:00 AM	50	0	virtual
Lauri Silver	ES IAT Office Hours	6-12-24	8:00 AM	9:00 AM	50	0	virtual
IAT Meetings							
Lauri Silver	IAT Meeting	9-6-23	1:00 PM	3:00 PM	6	0	SDC-PATAPSCO
Lauri Silver	IAT Meeting	9-20-23	1:00 PM	3:00 PM	50	0	virtual
Lauri Silver	IAT Meeting	10-5-23	1:00 PM	3:00 PM	6	0	SDC-PATAPSCO
Lauri Silver	IAT Meeting	11-2-23	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	11-16-23	1:00 PM	3:00 PM	6	0	SDC-PATAPSCO
Lauri Silver	IAT Meeting	12-7-23	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	12-21-23	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	1-18-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	2-1-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	2-8-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	2-15-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	2-22-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	2-29-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	3-14-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	4-4-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	4-18-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	5-2-24	1:00 PM	3:00 PM	50	0	
Lauri Silver	IAT Meeting	5-16-24	1:00 PM	3:00 PM	50	0	
MS / HS IAT							
Angela Mezzomo	IAT office hours	9-19-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	10-3-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	10-24-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	10-31-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	11-14-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	11-21-23	8:00 AM	9:00 AM	50	0	virtual

Angela Mezzomo	IAT office hours	11-28-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	12-5-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	12-19-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	1-2-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	1-9-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	1-16-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	1-23-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	2-6-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	2-13-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	2-20-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	2-27-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	3-5-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	3-12-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	3-19-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	4-2-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	4-16-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	4-23-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	4-30-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	5-14-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	5-21-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	5-28-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	6-4-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	IAT office hours	6-11-24	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	office hours	8-29-23	8:00 AM	9:00 AM			
Angela Mezzomo	office hours	9-5-23	8:00 AM	9:00 AM	20	0	virtual
Angela Mezzomo	office hours	9-12-23	8:00 AM	9:00 AM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	9-6-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	9-13-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	9-20-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	9-27-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	10-4-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	10-11-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	10-18-23	12:30 PM	1:30 PM	50	0	virtual

Angela Mezzomo	MS IAT Office Hours	10-25-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	10-25-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	11-1-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	11-8-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	11-8-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	11-15-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	11-22-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	11-29-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	12-6-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	12-13-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	12-20-23	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	1-3-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	1-10-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	1-17-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	1-24-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	1-31-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	2-7-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	2-14-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	2-21-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	2-28-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	3-13-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	4-3-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	4-10-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	4-17-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	4-24-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	5-1-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	5-15-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	5-22-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	5-29-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	6-5-24	12:30 PM	1:30 PM	50	0	virtual
Angela Mezzomo	MS IAT Office Hours	6-12-24	12:30 PM	1:30 PM	50	0	virtual
OT							
Joan Ogaitis	person)	8-25-23	1:00 PM	4:00 PM	20	0	

