

**HOWARD COUNTY PUBLIC SCHOOL SYSTEM**  
**10910 Clarksville Pike**  
**Ellicott City, Maryland 21042**

**SPECIAL EDUCATION STAFFING PLAN**  
**FY 2020**

## TABLE OF CONTENTS

ASSURANCE.....	1
EVIDENCE OF PUBLIC INPUT.....	1
EVIDENCE OF MAINTENANCE OF EFFORT .....	2
STAFFING PATTERNS OF SERVICE PROVIDERS .....	3
Special Education in System-Wide Plans.....	3
Staffing Guidelines.....	3
SPECIAL EDUCATION AND RELATED SERVICE DESCRIPTIONS AND STAFFING.....	8
PROCESS FOR MONITORING CASELOADS TO ENSURE IMPLEMENTATION OF IEPs AND TO ADDRESS STAFFING CONCERNS.....	19
Dealing with Changes in Staffing Needs and Vacancies .....	20
EVALUATION OF THE LOCAL STAFFING PLAN FOR EFFECTIVENESS .....	21
Evaluation of FY 2018 Plan .....	21
Evaluation of FY 2019 Plan .....	21
Least Restrictive Environment (LRE).....	21
PROFESSIONAL DEVELOPMENT.....	22
ATTACHMENTS	

- 1: Howard County Public School System Operating Budget Schedule
- 2: Names of SECAC Executive Board
- 3: SECAC Meeting Agenda Sample
- 4: SECAC Meeting Testimony
- 5: HCPSS Budget Testimony Letter from HCAS
- 6: FY 2020 Approved Operating Budget Special Education Summary and Program Pages
- 7: DSE Strategic Initiatives
- 8: Professional Learning Activities 2019-2020

## STAFFING PLAN FY 2020

### 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 (Attachment 1). The Calendar Handbook that is provided in August to each parent of a student in the HCPSS includes the dates for Board of Education public hearings and work sessions on the Proposed Operating Budget for the next fiscal year. The Division of Communications also issues public announcements of public hearings on the budget.

The yearly schedule for the development of the Operating Budget is as follows:

<b>August &amp; September</b>	Offices receive data and input from stakeholders and develop draft budget requests.
<b>September /October</b>	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.
<b>September /October</b>	Budget priorities are set and the budget is presented to the Superintendent.
<b>December</b>	The Superintendent presents the proposed Operating Budget to the Board of Education and public.
<b>January/February</b>	The Board of Education holds public work sessions on the proposed Operating Budget.
<b>March</b>	The Board of Education Operating Budget Request is submitted to the County Executive.
<b>April/May</b>	The County Council holds a hearing and work sessions on the proposed Operating and Capital Budgets.
<b>May</b>	The County Council approves the County Operating and Capital Budgets. The Board of Education adopts its Operating Budget as funded by the County Council.

At the public hearing held January 15, 2019 for the proposed FY 2020 operating budget, community members had the opportunity to submit and/or present testimony. Public input included testimony relating to special education staffing and services. Howard County Autism Society (HCAS) as well as the Special Education Citizens' Advisory Committee (SECAC) Board testified during the hearing period. Public input for the Staffing Plan was also sought through use of the following:

- Publication on the HCPSS website of the FY 2020 Staffing Plan
- Two individual meetings with SECAC and HCAS Board members

- Follow up discussions related to budgeting and staffing during monthly SECAC Board meeting
- Individual parent input provided through discussion and emails to the DSE Leadership
- Feedback related to staffing capacity and other resources from The Arc of Howard County

The Department of Special Education Leadership Team and members of the SECAC Executive Board met on a monthly basis from August 2018 to June 2019 as part of the standard monthly meeting schedule. Staff from the Department of Special Education included the Executive Director of Special Education, Director of Special Education, Coordinator for Early Intervention Services, and the Coordinator of Countywide Services. Participants discussed teacher recruitment and hiring statistics as well as data trends on the number of students receiving nonpublic services at meetings. Important discussions about the budget timeline, hiring needs, staffing projections and funding related to resources needed for implementing instructional interventions were discussed at various SECAC Board meetings followed by time for clarification on October 16, 2018, November 27, 2018 and January 2019. These topics are relevant to the past, present, and future staffing concerns and needs of HCPSS DSE. Names of SECAC Executive Board members (Attachment 2) and sample meeting agenda are attached (Attachments 3 and 4).

Members of the SECAC Executive Board provided the HCPSS Board of Education with direct input through testimony and during the SECAC Community Meeting with the Board of Education in March 2019. Testimony, reporting and discussion not only included highlights about positive aspects of special education services in HCPSS, but shared information related to critical areas of stakeholder concern such as nonpublic services, specialized reading interventions, and school-based staffing to name a few. Additionally, HCAS also provided input to the Board of Education. (Attachment 5).

Revising the staffing formula for special education continues to be a priority. Recommendations from an initial DSE staffing committee workgroup included specific considerations to focus on: (1) Formula; (2) Administrator; (3) Human Resources and (4) Department of Special Education. These recommendations still reflect the ongoing needs and serve(d) as the basis for the FY20 and FY19 budget decision-making processes. Currently, the job descriptions for several special education roles are being finalized and other recommendations are being addressed as well. Preliminary discussions about creating differentiated staffing formulas for special education to align with system formulas have occurred. The DSE staffing committee is expected to resume its work in preparation for the next budget cycle.

## **EVIDENCE OF MAINTENANCE OF EFFORT**

The Executive Director of Special Education and the Accounting Services Office ensure that Part B Special Education funds are used to supplement and increase special education services to students with disabilities and are not used to displace State or local funds. These two offices also ensure that local and State funds expended for the current year are at least equal to or greater than those of the most recent year for which expenditure reports are available. The table below summarizes the allocated special education program funds including maintenance of effort. The FY 2020 Approved Operating Budget Special Education summary pages and program pages are attached (Attachment 6).

<b>FY 2018 Approved Operating Budget (St. Cat. 06)</b>	<b>FY 2019 Approved Operating Budget (St. Cat. 06)</b>	<b>FY 2020 Approved Operating Budget (St. Cat. 06)</b>
\$104,727,030	\$109,184,782	\$120,298,423

## **STAFFING PATTERNS OF SERVICE PROVIDERS**

### **SPECIAL EDUCATION IN SYSTEMWIDE PLANS**

*The Strategic Call to Action* for the HCPSS serves as the strategic planning document to guide system staff in ensuring academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps. The HCPSS Strategic Call to Action serves as the basis for all decision-making efforts to enable each of the Division departments to fulfill the overarching commitments (i.e., Value, Achieve, Connect, Empower) outlined in the plan.

Aligned with the HCPSS *Strategic Call to Action*, the DSE is currently focused on five key areas for continuous improvement which include instruction, compliance, training, social skills, and staffing. The DSE strives to address equity, access, and progress gaps for students receiving special education services by aligning its work to the strategic initiatives developed to support these areas as well as other MSDE priorities that focus on Early Childhood, Access, Equity, and Progress as well as Secondary Transition. (Attachment 7)

### **STAFFING GUIDELINES**

Special Education staff members are assigned to schools based on formulas that are derived from direct instructional services 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 disabilities are educated in the least restrictive environment 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 (October 1, 2017), the HCPSS LRE data reflects a total of 5,728 students ages 3-21. The number of students ages 3-5 was 920 and ages 6-21 was 4,808. Students, ages 6 through 21, receiving services inside the regular education classroom for 80% or more of the time was 76.85% (3,695 students), inside the regular education classroom for 40-79% of the time 13.42% (645 students), and inside the regular education classroom for less than 40% of the time was 2.54% (122 students). Data shows 6.80% (327 students) who were ages 6-21 were represented in the following categories: Home, Hospital, Public Day, Private Day, Public Residential, and Private Residential. Additional data may be found in the Maryland Special Education/Early Intervention Services Census Data & Related Tables (October 1, 2017) as well as specific data for the placement of preschool students with disabilities.

All School Improvement Plans have a focus on the cultural, structural and instructional needs for student groups represented within the individual school communities. Special Education is a common focus for many of our schools. Identifying and allocating appropriate resources, especially professional and support staffing, is a priority for school teams.

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

**Special Education Early Intervention Services / Regional Early Childhood Centers (Birth -5)**

INFANTS AND TODDLERS	Location Services Provided	FTE	Per	
Teacher/Service Provider	In natural environment such as child’s home, childcare settings, and community.	1.0	Per 25–30 families	
Paraeducator		1.0	Per regional cluster	
PRE-K PROGRAMS	Included in Regional Early Childhood Centers (RECCs) at elementary schools in 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	
MULTIPLE INTENSE NEEDS CLASSROOM (MINC)				
MINC – PS (Preschool)	Services are provided in RECC half and full day classrooms. Some services are provided at home as appropriate.	FTE	Per	
Teacher		1.0	Per 7 Children with IEPs and 7 typically developing peers (additional temporary employees as determined necessary)	
Paraeducator		1.0		
Student Assistant		1.0		
MINC – PK (PRE-K)				
Teacher		1.0	Per 7 Children with IEPs and 7 typically developing peers (additional temporary employees as determined necessary)	
Paraeducator		1.0		
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		
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

<b>ELEMENTARY SPECIAL EDUCATION</b>	<b>FTE</b>	<b>Number of IEP Instructional Hours</b>
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
<b>MIDDLE SPECIAL EDUCATION</b>	<b>FTE</b>	<b>Number of IEP Instructional Hours</b>
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
<b>HIGH SPECIAL EDUCATION</b>	<b>FTE</b>	<b>Number of IEP Instructional Hours</b>
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
<b>ELEMENTARY SPECIAL EDUCATION</b>	<b>FTE</b>	<b>Number of IEP Instructional Hours</b>
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
<b>MIDDLE SPECIAL EDUCATION</b>	<b>FTE</b>	<b>Number of IEP Instructional Hours</b>
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
<b>HIGH SPECIAL EDUCATION</b>	<b>FTE</b>	<b>Number of IEP Instructional Hours</b>
Paraeducator	4.0	750 or fewer
Paraeducator	5.0	751-929
Paraeducator	6.0	930-1,109
Paraeducator	7.0	1,110 or more
<b>ELEMENTARY SCHOOL REGIONAL ACADEMIC LIFE SKILLS</b>	<b>FTE</b>	<b>Students</b>
Teacher	1.0	Per 6–8 Students
Paraeducator	2.0	
<b>MIDDLE SCHOOL REGIONAL ACADEMIC LIFE SKILLS</b>	<b>FTE</b>	<b>Students</b>
Teacher	2.0	Per 7-9 Students
Paraeducator	2.0	
<b>HIGH SCHOOL REGIONAL ACADEMIC LIFE SKILLS</b>	<b>FTE</b>	<b>Students</b>
Teacher	2.0	Per 10 Students
Paraeducator	2.0	
<b>ELEMENTARY SCHOOL REGIONAL EMOTIONAL DISABILITIES (ED)</b>	<b>FTE</b>	<b>Students</b>
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	
<b>MIDDLE SCHOOL REGIONAL EMOTIONAL DISABILITIES (ED)</b>	<b>FTE</b>	<b>Students</b>
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	
<b>REGIONAL HEARING IMPAIRED</b>	<b>FTE</b>	
Teacher	1.0	Per 4-6 students
<b>PRIMARY LEARNER PROGRAM (ELEMENTARY SCHOOLS)</b>	<b>FTE</b>	<b>Students</b>
Teacher	1.0	Per 4–5 Students (Maintaining a 1:1 ratio Instructional Staff to Students)
Paraeducator	4.0	
<b>UPPER LEARNER PROGRAM (ELEMENTARY SCHOOLS)</b>	<b>FTE</b>	<b>Students</b>
Teacher	1.0	Per 4–5 Students (Maintaining a 1:1 ratio Instructional Staff to Students)
Paraeducator	4.0	
<b>CORNERSTONE PROGRAM (Cedar Lane School)</b>	<b>FTE</b>	<b>Students</b>
Teacher	1.0	Up to 5 Students per Class
Paraeducator		Ratio of 1:1 to Students
<b>TRANSITION SERVICES</b>	<b>FTE</b>	<b>School</b>
Work Study Teacher	13.0	Distributed among 12 High Schools, Cedar Lane, and Homewood



