

The First 90 Days Report

*Strategic Planning and Priority Setting for the
2024–2025 School Year*

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Superintendent



Letter from the Superintendent

On the first day of my four-year term as Superintendent of the Howard County Public School System, I submitted a 90-day plan to our students, staff, Board of Education members, and all stakeholders to clarify my initial priorities that were designed in pursuit of greatness for every student. The priorities in this plan place our students above all else and drive the collaborative focus of my leadership team and our partner stakeholders.



I shared this plan publicly to set forth widespread collaboration and accountability that will continue through my tenure as Superintendent. I worked with staff during these 90 days, gathering and analyzing data to determine whether additional action steps are necessary, or if current practices are effective in reaching outcomes. We also established several focus groups and mechanisms for input and feedback designed to ensure stakeholder feedback is part of planning and decision-making.

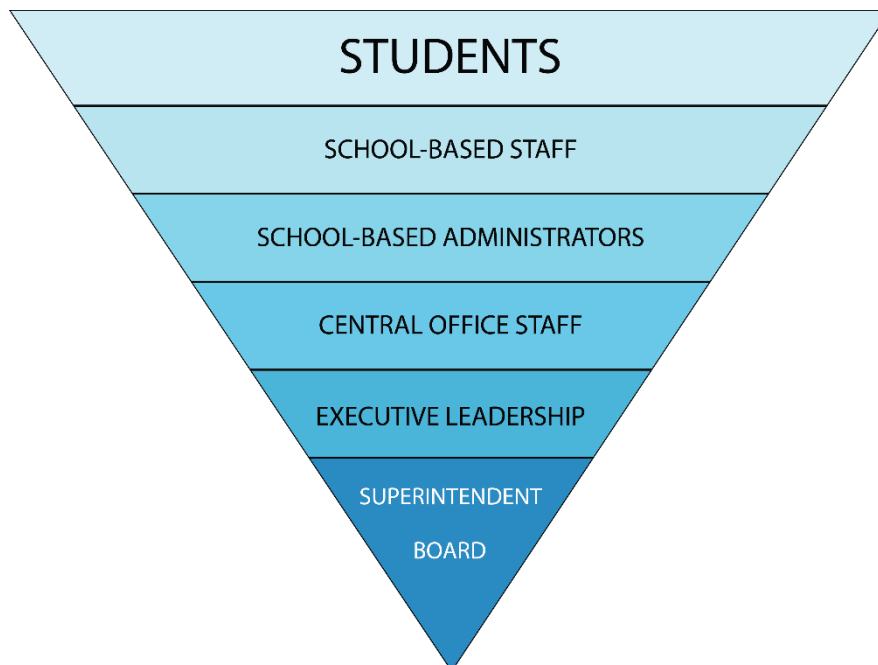
As I communicated at the launch of this plan, not all outcomes and activities in the plan were expected to be completed by the end of the first 90 days. The first 90 days served to rapidly accelerate efforts toward improvement in prioritized areas.

The feedback I have received and progress we have already made are serving as a catalyst for all we will accomplish to improve overall student outcomes and strive to cultivate a school system that meets the needs of every student.

This report details the accomplishments of each of the seven priorities (Strategic Vision; Blueprint; Diversity, Equity and Inclusion; Learning; Budget; Transportation; and Human Resources) of The First 90 Days plan. It also elevates the continued efforts in each priority area that will continue beyond the first 90 days.

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Priority: Strategic Vision

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

Action Steps

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

Purpose of This Priority

For this priority, we set out to explore the measurable outcomes that will serve as indicators to inform a path that leads to exemplary outcomes for every student. Additionally, our aim is to successfully partner with families to achieve those outcomes. The culmination of this work will be in the form of a strategic plan that clearly articulates the school system's mission, vision, values, priorities, goals, strategies, milestones, and targets.

Accomplishments

- **Staff and Community Input:** Multiple opportunities were provided to engage stakeholders in the strategic planning input process to establish shared values and guide the work of the school system through our collective vision.
 - All HCPSS staff were given the opportunity to participate in a guided activity as a prelude to completing a survey to inform the shared values of the school system.
 - Three community input sessions were held to provide opportunities for stakeholders to engage in the guided activity and complete the survey that will help craft the strategic plan's vision, mission, and values.
 - The survey to assess the values of stakeholders and inform the system's efforts to establish shared values was shared with the entire HCPSS community and received over 10,000 responses.
- **Advisory Committee:** A Strategic Planning Advisory Committee was created to offer staff, students, families and community members a unique opportunity to collaborate and provide input on the HCPSS mission, vision, and values; and inform the strategic plan that will guide our schools and offices.