Joan Ogaitis	person)	8-25-23	1:00 PM	4:00 PM	20	0	
Joan Ogaitis	person)	9-8-23	1:00 PM	4:00 PM	20	0	**SDC-SEVERN**
Joan Ogaitis	person)	9-29-23	1:00 PM	4:00 PM	20	0	
Joan Ogaitis	person)	10-6-23	1:00 PM	4:00 PM	20	0	**SDC-PATUXENT**
Joan Ogaitis	person)	10-13-23	1:00 PM	4:00 PM	20	0	
Joan Ogaitis	person)	11-3-23	1:00 PM	4:00 PM	20	0	**SDC-TRED AVON**
Joan Ogaitis	person)	11-10-23	1:00 PM	4:00 PM	20	0	**SDC-SEVERN**
Joan Ogaitis	person)	1-5-24	1:00 PM	4:00 PM	20	0	
Joan Ogaitis	OT Office Hours	8-23-23	1:00 PM	2:00 PM	50	0	virtual
Joan Ogaitis	OT Office Hours	8-30-23	1:00 PM	2:00 PM	50	0	virtual
Joan Ogaitis	OT Office Hours	9-13-23	1:00 PM	2:00 PM	50	0	
Joan Ogaitis	OT Office Hours	10-11-23	1:00 PM	2:00 PM	50	0	virtual
Joan Ogaitis	OT Office Hours	10-25-23	1:00 PM	2:00 PM	50	0	virtual
Joan Ogaitis	OT Office Hours	11-8-23	1:00 PM	2:00 PM	50	0	virtual
Joan Ogaitis	OT Office Hours	11-29-23	1:00 PM	2:00 PM	50	0	virtual
Joan Ogaitis	OT Office Hours	12-6-23	1:00 PM	2:00 PM	50	0	virtual
Joan Ogaitis	OT Office Hours	12-20-23	1:00 PM	2:00 PM	50	0	
Joan Ogaitis	person)	8-18-23	1:00 PM	4:00 PM	50	0	
Joan Ogaitis	person)	9-22-23	1:00 PM	4:00 PM	50	0	
Joan Ogaitis	person)	10-27-23	1:00 PM	4:00 PM	50	0	**SDC-SUSQUEHANNA**
Joan Ogaitis	person)	12-1-23	1:00 PM	4:00 PM	50	0	
PT							
Lorraine Stafford	PT team meeting	9-13-23	12:00 PM	3:00 PM	23	0	
Lorraine Stafford	PT team meeting	10-11-23	12:00 PM	3:00 PM	23	0	
Lorraine Stafford	PT team meeting	1-24-24	12:00 PM	3:00 PM	23	0	
Lorraine Stafford	PT team meeting	11-8-23	12:00 PM	3:00 PM	23	0	
Lorraine Stafford	PT team meeting	12-20-23	12:00 PM	3:00 PM	23	0	
Lorraine Stafford	PT team meeting	3-20-24	12:00 PM	3:00 PM	23	0	OCLB Oak Room
Lorraine Stafford	PT Team Meeting	2-21-24	12:00 PM	3:00 PM	23	0	OCLB Oak Room
Lorraine Stafford	PT Team Meeting	4-17-24	12:00 PM	3:00 PM	23	0	OCLB Pine Room
Lorraine Stafford	PT Team Meeting	5-22-24	12:00 PM	3:00 PM	23	0	OCLB Pine Room
Lorraine Stafford	PT Team Meeting	6-5-24	12:00 PM	3:00 PM	23	0	OCLB Pine Room
Lorraine Stafford	PT Non Tenured Meeting	3/15/24	1:30 PM	3:00 PM	5	0	OCLB Oak Room

Lorraine Stafford	PT Non Tenured Meeting	4/12/24	1:30 PM	3:00 PM	5	0	OCLB Oak Room
Lorraine Stafford	PT Non Tenured Meeting	5/10/24	1:30 PM	3:00 PM	5	0	OCLB Oak Room
Miscillaneous							
Wilson/Denise	(hybrid)	9-27-23	8:15 AM	12:15 PM	50	0	virtual
Missie Baxter	Transition Teachers	6-7-24	8:00 AM	9:00 AM	15	0	
Hattie Simmons	Learning (in person)	8-22-23	8:30 AM	11:30 AM	20	0	