**Bridges Program**

<b>BRIDGES PROGRAM (Homewood School)</b>	<b>FTE</b>	<b>Students</b>
Teacher	1.0	Per 7 Students
Paraeducator	1.0	

**Cedar Lane School**

<b>CEDAR LANE SCHOOL</b>	<b>FTE</b>	<b>Students</b>
Teacher	1.0	Per 6 Students
Paraeducator	2.0	

**Speech Services**

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

**Countywide Services (Related Service Providers)**

<b>PHYSICAL THERAPY</b>	<b>FTE</b>	<b>Per</b>
Physical Therapist	1.0	Per 21 hours direct service to students
<b>OCCUPATIONAL THERAPY</b>		
Occupational Therapist	1.0	Per 21 hours direct service to students
<b>VISION SERVICES</b>		
Position	1.0	Per 21 hours direct service to students
<b>HEARING SERVICES</b>		
Position	1.0	Per 21 hours direct service to students
<b>ADAPTED PHYSICAL EDUCATION</b>		
Position	1.0	Per 21 hours direct service to students

## Special Education and Related Service Descriptions and Staffing

	Fund	Position	Budget FY 2019	New Positions FY 2020	Total FY 2020
<p><b>Birth - Five Early Intervention Services</b></p> <p>Birth - Five Early Intervention Services</p> <p>This program supports HCPSS Strategic Call to Action: Learning and Leading with Equity, 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.</p> <p>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.</p> <p>The Preschool Program serves children who are three through five years of age who have a disability or developmental delay. Team members provide instruction and therapy services included in 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.</p> <p>Multiple Intense Needs Classes (MINC) serve toddlers and preschoolers who have moderate to severe delays in cognition, social interaction, communication, and 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. Behavior and Autism Specialists provide training to staff members and families in implementing instructional and behavioral support plans.</p>	OPERATING FUND	<b>Birth-Five Early Intervention Services</b>			
		COORDINATOR	1.0	0.0	1.0
		SECRETARY	0.5	0.0	0.5
		BEHAVIORAL SPECIALIST	2.0	0.0	2.0
		TEACHER RESOURCE	2.0	1.0	3.0
		TEACHER 10 MONTH	74.0	15.5	89.5
		TEACHER 11 MONTH	19.0	4.0	23.0
		PARAEDUCATOR	75.0	16.5	91.5
		PARAPRO STUDENT ASST	24.0	6.0	30.0
		<b>3324 Birth-Five Early Intervention Services Total</b>	<b>197.5</b>	<b>43.0</b>	<b>240.5</b>
	GRANTS FUND	INSTR FACILITATOR	1.0	0.0	1.0
		TEACHER RESOURCE	1.0	0.0	1.0
		TEACHER 10 MONTH	1.5	0.0	1.5
		SECRETARY	2.5	0.0	2.5
		PARAEDUCATOR	8.5	0.0	8.5
		<b>GRANTS FUND Birth-Five Early Intervention Services Total</b>	<b>14.5</b>	<b>0.0</b>	<b>14.5</b>
	ALL FUNDS	<b>Birth-Five Early Intervention Services</b>			
		INSTR FACILITATOR	1.0	0.0	1.0
		COORDINATOR	1.0	0.0	1.0
		SECRETARY	3.0	0.0	3.0
		BEHAVIORAL SPECIALIST	2.0	0.0	2.0
		TEACHER RESOURCE	3.0	1.0	4.0
		TEACHER 10 MONTH	75.5	15.5	91.0
		TEACHER 11 MONTH	19.0	4.0	23.0
		PARAEDUCATOR	83.5	16.5	100.0
		PARAPRO STUDENT ASST	24.0	6.0	30.0
		<b>ALL FUNDS Birth-Five Early Intervention Services Total</b>	<b>212.0</b>	<b>43.0</b>	<b>255.0</b>

School-Based Instructional Services (Continuum of Services)	Fund	Position	Budget	New	Total
			FY 2019	Positions FY 2020	FY 2020
<p>Program provides a continuum of special education services. 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 attend to 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.</p> <p>Program provides special education staff who:</p> <ul style="list-style-type: none"> <li>• Coordinate and provide special education instruction in the student's least restrictive environment according to students' Individualized Education Programs.</li> <li>• Conduct screenings/assessments for students referred by parent and teachers to school-based Individualized Education Program teams.</li> <li>• Collaborate with IEP Team members to develop and implement students' Individualized Education Programs (IEP)</li> <li>• Provide consultation and support to general education teachers to design and implement specialized instruction based on each student's Individualized Education Programs.</li> <li>• Monitor student learning and guiding instructional adjustments to improve academic outcomes for students with IEPs</li> </ul> <p>The Academic/Life Skills classes for elementary students provide special education and related services for children who are kindergarten through fifth grade age. 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.</p> <p>The Academic/Life Skills classes for secondary students provides 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.</p> <p>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.</p> <p>Some students with emotional disabilities and related disorders 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 related disorders. 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.</p>	OPERATING FUND	Special Education School-Based Services			
		TEACHER	496.0	23.0	519.0
		PARAEDUCATOR	417.5	29.0	446.5
		PARAPRO STUDENT ASST	131.0	27.0	158.0
		<b>3321 Special Education School-Based Serv Total</b>	<b>1,044.5</b>	<b>79.0</b>	<b>1,123.5</b>
	GRANTS FUND	TEACHER	27.0	0.0	27.0
		PARAEDUCATOR	74.5	0.0	74.5
		PARAPRO STUDENT ASST	10.0	0.0	10.0
		<b>GRANTS FUND Special Education School-Based Serv Total</b>	<b>111.5</b>	<b>0.0</b>	<b>111.5</b>
	ALL FUNDS	TEACHER	523.0	23.0	546.0
		PARAEDUCATOR	492.0	29.0	521.0
		PARAPRO STUDENT ASST	141.0	27.0	168.0
		<b>ALL FUNDS Special Education School-Based Serv Total</b>	<b>1,156.0</b>	<b>79.0</b>	<b>1,235.0</b>

<p><b>Other supports for Special Education Students</b></p> <p>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 variety of student needs including academic, 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.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Temporary employees for students are employed through contracted service agencies as authorized by the Department of Special Education. 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.</li> </ul> <p>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, using federal funds.</p>
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<b>Bridges Program for Students with Emotional Disabilities (ED)</b>	<b>Fund</b>	<b>Position</b>	<b>Budget FY 2019</b>	<b>New Positions FY 2020</b>	<b>Total FY 2020</b>
<p>Bridges is a unique program that provides special education instruction and therapeutic services for approximately 50 students who are emotionally disabled and in need of a restrictive middle or high school program.</p> <p>Objectives of the program are:</p> <ul style="list-style-type: none"> <li>• To meet the educational, social and emotional needs of students who require a restrictive placement as determined by their IEPs.</li> <li>• To return students to lesser restrictive settings.</li> <li>• To meet the social and emotional needs of suspended or expelled students with IEPs placed at Passages as an interim alternative setting and for students in emotional crisis referred through the threat management process.</li> </ul> <p>Placement in Passages is limited to 45 calendar days.</p>	OPERATING FUND	<b>Bridges</b>			
		SCH MENTAL HEALTH TEACHER	5.0	(2.0)	3.0
		SPECIALIST MENTAL HEALTH	1.0	0.0	1.0
		SCH MENTAL HEALTH TECH	4.0	0.0	4.0
		ALTERNATIVE EDUCATION TEACHER	1.0	0.0	1.0
		TEACHER	8.0	0.0	8.0
		PARAEDUCATOR	5.0	0.0	5.0
		<b>3323 Bridges Total</b>	<b>24.0</b>	<b>(2.0)</b>	<b>22.0</b>

<b>Cedar Lane Program</b>	<b>Fund</b>	<b>Position</b>	<b>Budget FY 2019</b>	<b>New Positions FY 2020</b>	<b>Total FY 2020</b>
The Cedar Lane Program on the Fulton Campus provides a structured learning environment for students age 3 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. The Cornerstone Program housed at Cedar Lane is specifically designed to establish and increase functional communication for students with Autism Spectrum and Related Disorders. Students receive intensive individual instruction to meet identified IEP goals.	OPERATING FUND	<b>Cedar Lane</b>			
		PRINCIPAL	1.0	0.0	1.0
		ASSISTANT PRINCIPAL	1.0	0.0	1.0
		SECRETARY PRINCIPAL	1.0	0.0	1.0
		SECRETARY TEACHERS	1.0	0.0	1.0
		BOARD CERT BEHAVIOR ANALYST	0.0	1.0	1.0
		TEACHER 10 MONTH	27.5	0.0	27.5
		TEACHER 11 MONTH	2.0	0.0	2.0
		PARAEDUCATOR	45.0	2.0	47.0
		STUDENT ASSISTANT	0.0	1.0	1.0
		<b>3322 Cedar Lane Total</b>	<b>78.5</b>	<b>4.0</b>	<b>82.5</b>

	Fund	Position	Budget FY 2019	Adjust- ments FY 2020	New Positions FY 2020	Total FY 2020
<b>Speech Programs</b>						
<p><b>Speech:</b> Speech-language pathologists (SLPs) provide screening, assessment, intervention, program design, data collection and analysis, compliance, and collaborative consultation for individuals from birth through 21 years who are diagnosed with a wide range of disorders. SLPs ensure educational relevance, provide a unique contribution based on their expertise in language, highlight language and literacy, and provide culturally competent services. SLPs provide direct instruction based on an IFSP or IEP 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.</p> <p>Therapy caseloads are established based on the needs identified in the IFSP/IEPs with consideration for planning, travel time, meetings, data collection and analysis, and consultation/training.</p>	OPERATING FUND	<b>Speech, Language, and Hearing Services</b>				
		INSTR FACILITATOR	1.0	0.0	0.0	1.0
		SPEECH PATHOLOGIST	114.5	0.0	2.3	116.8
		ASST SPEECH LANG PATHOLOGIST	1.0	0.0	0.0	1.0
<p><b>Interpreting:</b> 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 and assessment by the Hearing Services Team. Classroom materials are modified when needed, and the 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.</p> <p>Interpreter caseloads are established based on the needs identified in the IEP with consideration for planning, travel time, and, meetings</p>						
		INTERPRETER-EDUCATIONAL	12.0	0.0	0.0	12.0
<p><b>Deaf and Hard of Hearing Services:</b> The itinerant teachers of students who are deaf or hard-of-hearing provide assessments as well as 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 to support the academic program of the student.</p> <p>Some students are identified as needing intense services because of having a cochlear implant or needing to develop a functional communication system such as American Sign Language. Students receive direct instruction from a certified teacher of the deaf with inclusion in general education as appropriate. Additional services are provided to students in these programs by audiologists, educational interpreters, speech-language pathologists, and the instructional access team, when appropriate.</p>		HEARING IMPAIRED TEACHER	2.0	0.0	1.0	3.0
		<b>3325 Speech, Lang, and Hearing Services Total</b>	<b>130.5</b>	<b>0.0</b>	<b>3.3</b>	<b>133.8</b>
	GRANTS FUND	SPEECH PATHOLOGIST	4.1	0.0	0.0	4.1
		<b>GRANTS FUND Speech, Lang, and Hearing Services Total</b>	<b>4.1</b>	<b>0.0</b>	<b>0.0</b>	<b>4.1</b>
	ALL FUNDS	<b>Speech, Language, and Hearing Services</b>				
		INSTR FACILITATOR	1.0	0.0	0.0	1.0
		SPEECH PATHOLOGIST	118.6	0.0	2.3	120.9
		ASST SPEECH LANG PATHOLOGIST	1.0	0.0	0.0	1.0
		INTERPRETER-EDUCATIONAL	12.0	0.0	0.0	12.0
		HEARING IMPAIRED TEACHER	2.0	0.0	1.0	3.0
		<b>ALL FUNDS Speech, Lang, and Hearing Services Total</b>	<b>134.6</b>	<b>0.0</b>	<b>3.3</b>	<b>137.9</b>

Countywide Services	Fund	Position	Budget FY 2019	Adjust- ments FY 2020	New Positions FY 2020	Total FY 2020
<b>Countywide Services:</b> Responsibilities of the County Diagnostic Center include: <ul style="list-style-type: none"> <li>• 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.</li> <li>• In-depth interdisciplinary diagnostic assessment team for students who have complex needs and are referred by the DSE and IEP teams.</li> <li>• Assessment, collaboration, consultation, training, and support in the following areas: adapted physical education, audiology, assistive technology, instructional access, medical support, educational support, occupational therapy, physical therapy, psychology, and speech/language.</li> <li>• 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</li> <li>• Training and assistance to differentiate instruction, provide service in the LRE, assessment, instructional techniques and learning strategies, behavioral interventions, professional learning, and IEP development</li> <li>• Specialized instruction for students who are blind or visually impaired in the least restrictive environment.</li> <li>• 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.</li> </ul>		COORDINATOR	1.0	0.0	0.0	1.0
		TEACHER RESOURCE	6.0	0.0	0.0	6.0
		TCHR OTHER SPEC ED COUNTYWIDE	1.0	0.0	0.0	1.0
		CLERK TYPIST	1.0	0.0	0.0	1.0
		PARAEDUCATOR	1.0	1.0	0.0	1.0
		SECRETARY TEACHERS	1.0	0.0	0.0	1.0
		SECRETARY	1.0	0.0	0.0	1.0
		AUDIOLOGIST	2.0	0.0	0.0	2.0
<b>Audiology:</b> Audiology services include hearing screening, audiological assessment, hearing aid evaluations, assistance with hearing aid maintenance, and support in the use of assistive technology such as FM amplification and other audio systems in the classroom. These services are provided 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.						
		OCCUPATIONAL THERAPIST	42.3	(1.0)	3.0	44.3
<b>Occupational Therapy:</b> 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 at home or school. 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.						
		ASST OCCUPATIONAL THERAPIST	2.0	0.0	0.0	2.0
<b>Physical Therapy:</b> 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 target to help children/students access their learning environment to include the home and 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.						
		PHYSICAL THERAPIST	15.8	0.0	0.0	15.8

Countywide Services Continued	Fund	Position	Budget FY 2019	Adjust- ments FY 2020	New Positions FY 2020	Total FY 2020
<p><b>Instructional Access Team:</b> 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. 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, ensure consultation and collaboration with teams for equipment concerns, training needs, purchasing information, and provides supports to facilitate access to lesser 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.</p> <p><b>Adapted PE:</b> Adapted physical education (APE) teachers provide specialized instruction and advocacy to students who are in physical educational 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.</p> <p><b>Behavior Specialists/BCBA:</b> The HCPSS has highly qualified personnel available to identify and address the complex needs of students who are behaviorally challenged. Behavior specialists are available to help construct behavior intervention programs for individual students and assist parents of children in the Regional Early Childhood Centers. The specialists serve several school locations and design professional learning activities for teachers and instructional assistants.</p> <p><b>Transition Team:</b> 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 work study/transition teachers implement transition IEP goals.</p> <p><b>Vision Program:</b> 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, 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.</p>	OPERATING FUND	TCHR OTHER SPEC ED COUNTYWIDE	1.0	0.0	0.0	1.0
		SPEECH PATHOLOGIST	2.0	0.0	0.0	2.0
		PARAEDUCATOR	1.0	0.0	0.0	1.0
		ADAPTIVE PE TEACHER	13.2	0.0	0.4	13.6
		BEHAVIOR SPECIALIST	3.0	(3.0)	0.0	0.0
		TEACHER WORK STUDY	12.0	0.0	0.0	12.0
		TEACHER OF THE VISUALLY IMPAIRED	10.0	0.0	0.0	10.0
		BRAILLIST	1.0	0.0	0.0	1.0
		PARAEDUCATOR	2.0	0.0	0.0	2.0
		SECRETARY TEACHERS	1.0	0.0	0.0	1.0
		<b>3320 Countywide Services Total</b>	<b>120.3</b>	<b>(3.0)</b>	<b>3.4</b>	<b>119.7</b>
	GRANTS FUND	OCCUPATIONAL THERAPIST	2.5	0.0	0.0	2.5
		ADAPTIVE PE TEACHER	0.4	0.0	0.0	0.4
		VISUAL IMPAIRED TEACHER	1.0	0.0	0.0	1.0
		BEHAVIOR SPECIALIST	5.0	0.0	0.0	5.0
		PHYSICAL THERAPIST	1.0	0.0	0.0	1.0
		<b>GRANTS FUND Countywide Services Total</b>	<b>9.9</b>	<b>0.0</b>	<b>0.0</b>	<b>9.9</b>



Countywide Services Continued	Fund	Position	Budget FY 2019	Adjust- ments FY 2020	New Positions FY 2020	Total FY 2020
		COORDINATOR	1.0	0.0	0.0	1.0
		TEACHER RESOURCE	6.0	0.0	0.0	6.0
		TCHR OTHER SPEC ED COUNTYWIDE	1.0	0.0	0.0	1.0
		CLERK TYPIST	1.0	0.0	0.0	1.0
		PARAEDUCATOR	1.0	1.0	0.0	1.0
		SECRETARY TEACHERS	1.0	0.0	0.0	1.0
		SECRETARY	1.0	0.0	0.0	1.0
<b>Audiology:</b> Audiology services include hearing screening, audiological assessment, hearing aid evaluations, assistance with hearing aid maintenance, and support in the use of assistive technology such as FM amplification and other audio systems in the classroom. These services are provided 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.		AUDIOLOGIST	2.0	0.0	0.0	2.0
<b>Occupational Therapy:</b> 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 at home or school. 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.		OCCUPATIONAL THERAPIST	44.8	(1.0)	3.0	46.8
		ASST OCCUPATIONAL THERAPIST	2.0	0.0	0.0	2.0
<b>Physical Therapy:</b> 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 target to help children/students access their learning environment to include the home and 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.		PHYSICAL THERAPIST	16.8	0.0	0.0	16.8
<b>Instructional Access Team:</b> 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. 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, ensure consultation and collaboration with teams for equipment concerns, training needs, purchasing information, and provides supports to facilitate access to lesser 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.		TCHR OTHER SPEC ED COUNTYWIDE	1.0	0.0	0.0	1.0
		SPEECH PATHOLOGIST	2.0	0.0	0.0	2.0
		PARAEDUCATOR	1.0	0.0	0.0	1.0
<b>Adapted PE:</b> Adapted physical education (APE) teachers provide specialized instruction and advocacy to students who are in physical educational 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.		ADAPTIVE PE TEACHER	13.6	0.0	0.4	14.0
<b>Behavior Specialists/Board Certified Behavior Analysts:</b> The HCPSS has highly qualified personnel available to identify and address the complex needs of students who are behaviorally challenged. Behavior specialists and BCBA's are available to help construct behavior intervention plans for individual students. The behavior team serves several school locations and design professional learning activities for teachers and paraprofessionals.		BEHAVIOR SPECIALIST	8.0	(3.0)	0.0	5.0
<b>Transition Team:</b> 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 work study/transition teachers implement and monitor transition IEP goals and activities.		TEACHER WORK STUDY	12.0	0.0	0.0	12.0
<b>Vision Program:</b> 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, 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.		VISUAL IMPAIRED TEACHER	11.0	0.0	0.0	11.0
		BRAILLIST	1.0	0.0	0.0	1.0
		PARAEDUCATOR	2.0	0.0	0.0	2.0
		SECRETARY TEACHERS	1.0	0.0	0.0	1.0
		<b>ALL FUNDS Countywide Services Total</b>	<b>130.2</b>	<b>-3.0</b>	<b>3.4</b>	<b>129.6</b>

			Budget FY 2019	New Positions FY 2020	Total FY 2020
<b>Nonpublic &amp; Community Intervention</b>	<b>Fund</b>	<b>Position</b>			
This program supports: • Students enrolled in nonpublic schools or who may benefit from supports and services to prevent more restrictive placements • Students attending Maryland School for the Deaf, Maryland School for the Blind, and Regional Institutes for Children and Adolescents • Due process and mediation hearings	OPERATING FUND	<b>Nonpublic &amp; Community Intervention</b>			
		TEACHER RESOURCE	1.0	0.0	1.0
		<b>3328 Nonpublic &amp; Community Intervention Total</b>	<b>1.0</b>	<b>0.0</b>	<b>1.0</b>
	GRANTS FUND				
		INSTR FACILITATOR	2.0	0.0	2.0
		<b>GRANTS FUND Nonpublic &amp; Community Intervention Total</b>	<b>2.0</b>	<b>0.0</b>	<b>2.0</b>
	ALL FUNDS	INSTR FACILITATOR	3.0	0.0	3.0
		TEACHER RESOURCE	1.0	0.0	1.0
		<b>ALL FUNDS Nonpublic &amp; Community Intervention Total</b>	<b>4.0</b>	<b>0.0</b>	<b>4.0</b>

<b>Psychological Services</b>	<b>Fund</b>	<b>Position</b>	<b>Budget FY 2019</b>	<b>New Positions FY 2020</b>	<b>Total FY 2020</b>
Psychological services are provided for students from infancy through 21 years who require special education and related services in order to access the curriculum. 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.	OPERATING FUND	<b>Psychological Services</b>			
		PSYCHOLOGIST	68.4	2.0	70.4
		TEACHER RESOURCE	1.0	(1.0)	0.0
		<b>5701 Psychological Services Total</b>	<b>69.4</b>	<b>1.0</b>	<b>70.4</b>
	GRANTS FUND	PSYCHOLOGIST	1.8	0.0	1.8
		<b>GRANTS FUND Psychological Services Total</b>	<b>1.8</b>	<b>0.0</b>	<b>1.8</b>
	ALL FUNDS	<b>Psychological Services</b>			
		PSYCHOLOGIST	70.2	2.0	72.2
		TEACHER RESOURCE	1.0	(1.0)	0.0
		<b>ALL FUNDS Psychological Services Total</b>	<b>71.2</b>	<b>1.0</b>	<b>72.2</b>