Office/Program	Presenter/Lead	Contact Name	Title	Date	Start Time	End Time	Participant	Substitutes	Room/Virtual	Sub code	Session #	Links to	Overall	G=Grant or
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	8/14/2023	8:00	11:30	15	N/A	7/21/23					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	New MINC-PS Staff	8/28/2023	8:00	11:30	50	N/A	7/21/23					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	New MINC-PK Staff	8/28/2023	12:00	4:00	50	N/A	7/21/23					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(including bookshare)	8/29/2023	8:00	4:00	15	N/A	7/21/23					
DSE/EIS	Bouchard/Brodsky	Shannon Roberts/Tina Eder	Coordinators -3	9/8/2023	12:00	4:00	5-10	N/A	SDC-PATAPSCO					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	9/11/2023	1:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(ALL)	9/13/2023	8:00	4:00	50	N/A	SDC-SUSQUEHANNA					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(Breakout for	9/13/2023	12:00	4:00	15	N/A	Ascend One - Columbia Room					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting (Retreat)	9/18/2023	12:00	4:00	15	N/A	LINDEN HALL?					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	RECC ITL Meeting	9/19/2023	8:00	4:00	55	35	MEETING HOUSE					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(All Teachers)	9/20/2023	8:00	11:30	50	N/A	SDC-SUSQUEHANNA					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(All Teachers)	9/20/2023	12:00	4:00	50	50	SDC-SUSQUEHANNA					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Coordinators - 4	9/22/2023	12:00	4:00	5-10	N/A	SDC-CHESAPEAKE					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Coordinators - 5	9/29/2023	12:00	4:00	5-10	N/A	SDC-TRED AVON					
DSE/EIS	Murphy/Bouchard	Shannon Roberts/Tina Eder	Summary (COS) for	10/5/2023	8:00	4:00	50	25	SDC-SUSQUEHANNA					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Coordinators Meeting	10/9/2023	8:00	4:00	75	N/A	CHESAPEAKE, SEVERN,					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	Meeting	10/11/2023	8:00	11:30	100	35	TEN OAKS?					
DSE/EIS	Murphy/Roberts	Shannon Roberts/Tina Eder	Assessment (ELSA)	10/12/2023	8:00	4:00	30	30	SDC-CHESAPEAKE					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	10/16/2023	1:00	4:00	15	N/A	SDC-TRED AVON					
CDE/EIS	Waldron/Kallini	Shannon Roberts/Tina Eder	Developmental	10/26/2023	8:00	4:00	30	30	CDC - PINE ROOM	Janene on				
DSE/EIS	Brodsky/Bouchard	Shannon Roberts/Tina Eder	Interviews (RBI)	10/27/2023	12:00	4:00	15	N/A	SDC-SEVERN					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(ALL)	11/8/2023	8:00	4:00	50	N/A	SDC-SUSQUEHANNA					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(Breakout for	11/8/2023	12:00	4:00	15	N/A	SDC-SEVERN					
DSE/EIS	Brodsky/Bouchard	Shannon Roberts/Tina Eder	(Day 1 of 2) for Birth-	11/9/2023	8:00	4:00	40	25	SDC-SUSQUEHANNA					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting (Retreat)	11/13/2023	12:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	RECC ITL Meeting	11/28/2023	8:00	4:00	55	35	SDC-SUSQUEHANNA					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	12/11/2023	1:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	1/8/2024	1:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	RECC ITL Meeting	1/9/2024	8:00	4:00	55	35	Meeting House					
DSE/EIS	Brodsky/Bouchard	Shannon Roberts/Tina Eder	(Day 2 of 2) for Birth-	1/11/2024	8:00	4:00	40	25	SDC-PATUXENT					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	Meeting	1/18/2024	8:00	11:30	100	35	TRED AVON					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(ALL)	1/31/2024	8:00	4:00	50	N/A	SDC-SUSQUEHANNA					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(Breakout for	1/31/2024	12:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Brodsky/Bouchard	Shannon Roberts/Tina Eder	Day 1 of 3	2/2/2024	8:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Coordinators Meeting	2/9/2024	8:00	4:00	75	N/A	LATER					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	2/12/2024	1:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(ALL)	2/28/2024	8:00	4:00	50	N/A	SDC-SUSQUEHANNA					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(Breakout for	2/28/2024	12:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Brodsky/Bouchard	Shannon Roberts/Tina Eder	Day 2 of 3	3/1/2024	8:00	4:00	15	N/A	SDC-SEVERN					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	3/11/2024	1:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	Meeting	3/18/2024	8:00	11:30	100	35	SEVERN, TRED AVON					
DSE/EIS	Brodsky/Bouchard	Shannon Roberts/Tina Eder	Day 3 of 3	4/5/2024	8:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	4/15/2024	1:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	RECC ITL Meeting	4/16/2024	8:00	4:00	55	35	SDC-SUSQUEHANNA					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(ALL)	5/1/2024	8:00	4:00	50	N/A	SDC-SUSQUEHANNA					
DSE/EIS	Shin	Shannon Roberts/Tina Eder	(Breakout for	5/1/2024	12:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	5/13/2024	1:00	4:00	15	N/A	SDC-TRED AVON					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Coordinators Meeting	5/17/2024	8:00	4:00	75	N/A	SDC-SUSQUEHANNA					
DSE/EIS	Roberts	Shannon Roberts/Tina Eder	RECC ITL Meeting	5/21/2024	8:00	4:00	55	35	LINDEN HALL?					
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Coordinators Meeting	6/10/2024	8:00	11:30	75	N/A	TEN OAKS?	FROM MAY				
DSE/EIS	Bouchard	Shannon Roberts/Tina Eder	Meeting	6/10/2024	1:00	4:00	15	N/A	SDC-TRED AVON					