<b>Special Education Central Office</b>	<b>Fund</b>	<b>Position</b>	<b>Budget FY 2019</b>	<b>New Positions FY 2020</b>	<b>Total FY 2020</b>
<p>The Special Education Central Office supervises all HCPSS special education services and programs. The Central Office staff ensures compliance with laws and court-determined actions impacting students with disabilities. The office evaluates special education services and conducts training for special and general educators, related service providers, parents, and the community. The office also develops and maintains the special education budget, develops curriculum for students not seeking a diploma, provides instructional assistance and behavioral management strategies for staff and stays current with research. Parents are encouraged to be partners in the education of their children.</p>	<b>OPERATING FUND</b>	<b>Special Education - Central Office</b>			
		EXECUTIVE DIRECTOR	1.0	0.0	1.0
		DIRECTOR	0.0	1.0	1.0
		COORDINATOR	1.0	-1.0	0.0
		INSTR FACILITATOR	3.0	0.0	3.0
		BOARD CERTIFIED BEHAVIOR ANALYST	0.0	2.0	2.0
		BEHAVIOR SPECIALIST	0.0	1.0	1.0
		SECRETARY	2.0	0.0	2.0
		SPECIAL EDUCATION PARENT LIAISON	1.0	0.0	1.0
		TEACHER RESOURCE	1.0	0.0	1.0
		TECHNICAL ASSISTANT	1.0	0.0	1.0
		<b>3330 Special Education - Central Office Total</b>	<b>10.0</b>	<b>3.0</b>	<b>13.0</b>
	<b>GRANTS FUND</b>	INSTR FACILITATOR	3.0	0.0	3.0
		ACCOUNTANT	1.0	0.0	1.0
		TEACHER RESOURCE	4.0	0.0	4.0
		SPECIALIST	1.0	0.0	1.0
		SECRETARY	4.0	0.0	4.0
		<b>GRANTS FUND Special Education - Central Office Total</b>	<b>13.0</b>	<b>0.0</b>	<b>13.0</b>
	<b>ALL FUNDS</b>	<b>Special Education - Central Office</b>			
		EXECUTIVE DIRECTOR	1.0	0.0	1.0
		DIRECTOR	0.0	1.0	1.0
		COORDINATOR	1.0	-1.0	0.0
		INSTR FACILITATOR	6.0	0.0	6.0
		BOARD CERTIFIED BEHAVIOR ANALYST	0.0	2.0	2.0
		BEHAVIOR SPECIALIST	0.0	1.0	1.0
		ACCOUNTANT	1.0	0.0	1.0
		SECRETARY	6.0	0.0	6.0
		SPECIAL EDUCATION PARENT LIAISON	1.0	0.0	1.0
		SPECIALIST	1.0	0.0	1.0
		TEACHER RESOURCE	5.0	0.0	5.0
		TECHNICAL ASSISTANT	1.0	0.0	1.0
		<b>ALL FUNDS Special Education - Central Office Total</b>	<b>23.0</b>	<b>3.0</b>	<b>26.0</b>

## 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. The following process ensures that there is ample opportunity for staffing concerns to be addressed.

<b>September</b>	School caseload lists generated from the Tienet database is reviewed by Instructional Facilitator <b>(M/E)</b> . 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. <b>(M/E)</b> In addition, the DSE staff determines initial budget requests for staffing for the next fiscal year based on this data. <b>(D)</b>
<b>October</b>	Caseload lists and evaluation timelines are reviewed by Instructional Facilitator.
<b>January</b>	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. <b>(D)</b>
<b>January/ February</b>	DSE Instructional Facilitators meet with Principals and Instructional Team Leaders in January-February and address the following: <ul style="list-style-type: none"><li>• Use of staffing formulas</li><li>• Use of staff</li><li>• Needs for additional staff, examples: increased enrollment, student needs, programs, etc.</li><li>• Surplus staff</li></ul>
<b>February</b>	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. <b>(D)</b>
<b>March</b>	Staffing is calculated according to the staffing formula, data sheets, and school requests, and administrators are notified of their staffing. <b>(D)</b>
<b>May to August</b>	Additional staff is assigned based on the staffing formula, substantiated requests and available reserve. <b>(M/E)</b>

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; however, 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 teacher 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 and letters from administrators and parents are considered in staffing allocations and adjustments. Administrators also receive notification regarding staffing in the March-May timeframe.

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
- Obtain temporary staffing resources through grant funding if available
- Forward schedule revision recommendations to the School Management and Instructional Leadership (SMIL) 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 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. When vacancies occur in related service positions, contracted service providers or HCPSS part-time personnel are used. 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.

## **EVALUATION OF THE LOCAL STAFFING PLAN FOR EFFECTIVENESS**

### **EVALUATION OF FY 2018 PLAN**

The FY 2018 Special Education Staffing Plan was assessed for effectiveness by reviewing caseload information and input from school administrators and school-based staff, DSE staff, and appropriate stakeholders in the community. The DSE Instructional Facilitators worked with school administrators and DSE leadership to consider any adjustments that were required to meet student needs. Both the formula as well as factors related to total numbers, intensity of student needs and other case manager duties are considered.

### **EVALUATION OF FY 2019 PLAN**

The evaluation of the FY 2019 Staffing Plan is the responsibility of the Executive Director of Special Education. The effectiveness of the Plan is assessed 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. Information is gathered 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 a high percentage of students being served in the LRE. The table below reflects LRE data for students ages 6-21 from October 2013 to October 2018. During the period of October 2017 to October 2018:

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

	<b>Least Restrictive Environment</b>	<b>Oct. 2015</b>	<b>Oct. 2016</b>	<b>Oct. 2017</b>	<b>Oct. 2018</b>
A	General Education Class	80.35%	80.33%	78.37%	76.85%
B	Resource Room/Combination	10.75%	10.90%	12.24%	13.42%
C	Separate Class	2.08%	1.86%	1.94%	2.54%
	Other	6.41%	6.51%	7.02%	6.8%

## PROFESSIONAL DEVELOPMENT

The HCPSS conducts an extensive professional development program that is 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. Needs and requests for professional development are determined from the input of special education teachers, related service providers, instructional team leaders, the Special Education Community Advisory Committee, administrators, and staff members of the DSE. Providing teachers and paraeducators with the necessary skills and resources they require helps the HCPSS to recruit and maintain highly qualified teachers and support staff.

The planning process for professional development includes integrating and selecting activities in accordance with the *HCPSS Strategic Call to Action*. In the spring of each year, the DSE holds a meeting to review the staff development activities and identify courses, workshops, and other activities that support the HCPSS focus categories for all professional development. In addition, activities are included to ensure that special education and related services providers understand and implement special education procedures and processes. Specific activities are held for related service providers in exemplary practices.

Separate listings of professional development activities offered for all Special Education staff for the 2019-2020 school year are listed in Attachment 8. These include offerings for school age K-21 staff, early intervention staff and related service providers.



# Operating Budget Schedule – FY 2020

December 18, 2018 7:00 p.m.	Superintendent presents proposed budget
January 15, 2019* 7:00 p.m.	Board of Education Public Hearing I on Superintendent's Proposed Budget
January 17, 2019 1:00–5:00 p.m.	Board of Education Public Work Session I on Superintendent's Proposed Budget
January 22, 2019 1:00–5:00 p.m.	Board of Education Public Work Session II on Superintendent's Proposed Budget
January 31, 2019 1:00–5:00 p.m. 7:00 p.m.	Board of Education Public Work Session III on Superintendent's Proposed Budget Board of Education Public Hearing II on Superintendent's Proposed Budget
February 5, 2019 2:00–6:00 p.m.	Board of Education Public Work Session IV on Superintendent's Proposed Budget
February 7, 2019 1:00–5:00 p.m.	Board of Education Public Work Session V on Superintendent's Proposed Budget
February 13, 2019 5:00–7:00 p.m.	Board of Education Public Work Session VI on Superintendent's Proposed Budget
February 19, 2019 4:00 p.m.	Adoption of Board of Education's FY 2019 Budget Request
March 8, 2019	Budget to County Executive
April 22, 2019 7:00 p.m.	County Executive budget presentation to the County Council
April 24, 2019 7:00 p.m.	County Council Public Hearing on Board of Education's Requested Budget
April 25, 2019* 7:00 p.m.	Board of Education Public Hearing II on Board of Education's Requested Budget
April 29, 2019 9:30 a.m.	County Council Work Session I on Board of Education's Requested Budget
April 30, 2019 7:00 p.m.	Board of Education Budget Work Session VII on Board of Education's Requested Budget
May 8, 2019 4:00 p.m.	Board of Education Budget Work Session VIII on Board of Education's Requested Budget
May 15, 2019 9:30 a.m.	County Council Budget Work Session II
May 23, 2019 5:30 p.m.	Board of Education Budget Work Session IX on Board of Education's Requested Budget
May 24, 2019 12:00 p.m.	County Council Budget Work Session on budget amendments and pending issues
May 29, 2019 10:00 a.m.	County Council Adopts Operating Budget
June 3, 2019 4:00 p.m.	Board of Education Budget Work Session X on Board of Education's Requested Budget
June 6, 2019 4:00 p.m.	Board of Education adopts FY 2020 Operating Budget as adopted by the County Council

\*Opportunity for public testimony

## SECAC Board Members for the 19-20 School Year

### **Co Chairs**

Stephanie Carr      [slcarr8@gmail.com](mailto:slcarr8@gmail.com)

Mai Hall              [maikmhall@gmail.com](mailto:maikmhall@gmail.com)

### **Vice Chair**

Wendy Balda        [wendybalda24@gmail.com](mailto:wendybalda24@gmail.com)

### **Secretary**

Elizabeth Stolte    [elizabeth.stolte@hotmail.com](mailto:elizabeth.stolte@hotmail.com)

### **Member at Large**

Camille Cranston   [camille21209@gmail.com](mailto:camille21209@gmail.com)

### **Past Chair who remains for one year**

Lori Scott            [loriscottrn1@yahoo.com](mailto:loriscottrn1@yahoo.com)

# Department of Special Education SECAC Board Meeting

Nov 27, 2018

8:30 a.m. – 10:30 a.m.

Board of Education Building – ML2



## Outcomes:

By the end of this meeting, we will have:

- Received informative updates related to special education and reviewed follow-up items
- Continued discussion of SECAC member questions (listed below)
- Continued with the HCPSS SECAC bylaw revision
- Met and received information about special education hiring statistics and job descriptions
- Examined the 2018 family/parent survey data collected by the MSDE
- Received updates on strategic initiatives and provided input for priorities

## AGENDA

TIME	TOPIC	PROCES S	LEAD(S)
8:30-8:40 10'	Celebrations, Updates, Announcements & Follow Up <ul style="list-style-type: none"><li>• AAC Project</li><li>• New Hires</li></ul>	Introduce Inform Update	Lori Scott, SECAC Chair  Terri Savage Executive Director - Special Education
8:40-9:00 20'	Questions from SECAC Members (continued)	Respond	Lori
9:00-9:30 30'	Human Resources: Hiring Statistics & Job Descriptions	Share	Nicole Carter Executive Director – Human Resources  Ella Bradley Manager, Human Capital Recruitment and Talent Acquisition
9:30-10:00 30'	SECAC Bylaws	Review Discuss Edit	All
10:00-10:15 15'	Parent/Family Survey Data	Review	Terri
10:15-10:30 15'	Special Education Strategic Initiatives <ul style="list-style-type: none"><li>• ESY recommendations – questions</li><li>• IA Coaches</li><li>• Behavior Sessions</li></ul>	Review Share	Terri

## Questions (see previous notes for starting point)

1. Timeline for work being done on the Strategic Plan. Ideally a way the community can access initiatives each month that are being worked on, outcomes and output.  
Some type of ongoing dashboard review. We need measurements around the KFAs. There are a lot of data points we are interested in within each KFA which goes without saying in this email
2. Pilot program review and continuation- like the one at DOES for Speech. How can this be funded through the school system and the model offered in other schools?

3. Kathy Alfonso's work on pilot for social/emotional/cultural teachings, etc. How can this be enhanced and used in other schools? Is this tying into the strategic plan work? How/Who is funding this?
4. Hiring of new staff/job descriptions- what are the current statistics for offering contracts? What are some data around needs for special ed hires (teachers/paras/SAs) for 2018-19? Are the job descriptions being updated to reflect the ask of including salary ranges, raising the bar for experience like MCPS and Balt Co has for teachers, paras and SAs. When are candidates offered a job, signing contracts, etc
5. We need more BCBAs. Behavior in the classroom are a big indicator for success in inclusion and the behavioral specialists do not have the much needed training, (1500 hours) as the BCBAs and it shows! I would appreciate that the Director of DSE ask for more each year in the budget. this is not a want. This is a need!
6. Ongoing monitoring and updates for Jump start - data, need assessment at OM and RHHS to support our students in/into college level courses and trades, class sizes
7. Creating a similar document for suspensions/expulsions/elopement like the one MCPS has. I know we are started on this process but we need to keep this on the radar as I really hope we can get this in place system wide
8. Special Ed website with real time data. Keep in mind the data that we are asking for often and update that mid year. This way community organizations can obtain information from budget books, HCPSS, OBRC, MSDE, Sped web site, etc to look at trends over time and report to the BOE using some real time data.
9. Reading programs- list of all programs currently, policy on how programs are selected for use, outcomes for students to close the gap. Use of OG/Wilson models and other interventions to create successful readers and writers. We were told Dec 12, 2017 SECAC DSE meeting that Really Great Reading was added as pilot to 5 schools starting January. Did this happen? What were outcomes?
10. Math tutorial- where are we with this and the need for on grade level classes that go at a slower pace to be reinstated in the curriculum
11. School psychology- asking for a list of tests/assessment tools approved by HCPSS based on age, verbal/nonverbal students, potential diagnosis etc. Parents continue to find themselves in difficult situations with the use of appropriate tools selected for testing/assessments by staff.
12. Workgroup- Transitioning Youth and ESY-output?
13. Projection of IEP document during the meeting...some parents are asking for this
14. Data around the Special Education Parent Liaison position- number of students she has supported/problem/outcome
15. RTI and SST interventions- do we have a written policy for teams. We are hearing from families this is taking way too long and IEPs are not being offered fast enough as schools are keeping too many kids in this phase
16. Bridge ESY program- how many students per year are served? reason/eligibility diagnoses/length of time services provided?
17. Resource Dissemination Plan- this could be on web site also. I'm concerned that teachers at the desk side and parents are not getting information as BOTH teachers and parents knew nothing about the new TABs from MSDE. After I discussed this at the SECAC meeting, I got 4 emails from parents who were there requesting information. I have asked a few special educators I know. None have gotten training or information on the newest bulletin- Curriculum.
18. DATA....DATA....DATA.....

Some more data points we monitor on an ongoing basis--Special Ed legal fees, students in nonpublics- entering and staying, actual costs/budget and projections for sped, staffing trends for population expected, schools with disproportionality, data around dispro- students in sped-disclose race and cert vs. diploma, reason for suspension for students in sped, number of sped students in AP/GT classes and testing, students graduating in 4 years in sped, certificate numbers, inclusion (numbers) compared to students in segregated classes, data on # of students in ES on cert/diploma ( trends from year to year), data to be disclosed on all areas that show the community we are lowering the achievement gap, special ed students as % of FTE enrollment ( Howard 1t 9.8%-lowest in State for IEPs), class size for sped students in general ed , data around bullying/harrassment forms and Parent Concern forms that are about issues/students in special ed, unilateral placement numbers per year-that the district is aware of, good exit data- what are sped students doing once they leave HCPSS -at the 1 year mark-( post secondary ed, Project Access, Day program, work). Students are leaving HCPSS without solid

post school plans and sitting home, transitional youth numbers-per school, number of students in flexible service delivery model-speech, students on IEPs that are below the grade level-look at this trend over time, MSA result trends for students in special ed compared to reg ed, PARCC results exceeded and met expectations- gen ed and sped ed by year, staffing patterns(teachers, paras, SAs, TEs) trends over time compared to number of students, caseloads per school,

19. Family Resource fair for 2018-19 and repository for parents (website?)

20. List of professional development opportunities for sped /general ed as it relates to students in sped 2018-19, what is mandatory training for teachers this year?

21. Is there a list of grants/outside funding the HCPSS has that can be shared?

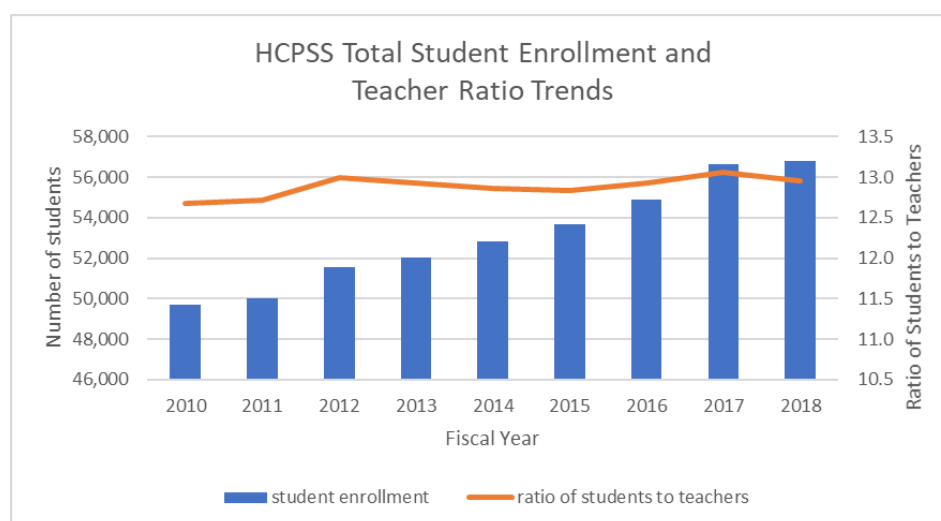
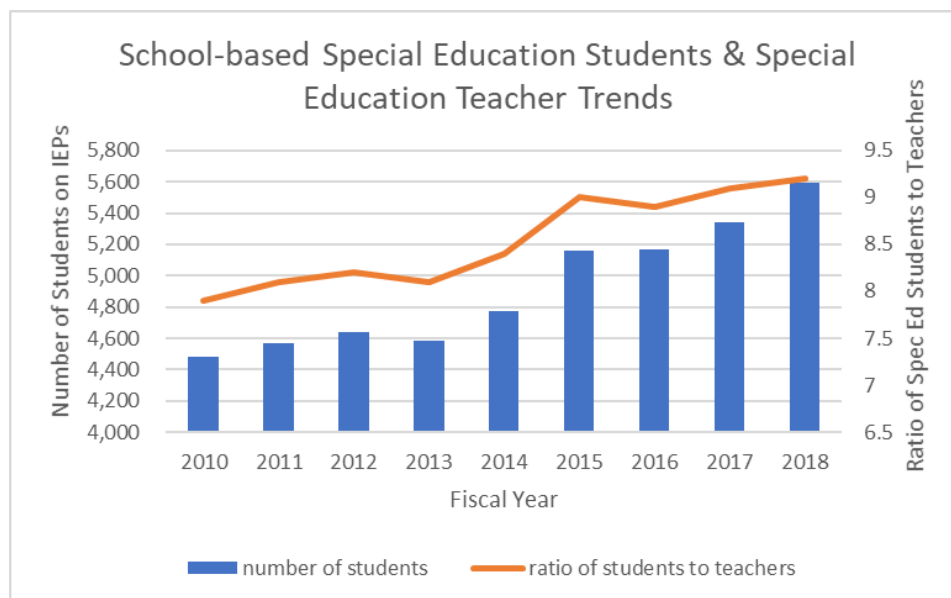
22. ESY for 6 weeks- we need this

23. ED programs will have students with autism. What can be done about this? We are very concerned.

We would also like to talk today about the Superintendent's proposed budget as it relates to a couple of special education areas.

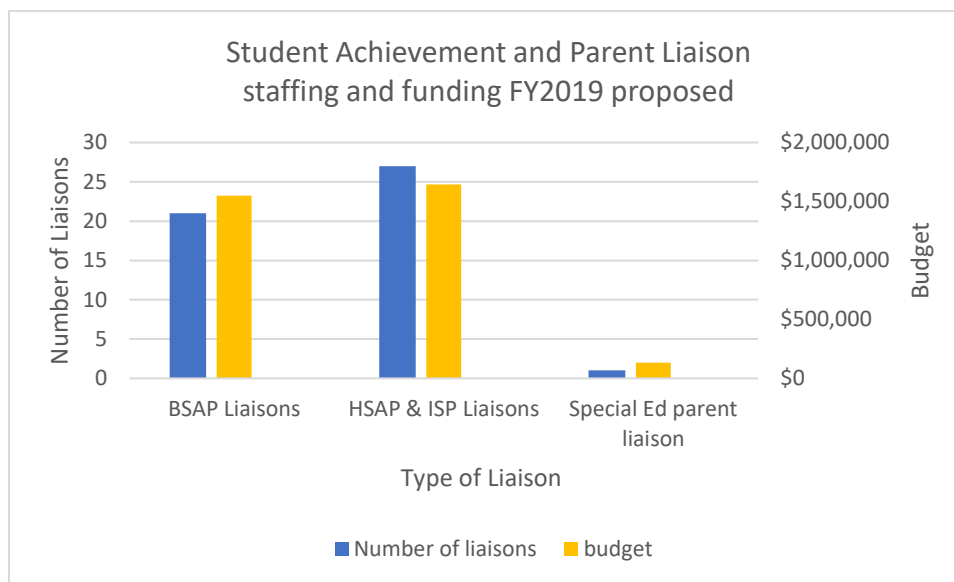
SECAC appreciates the increased staffing priorities in the FY2018 and FY2019 budgets, but the level of training and distribution of staff are a concern. The FY2018 budget listed 41.1 additional staff to special education. However, with 320 expected additional K-12 students with disabilities, 12 special education school-based teachers were added for a ratio of 27 to students to teachers.

The FY2019 budget has a similarly high ratio of additional special education students to special education teachers with 34:1 students to teachers (471 expected increase in k-12 students with an increase of 14 school-based teachers). A look at trends over the last several years shows an increase in the ratio of school-based K-12 special education students to special education teachers, while the ratio of general education students to teachers has remained relatively flat. This is true even with the increases in teachers in the last couple of approved operating budgets.



While the budget proposes 26 new special education teachers (about half for pre-K and half for K-12), it also includes 26 new paraeducator positions. SECAC would rather see an increase in the number of special education teachers than equal numbers of paraeducators. We have increased the ratio of special education students to special education teachers every year since 2010. At a minimum, we request that the job qualifications for paraeducators be increased to the level of surrounding districts that require more than a high school diploma in the form of college courses in education, disabilities, behavior, and/or passing the parapro test. Also, to get the most qualified special education teachers, we are listening to staff who continually state that HCPSS loses many of the best teachers due to the length of the HR hiring process. Maximizing open contract offers to the best and brightest at recruiting events is the ideal.

In addition, our families need better communication and assistance from the school system to work together and help our children succeed. We recently discovered the significant number of and budget for liaisons for the Academic Intervention and International Student Services programs. They include 48 student achievement liaisons for the Black Student Achievement Program, Hispanic Achievement Program, and International Achievement Program.



We compared the job descriptions for those liaison positions with the Special Education Parent Liaison job description. The job descriptions for the 21 Black Student Achievement Liaisons, 18 Hispanic Student Achievement Liaisons, and 9 International Student Liaisons are identical and we have provided you with a copy of each.

Comparing those job descriptions to the special education parent liaison job description, we have the following:

1. Instead of supporting students and families, the special education parent liaison supports communication between parents and district personnel.
2. Instead of monitoring progress to ensure appropriate placement and accelerating academic achievement, the parent liaison assists parents with the understanding of progress reports.
3. Instead of collecting, maintaining, and analyzing data and data trends for students, the parent liaison “monitors and maintains records as directed by the required by Executive Director of Special Education.”
4. Instead of monitoring behavior data to increase positive behaviors and achievement, nothing about behavior.
5. Instead of educating the school community, nothing about creating a better understanding of students with disabilities.
6. Instead of facilitating family involvement, the parent liaison supports individual schools to increase family involvement.
7. Instead of collaborating with nonprofits and agencies to support students, the parent liaison locates community resources.
8. Instead of conducting parent information meetings in collaboration with DSE and Curricular programs, the parent liaison coordinates academic-based learning opportunities for parents.

Additional duties listed in the special education parent liaison job description include responding to parent emails, providing information on the district’s procedures, assisting with an understanding of the law and IEP process. Parents are, quite frankly, tired of school staff telling us about processes and procedures when the school is not following the law for our children.

Even the differences in liaison titles marginalizes students with disabilities.

Next, and again, we want to address the issue of reading and math interventions to ensure that all struggling students receive research-based and data driven assistance to allow them to progress in both subject areas. We have gotten word that the math resource classes are being added back to high schools, which we greatly appreciate. However, we are still concerned that reading interventions are not being addressed appropriately. It is our understanding that reading specialists, trained in reading interventions, do not work with students on IEPs that require reading intervention. Instead, that is left to special educators who may not be trained in the necessary interventions. In addition, data is not being collected on the effectiveness of the interventions being used with students on IEPs.





# HOWARD COUNTY AUTISM SOCIETY

January 22, 2019

To: Howard County Board of Education

CC: Dr. Michael Martirano, HCPSS Superintendent  
William Barnes, HCPSS Chief Academic Officer  
Dr. Terri Savage, HCPSS Executive Director of Special Education  
Lori Scott, Special Education Citizens Advisory Committee (SECAC) Chair

From: Education Advocacy Committee – Howard County Autism Society (HCAS)

Subject: HCAS Support of HCPSS Budget Request Related to Special Education

Dear HCPSS Board of Education Representatives,

On behalf of the Howard County Autism Society (HCAS) and specifically its Education Advocacy Committee, I am writing to you today to express our strong support for the special education portion of the FY20 Howard County Public School System (HCPSS) Budget submitted by Superintendent Dr. Martirano.

As the county population grows, so too does the number of special education students being supported by HCPSS. The FY20 budget predicts 5500 students age 6-21, and over 1500 students under age 6 will be receiving special education services administered by HCPSS. For K-12, that is a 12% growth in just two years. For early intervention, that percentage is nearly 19% over the same two years. Along with sheer growth in numbers, we have also seen a rise in the complexity and diversity of needs of students across the county. When you add to that the effects of ineffective leadership and program underfunding in the previous HCPSS administration, the result is a critical shortage of resources supporting our special education students.

We would like to extend our gratitude to Dr. Martirano, Mr. Barnes, and especially to Dr. Savage and her team for working diligently to develop the budget we as a community requested; one that takes an honest look at what is required to properly support some of our more vulnerable students. This is what we have been asking for. This is what the system believes it needs to properly provide the Free and Appropriate Public Education that is an inherent right for each and every one of our students.

We would like to call your attention to three areas of the special education portion of the HCPSS budget:

1. *The addition of a Board Certified Behavior Analyst (BCBA) and the behavioral support positions.* With increasing numbers of students, growing complexity of needs and the importance of proper behavioral interventions before escalation, it is key to get additional supports for staff. This provides key steps towards ensuring proper development of Behavior

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**Providing Support • Promoting Awareness • Advocating for Change**

9770 Patuxent Woods Drive, Suite 308 • Columbia, MD 21046  
410-290-3466 • [www.howard-autism.org](http://www.howard-autism.org) • [info@howard-autism.org](mailto:info@howard-autism.org)

## Howard County Autism Society


Intervention Plans (BIPs), training of staff on the proper implementation of BIPs, and ongoing, more frequent, review of BIPs.

2. *The approximately 139 additional special education staff requested in the K-12 grades.* This number is what is required to adequately cover the students currently in the system as well as provide the proper supports to those students. If we want to include our children in their home schools and have them benefit from learning alongside their peers, then we need to ensure they are properly supported. This staffing increase request is critical to providing the needed support for Grades K and above in our schools and ensuring the best practice of meaningful inclusion that was once a hallmark of HCPSS.
3. *Included in the staffing plans both in early intervention and K-12 services appears to be a focus to move the 'TE' (temporary employee) positions to 'SA' (student assistant) positions.* While in some cases there is not a net gain in student supports, there is a long-term gain in the efficacy of those supports. We believe that by directly employing those who provide the day-to-day and hour-to-hour supports for our students we get the double-benefit of reduced turnover of staff as well as additional training opportunities that are not otherwise available with contracted services. This helps to address the areas of increased consistency and proper training that are highlighted as needs in the HCPSS Special Education Strategic plan.

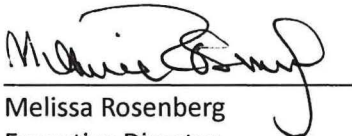
Make no mistake. This budget request is a large number. However, the growth in the special education portion is an acknowledgement of the shortfalls we are facing in our current operational budget to address the gaps in resources required to give our children the proper education to which they are entitled. We also understand that this is only the beginning. With the growing staff comes the need for increased training, and we appreciate that training is a key performance indicator identified throughout the special education sections of the budget document.

Once again, we thank the HCPSS leadership for addressing the needs of our special education students in this FY20 budget request. We look forward to continuing our collaborative efforts with Dr. Savage and all those at HCPSS who serve the special education community.

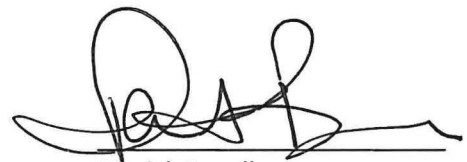
Yours sincerely,



Roger E. Thibodeau, Jr.  
Chair, Education Advocacy Cmte  
Howard County Autism Society



Melissa Rosenberg  
Executive Director  
Howard County Autism Society



Patrick Boxall  
President, Board of Directors  
Howard County Autism Society

## Academics – Special Education

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

Program	Program Number	Page Numbers	Actual FY 2016	Actual FY 2017	Actual FY 2018	Budget FY 2019	Superintendent Proposed FY 2020	Board Requested FY 2020	Revised Approved FY 2020
Countywide Services	3320	330-334	\$ 9,160,356	\$ 9,503,073	\$ 9,988,523	\$ 10,987,018	\$ 11,191,745	\$ 11,168,745	\$ 11,024,677
Speech, Language, and Hearing Services	3325	335-338	9,517,962	10,435,052	11,443,614	10,827,097	12,807,206	12,201,466	12,186,044
Special Education School-Based Services	3321	339-342	48,013,106	50,230,885	51,692,448	55,457,460	60,491,874	59,109,574	59,004,514
Cedar Lane	3322	343-345	3,900,790	3,910,521	4,206,446	4,368,273	4,632,166	4,632,166	4,632,166
Birth-Five Early Intervention Services	3324	346-349	8,784,796	9,864,880	10,555,436	11,814,775	16,182,721	14,526,585	14,211,969
Special Education Summer Services	3326	350-352	766,710	674,945	681,156	651,285	651,285	651,285	649,647
Nonpublic Services and Special Education Compliance	3328	353-355	7,469,708	8,141,655	9,718,470	7,915,382	12,912,990	12,289,330	11,781,250
Special Education - Central Office	3330	356-359	1,025,258	1,013,099	879,675	1,310,008	1,679,961	1,679,961	1,587,450
<b>Special Education Total</b>			<b>\$ 88,638,686</b>	<b>\$ 93,774,110</b>	<b>\$ 99,165,768</b>	<b>\$ 103,331,298</b>	<b>\$ 120,549,948</b>	<b>\$ 116,259,112</b>	<b>\$ 115,077,717</b>

# DSE STRATEGIC PLAN INITIATIVES

## INSTRUCTIONAL PRACTICES/DATA DRIVEN RESULTS

1. Offer training on specialized instruction including evidence-based practices that are required to meet the needs of most students (e.g., structured literacy training)
2. Implement evidenced-based interventions aligned to student need and taught with fidelity
3. Implement the use of instructional materials for students being instructed on the alternate education framework
4. Build capacity of assistive technology implementation with students, staff, and families
5. Expand opportunities for collaborative planning with special and general educators

## SOCIAL SKILLS

1. Provide differentiated training for all staff and students on social competencies across all levels and in a variety of settings and environments
2. Develop an integrated and developmentally appropriate social competencies curriculum linked to growth of skills across levels and connected to the state standards and general education curriculum.
3. Expand social skills programs and opportunities to students with special needs

## IEP COMPLIANCE AND ACCOUNTABILITY

1. Build capacity of school administrators and special education team leaders, and other case managers
2. Establish a highly effective data collection system to enable the Department of Special Education to collect, analyze, take action, and report compliance data
3. Track, monitor, and communicate compliance data for the IEP process
4. Improve communication among and between all members of the IEP Team and evaluate special education IEP process for parents

## TRAINING

1. Provide access to timely, meaningful, consistent, and ongoing professional learning to all paraprofessionals (includes: para-educators, student assistants and temporary employees)
2. Establish professional learning for all general educators on the most prevalent disabilities and suggest effective teaching strategies that best meet the needs of these students.
3. Identification of students with Specific Learning Disabilities in the primary years (RECC-Gr 3)
4. Develop system wide behavior training sessions for administrators, general educators, special educators, related service providers, parents and other members of the IEP team to learn about ABA bases techniques and other approaches (e.g., restorative practices, Life Space Crisis Intervention)

## CASE MANAGEMENT/CONTINUUM

1. Conduct research to inform the expansion of continuum of services for students with autism and other disabilities and ensure consistency for program implementation
2. Develop guidelines to assist administrators in prioritizing and developing schedules to ensure the intensity of needs of students is considered when placing students in general education classes

#### STAFFING

1. Evaluate and revise the current staffing plan/formula for all service providers to reflect number of students, intensity of needs of the students and hours of service
2. Create a staffing build out plan to support the population growth for student with all types of disabilities
3. Expand the compliance team within the current Office of Nonpublic Services and Compliance
4. Each school will have a non-teaching Instructional team leader



DSE MEETING DATES  
2019-2020

Office	Event Title	Contact	Presenter	Date	LOCATION	Start Time	End Time
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	DSE New Staff Supports	Janice Yetter	DSE staff		Redwood/Pine	3:00pm	6:00pm
DSE K-21	Transition Teachers	Janice Yetter	Dawson Robertson	8/23/2019	OCLB Pine	7:30am	10:00am
DSE K-21	Transition Teachers	Janice Yetter	Dawson Robertson	9/13/2019	OCLB Pine	7:30am	10:00am
DSE K-21	Transition Teachers	Janice Yetter	Dawson Robertson	10/11/2019	OCLB Pine	7:30am	10:00am
DSE K-21	Transition Teachers	Janice Yetter	Dawson Robertson	11/8/2019	OCLB Pine	7:30am	10:00am
DSE K-21	Transition Teachers	Janice Yetter	Dawson Robertson	12/13/2019	OCLB Pine	7:30am	10:00am
DSE K-21	Transition Teachers	Janice Yetter	Dawson Robertson	1/10/2020	OCLB Pine	7:30am	10:00am
DSE K-21	Transition Teachers (with MS/HS ITL)	Janice Yetter	Dawson Robertson	*2/13/20	OCLB Pine	7:30am	10:00am
DSE K-21	Transition Teachers (with HS ITL)	Janice Yetter	Dawson Robertson	3/25/2020	OCLB Oak	7:30am	10:00am
DSE K-21	Transition Teachers (with HS ITL)	Janice Yetter	Dawson Robertson	4/29/2020	OCLB Oak	7:30am	10:00am
DSE K-21	Transition Teachers	Janice Yetter	Dawson Robertson	6/5/2020	OCLB Pine	7:30am	10:00am
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	9/16/2019	OCLB Oak	8:30am	11:30pm
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	10/14/2019	OCLB Oak	8:30am	11:30pm
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	11/18/2019	OCLB Oak	8:30am	11:30pm
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	1/13/2020	OCLB Oak	8:30am	11:30pm
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	2/10/2020	OCLB Oak	8:30am	11:30pm

DSE MEETING DATES  
2019-2020

DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	3/16/2020	OCLB Oak	8:30am	11:30pm
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	4/20/2020	OCLB Oak	8:30am	11:30pm
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	5/11/2020	OCLB Oak	8:30am	11:30pm
DSE K-21	ED Workgroup	Janice Yetter	Jessica Yaniro	6/8/2020	OCLB Oak	8:30am	11:30pm
DSE K-21	HS ITL Meeting	Janice Yetter	Missie Baxter	9/18/2019	OCLB Redwood	8:00am	3:30pm
DSE K-21	HS ITL Meeting	Janice Yetter	Missie Baxter	10/24/2019	OCLB Redwood	8:00am	3:30pm
DSE K-21	MS/HS ITL Meeting	Janice Yetter	Missie Baxter	11/19/2019	Susquehanna/Tred Avon	8:00am	3:30pm
DSE K-21	MS/HS ITL Meeting	Janice Yetter	Missie Baxter	*2/4/20	Susquehanna/Patuxent	8:00am	3:30pm
DSE K-21	HS ITL Meeting	Janice Yetter	Missie Baxter	3/25/2020	OCLB Redwood	8:00am	3:30
DSE K-21	HS ITL Meeting	Janice Yetter	Missie Baxter	4/29/2020	OCLB Redwood	8:00am	3:30
DSE K-21	HS ITL Meeting	Janice Yetter	Missie Baxter	6/3/2020	OCLB Redwood	8:00am	11:30am
DSE K-21	MS ITL Meeting	Janice Yetter	Elizabeth Augustin	9/19/2019	OCLB Redood	8:00am	3:30pm
DSE K-21	MS ITL Meeting	Janice Yetter	Elizabeth Augustin	10/31/2019	OCLB Redood	8:00am	3:30pm
DSE K-21	MS/HS Transtion ITL Meeting	Janice Yetter	Elizabeth Augustin	11/19/2019	Susquehanna/Tred Avon	8:00am	3:30pm
DSE K-21	ES/MS Transition ITL Meeting	Janice Yetter	Elizabeth Augustin	1/7/2020	Susquehanna/Patuxent	8:00am	3:30pm
DSE K-21	MS/HS transition ITL Meeting	Janice Yetter	Elizabeth Augustin	2/4/2020	Susquehanna/Patuxent	8:00am	3:30pm
DSE K-21	MS ITL Meeting	Janice Yetter	Elizabeth Augustin	3/26/2020	OCLB Redood	8:00am	3:30pm
DSE K-21	MS ITL Meeting	Janice Yetter	Elizabeth Augustin	5/7/2020	Susquehanna/Patuxent Gary Arthur Community	8:00am	3:30pm
DSE K-21	ES ITL Meeting	Janice Yetter	Geiger/Yaniro	9/25/2019	Center	8:00am	3:30pm
DSE K-21	ES ITL Meeting	Janice Yetter	Geiger/Yaniro	10/15/2019	A1 Severn	8:00am	3:30pm
DSE K-21	ES ITL Meeting	Janice Yetter	Geiger/Yaniro	11/12/2019	Church@Covenant Park	8:00am	3:30pm
DSE K-21	ES/MS ITL Meeting	Janice Yetter	Geiger/Yaniro	1/7/2020	Susquehanna/Patuxent	8:00am	3:30pm
DSE K-21	ES ITL Meeting	Janice Yetter	Geiger/Yaniro	2/18/2020	Susquehanna	8:00am	3:30pm
DSE K-21	ES ITL Meeting	Janice Yetter	Geiger/Yaniro	3/17/2020	Susquehanna	8:00am	3:30pm
DSE K-21	ES/MS ITL Meeting	Janice Yetter	Geiger/Yaniro	5/7/2020	Susquehanna/Patuxent	8:00am	3:30pm

DSE MEETING DATES  
2019-2020

DSE	Behavior Team	Janice Yetter	Jessica Yaniro	9/26/2019	A1 Chesapeake	8:30am	11:30am
DSE	Behavior Team	Janice Yetter	Jessica Yaniro	10/17/2019	A1 Chesapeake	8:30am	11:30am
DSE	Behavior Team	Janice Yetter	Jessica Yaniro	11/14/2019	A1 Chesapeake	8:30am	11:30am
DSE	Behavior Team	Janice Yetter	Jessica Yaniro	1/16/2020	A1 Chesapeake	8:30am	11:30am
DSE	Behavior Team	Janice Yetter	Jessica Yaniro	2/20/2020	A1 Chesapeake	8:30am	11:30am
DSE	Behavior Team	Janice Yetter	Jessica Yaniro	3/19/2020	A1 Chesapeake	8:30am	11:30am
DSE	Behavior Team	Janice Yetter	Jessica Yaniro	4/23/2020	A1 Chesapeake	8:30am	11:30am
DSE	Behavior Team	Janice Yetter	Jessica Yaniro	5/21/2020	A1 Chesapeake	8:30am	11:30am
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	9/20/2019	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	10/25/2019	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	11/15/2019	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	12/20/2019	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	1/17/2020	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	2/21/2020	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	3/20/2020	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	4/17/2020	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	5/22/2020	A1 Susquehanna	8:30am	3:30pm
DSE	Full Staff Meetings	Janice Yetter	Janice Yetter	6/15/2020	A1 Susquehanna	8:30am	3:30pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	8/16/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	8/30/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	9/13/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	9/27/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	10/11/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	11/8/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	11/22/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	12/13/2019	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	1/10/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	1/31/2020	OCLB Redwood	8:30am	4:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	2/14/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	28-Feb	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	3/13/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	3/27/2020	OCLB Redwood	8:30am	12:00pm



DSE MEETING DATES  
2019-2020

DSE	IF Meeting	Janice Yetter	Janice Yetter	4/3/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	4/24/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	5/8/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting	Janice Yetter	Janice Yetter	5/29/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting/RETREAT	Janice Yetter	Janice Yetter	6/11/2020	OCLB Redwood	8:30am	12:00pm
DSE	IF Meeting/RETREAT	Janice Yetter	Janice Yetter	6/12/2020	OCLB Redwood	8:30am	12:00pm
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	9/13/2019	OCLB Oak	8:30am	10:30am
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	10/11/2019	OCLB Oak	8:30am	10:30am
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	11/8/2019	OCLB Oak	8:30am	10:30am
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	12/13/2019	OCLB Oak	8:30am	10:30am
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	1/10/2020	OCLB TSC	8:30am	10:30am
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	2/14/2020	OCLB TSC	8:30am	10:30am
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	3/13/2020	OCLB TSC	8:30am	10:30am
			Susan White/Bianca				
DSE	RT Meeting	Janice Yetter	Roberts	4/3/2020	OCLB TSC	8:30am	10:30am

DSE MEETING DATES  
2019-2020

DSE	RT Meeting	Janice Yetter	Susan White/Bianca Roberts	5/8/2020	OCLB TSC	8:30am	10:30am
DSE	RT Meeting/Retreat	Janice Yetter	Susan White/Bianca Roberts	6/11/2020	OCLB Pine	8:30am	10:30am
DSE K-21	Ins and Outs of Transition	Janice Yetter	Elizabeth Augustin/Missie Baxter	11/21/2019	OCLB Redwood	6:00pm	8:00pm
DSE K-21	ITL Planning	Janice Yetter	Elizabeth Augustin	9/5/2019	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	Elizabeth Augustin	9/27/2019	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	Elizabeth Augustin	10/11/2019	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	Elizabeth Augustin	11/22/2019	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	ELizabeth Augustin	13-Dec	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	Elizabeth Augustin	1/10/2019	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	Elizabeth Augustin	2/14/2019	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	ELizabeth Augustin	3/13/2019	OCLB Redwood	1:00pm	3:00pm
DSE K-21	ITL Planning	Janice Yetter	ELizabeth Augustin	4/24/2019	OCLB Redwood	1:00pm	3:00pm

<b>Office</b>	<b>Event Title</b>	<b>Contact</b>	<b>Presenter</b>	<b>Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>	<b># of participants</b>
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	7/2/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	7/9/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	7/16/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	7/23/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	7/30/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	8/6/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	8/20/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	8/27/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	9/3/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	9/10/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	9/17/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	9/24/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	10/1/2009	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	10/8/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	10/15/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	10/22/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	10/29/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	11/5/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	11/12/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	11/19/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	11/26/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	12/3/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	12/10/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	12/17/2019	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	1/7/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	1/14/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	1/21/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	1/28/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	2/4/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	2/11/2020	8:00am	4:00pm	OCLB Redwood Room	20

DSE	CEPT Meeting	Janice Yetter	Kathy Stump	2/18/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	2/25/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	3/3/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	3/10/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	3/17/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	3/24/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	3/31/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	4/14/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	4/21/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	5/5/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	5/12/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	5/19/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	5/26/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	6/2/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	6/9/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	6/16/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	6/23/2020	8:00am	4:00pm	OCLB Redwood Room	20
DSE	CEPT Meeting	Janice Yetter	Kathy Stump	6/30/2020	8:00am	4:00pm	OCLB Redwood Room	20

Office	Event Title	Contact	Presenter	Date	Start Time	End Time	Location	# of participants
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	9/18/2019	12:30 PM	4:30 PM	A1 Susquehanna	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	10/23/2019	12:30 PM	4:30 PM	OCLB Pine	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	11/13/2019	12:30 PM	4:30 PM	OCLB Pine	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	12/18/2019	12:30 PM	4:30 PM	OCLB Pine	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	1/22/2020	12:30 PM	4:30 PM	OCLB Pine	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	2/26/2020	12:30 PM	4:30 PM	OCLB Pine	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	3/18/2020	12:30 PM	4:30 PM	A1 Susquehanna	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	4/22/2020	12:30 PM	4:30 PM	A1 Patuxent	45
DSE-CWS	OT meeting	Emily Kinsler	Joan Ogaitis	5/20/2020	12:30 PM	4:30 PM	OCLB Pine	45
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	8/23/2019	12:30 PM	4:30 PM	OCLB Pine	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	9/13/2019	12:30 PM	4:30 PM	OCLB Pine	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	9/27/2019	12:30 PM	4:30 PM	OCLB Pine	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	10/4/2019	12:30 PM	4:30 PM	OCLB Oak Room	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	11/8/2019	12:30 PM	4:30 PM	OCLB Oak Room	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	12/6/2019	12:30 PM	4:30 PM	OCLB Oak Room	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	1/3/2020	12:30 PM	4:30 PM	OCLB Oak Room	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	2/7/2020	12:30 PM	4:30 PM	OCLB Oak Room	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	3/20/2020	12:30 PM	4:30 PM	OCLB Oak Room	10
DSE-CWS	Non Tenured OT	Emily Kinsler	Joan Ogaitis	5/1/2020	12:30 PM	4:30 PM	OCLB Oak Room	10
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	8/21/2019	10:00 AM	1:00 PM	OCLB Pine Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	9/18/2019	1:00 PM	3:30 PM	OCLB Oak Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	10/16/2019	1:00 PM	3:30 PM	OCLB Pine Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	11/13/2019	1:00 PM	3:30 PM	OCLB Redwood	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	12/18/2019	1:00 PM	3:30 PM	OCLB Oak Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	1/15/2020	1:00 PM	3:30 PM	OCLB Oak Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	2/19/2020	1:00 PM	3:30 PM	OCLB Oak Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	3/18/2020	1:00 PM	3:30 PM	OCLB Oak Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	4/15/2020	1:00 PM	3:30 PM	OCLB Oak Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	5/13/2020	1:00 PM	3:30 PM	OCLB Oak Room	20
DSE CWS	Hearing Services	Emily Kinsler	Judy Fox	6/3/2020	1:00 PM	3:30 PM	OCLB Oak Room	20

DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	8/23/2019	8:00 AM	4:00 PM A1 Tred Avon	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	9/17/2019	8:30 AM	11:30 AM A1 Tred Avon	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	10/14/2019	12:30 PM	3:30 PM A1 Patuxent	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	11/12/2019	8:30 AM	11:30 AM A1 Tred Avon	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	12/13/2019	12:30 PM	3:30 PM A1 Tred Avon	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	1/14/2020	8:30 AM	11:30 PM A1 Tred Avon	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	2/20/2020	12:30 PM	3:30 PM A1 Tred Avon	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	3/20/2020	8:30 AM	11:30 AM A1 Tred Avon	20
DSE CWS	Vision Services	Emily Kinsler	Hattie Simmons	4/22/2020	12:30 PM	3:30 PM A1 Tred Avon	20
DSE-CWS	Vision Services	Emily Kinsler	Hattie Simmons	5/12/2020	8:30 AM	11:30 PM A1 Tred Avon	10
DSE-CWS	Vision Services	Emily Kinsler	Hattie Simmons	6/3/2020	12:30 PM	3:30 PM A1 Tred Avon	10
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	9/18/2019	12:30 PM	3:30 PM OCLB TSC	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	10/16/2019	12:30 PM	3:30 PM OCLB Redwood	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	11/20/2019	12:30 PM	3:30 PM OCLB Pine	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	12/18/2019	12:30 PM	3:30 PM OCLB Redwood	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	1/15/2020	12:30 PM	3:30 PM OCLB Pine/TSC	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	2/19/2020	12:30 PM	3:30 PM OCLB TSC	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	3/18/2020	12:30 PM	3:30 PM OCLB TSC	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	4/15/2020	12:30 PM	3:30 PM OCLB Pine	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	5/20/2020	12:30 PM	3:30 PM OCLB Oak Room	20
DSE CWS	Physical Therapists	Emily Kinsler	Lorraine Stafford	6/10/2020	12:30 PM	3:30 PM OCLB Pine	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	8/23/2019	8:00 AM	4:00 PM A1 Susquehanna	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	8/26/2019	8:00 AM	4:00 PM A1 Tred Avon	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	8/27/2019	8:00 AM	4:00 PM A1 Tred Avon	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	8/29/2019	8:00 AM	4:00 PM A1 Tred Avon	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	10/8/2019	8:30 AM	11:00 AM OCLB Pine	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	11/21/2019	8:30 AM	11:00 AM OCLB Pine	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	2/5/2020	8:30 AM	11:00 AM OCLB Redwood	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	3/26/2020	8:30 AM	11:00 AM OCLB Pine	20
DSE CWS	Adapted PE	Emily Kinsler	Katie Prichard	6/3/2020	8:30 AM	11:00 AM OCLB Pine	20
DSE CWS	SLP	Emily Kinsler	Susan LaCount	10/17/2019	8:00 AM	4:00 PM A1 Susquehanna	75
				10/17/2019	12:00 PM	4:00 PM A1 Chesapeake	30

DSE CWS	SLP	Emily Kinsler	Susan LaCount	12/5/2019	8:00 AM	4:00 PM A1 Susquehanna	75
				12/5/2019	12:00 PM	4:00 PM A1 Chesapeake	30
DSE CWS	SLP	Emily Kinsler	Susan LaCount	1/16/2020	8:00 AM	4:00 PM A1 Susquehanna	75
DSE CWS	SLP	Emily Kinsler	Susan LaCount	3/19/2020	8:00 AM	4:00 PM A1 Susquehanna	75
				3/19/2020	12:00 PM	4:00 PM A1 Chesapeake	30
DSE CWS	SLP	Emily Kinsler	Susan LaCount	5/28/2020	8:00 AM	4:00 PM A1 Susquehanna	75
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	8/28/2019	12:00 PM	3:00 PM	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	8/29/2019	12:00 PM	3:00 PM OCLB TSC	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	11/1/2019	12:00 PM	3:00 PM OCLB OAK	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	11/25/2019	12:00 PM	3:00 PM OCLB Pine	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	11/26/2019	12:00 PM	3:00 PM OCLB Pine	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	2/13/2020	12:00 PM	3:00 PM OCLB Pine	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	2/14/2020	12:00 PM	3:00 PM OCLB Pine	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	4/3/2020	12:00 PM	3:00 PM OCLB Pine	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	5/15/2020	12:00 PM	3:00 PM OCLB Pine	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	6/11/2019	12:00 PM	3:00 PM OCLB Pine	10
DSE CWS	Interpreter	Emily Kinsler	C. Markewicz	6/12/2019	12:00 PM	3:00 PM OCLB Pine	10

<b>Office</b>	<b>Event Title</b>	<b>Contact</b>	<b>Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
EIS	NEW MINC EL Staff	Eder	9/4/2019	8:30 AM	11:30 AM	
EIS	New MINC PS/K Staff	Eder	9/4/2019	12:30 PM	3:30 PM	
EIS	New Service Coordinators	Eder	8/30/2019	1:00 PM	3:30 PM	Tred Avon
EIS	New Service Coordinators	Eder	9/6/2019	1:00 PM	3:30 PM	
EIS	New Service Coordinators	Eder	9/13/2019	1:00 PM	3:30 PM	
EIS	New Service Coordinators	Eder	9/20/2019	1:00 PM	3:30 PM	
EIS	Service Coordinators	Eder	10/1/2019	8:30 AM	3:30 PM	
EIS	Service Coordinators	Eder	3/10/2019	8:30 AM	3:30 PM	
EIS	ITP Leadership	Eder	10/22/2019	12:30 PM	3:30 PM	
EIS	ITP Leadership	Eder	12/10/2019	12:30 PM	3:30 PM	
EIS	ITP Leadership	Eder	2/18/2019	12:30 PM	3:30 PM	
EIS	ITP Leadership	Eder	5/5/2019	12:30 PM	3:30 PM	
EIS	RECC Foundations and Brekout Session	Eder	9/11/2019	8:30	3:30	Ten Oaks Ballroom
EIS	RECC Foundations and Brekout Session	Eder	10/30/2019	8:30	3:30	Ten Oaks Ballroom
EIS	RECC Foundations and Brekout Session	Eder	1/23/2020	8:30	3:30	Ten Oaks Ballroom
EIS	RECC Foundations and Brekout Session	Eder	3/4/2020	8:30	3:30	Ten Oaks Ballroom
EIS	COS B-5 New Staff Training	Eder	10/15/19	8:30	3:30	Susquehanna
EIS	COS B-5 New Staff Training	Eder	10/16/19	8:30	3:30	Susquehanna
EIS	ELA Non Tenured Training	Eder	11/6/2019	8:30	3:30	Redwood
EIS	ELA Non Tenured Training	Eder	11/7/2019	8:30	3:30	Redwood
EIS	RECC IEP Development Training	Eder	11/13/2019	8:30	11:30	Patuxent
EIS	RECC ITL	Eder	9/26/2019	8:30	3:30	Patuxent
EIS	RECC ITL	Eder	10/24/2019	8:30	3:30	Patuxent
EIS	RECC ITL	Eder	11/11/2019	8:30	3:30	Patuxent
EIS	RECC ITL/ RECC to ES Transition	Eder	1/14/2020	8:30	3:30	Patuxent



EIS	RECC ITL	Eder	2/20/2020	8:30	3:30 Patuxent
EIS	RECC ITL	Eder	03/19/20	8:30	3:30 Patuxent
EIS	RECC ITL	Eder	4/23/2020	8:30	3:30 Patuxent
EIS	RECC ITL	Eder	5/28/2020	8:30	3:30 Patuxent

<b>Event Title</b>	<b>Presenter</b>	<b>Date</b>	<b>LOCATION</b>	<b>Start Time</b>
Procedural Safeguards I	Compliance Team	10/10/2019	OCLB Pine	8-11/12-3
Procedural Safeguards II	Compliance Team	10/23 (OEIS)	A1 Tred Avon	12:00-4:00
		10/24	OCLB Pine	8-11/12-3
Procedural Safeguards III	Compliance Team	11/14	OCLB Redwood	8-11/12-3
Woodcock Johnson Training	DSE Resource Teachers	10/15/2019		8:00-4:00
ES ALS Local Programs	Geiger	10/2/2019	OCLB Redwood	12:30-3:30
ES ALS Local Programs	Geiger	3/26/2020	OCLB Pine	12:30-3:30
ES ALS Local Programs	Geiger	1/9/2020	OCLB Redwood	12:30-3:30
ES Regional ALS/PL/UL	Geiger	10/22/2019	OCLB Pine	8:00-4:00
ES Regional ALS/PL/UL	Geiger	1/9/2020	OCLB Redwood	8:00-4:00
ES Regional ALS/PL/UL	Geiger	3/31/2020	OCLB Pine	8:00-4:00
HS ALS	Baxter	10/10/2020	OCLB Redwood	8:00-4:00
MS ALS	Augustine	10/14/2019	OCLB Redwood	8:00-4:00
MS ALS	Augustine	12/3/2019	Ascend One Patuxent	8:00-4:00