- The committee includes a diverse collection of students, staff, and community members to inform the work.
- **Reorganization Across Divisions:** The reorganization across divisions has yielded several early benefits, including better coordination across offices and teams, more collaborative planning and implementation of initiatives, and more clearly defined accountability to fulfill the priorities of the school system.
 - Qualitative feedback has indicated greater collaboration across central office teams on behalf of students, schools, and system operations.
 - School staff are providing feedback on receiving greater levels of support from central office and prefer the new Division of Schools model which is organized by school level to the prior School Management and Instructional Leadership structure.

Looking Ahead

The school system's strategic plan will continue to be informed by input from stakeholders and input from the advisory committee, which will meet several times this fall and complete their work in November. Upon completion of the strategic plan, a comprehensive communications plan will be implemented to ensure all stakeholders are informed and recognize their important role in efforts to support students.

Additionally, school and department/office plans will be aligned with the strategic plan to result in greater systemic cohesion and ensure we are all moving in the same direction for students. Board reports and other system project plans will also be aligned with the strategic plan.

Finally, there will be regular public reporting on the milestones and targets of the strategic plan. Often, this reporting will be in the form of a report to the Board of Education. Other times, it may be information posted online or in community messages. Information related to progress towards our strategic objectives will be accessible from the strategic plan page on the HCPSS website for easy accessibility for stakeholders.



Priority: Blueprint

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

Action Steps

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

Purpose of This Priority

The Blueprint for Maryland's Future will continue to influence our priorities and decisions for many years. This priority sought to establish structures for long-term Blueprint communication and implementation planning, and clearly define an 8-year implementation and funding plan that will enable us to maximize student outcomes.

Accomplishments

- **Blueprint Staffing:** HCPSS has fully staffed the expanded full-day pre-K classrooms with teachers and paraeducators, bringing the total full-day Pre-K classrooms to 56.
 - Community School Site Coordinators are working in each of the eight community schools: Cradlerock, Deep Run, Ducketts Lane, Guilford, Laurel Woods, and Stevens Forest elementary schools; Lake Elkhorn Middle School; and Homewood School.
- **Career Ladder Planning:** Stakeholder engagement sessions with curricular staff on the vision for an HCPSS career ladder were conducted. Future engagement sessions for teachers, the district support team, and administrative staff are scheduled for this fall.
 - The Office of Teacher and Paraprofessional Development is establishing an Educator Advancement Advisory Council to help shape the career ladder's structure.
 - A communication and education plan was developed and will be implemented through the 2024-2025 school year and beyond.

- **Submission of Plans:** HCPSS submitted and received approval for a comprehensive prekindergarten-12 literacy plan and the overall 2024 Blueprint Plan. Initial career ladder and financial forecasting were submitted and have received feedback.
 - A Career Counseling Impact Report was submitted and is in review.
 - Staff will collaborate with the Maryland State Department of Education (MSDE) and the Accountability and Implementation Board to submit changes for final approval.
- **Communication/Engagement Planning and Financial Reporting:** A plan for Board reporting and community engagement has been developed to educate stakeholders on Blueprint initiatives and direct impacts. Processes for school level financial reporting are being developed and submitted to MSDE.

Looking Ahead

Work related to the Blueprint for Maryland's Future has been ongoing for several years and continues well beyond the first 90 days of the 2024-2025 school year.

Project lead teams are being developed for critical Blueprint initiatives and will work to ensure plans are being implemented effectively and in alignment with the HCPSS Strategic Plan.

Additionally, the budget and finance teams are working to develop school level expenditure reporting to ensure that the allocated funding in the major Blueprint categories reach the school level. Work is also underway to develop a FY 2026 Operating Budget that advances Blueprint requirements and establishes incremental changes towards long-term goals.

Stakeholders will continue to have opportunities to be informed and lend their perspectives to efforts related to the Blueprint through online resources, and in-person and virtual opportunities.



Priority: Diversity, Equity and Inclusion

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

Action Steps

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

Purpose of This Priority

The Diversity, Equity and Inclusion (DEI) priority considers how student experiences and outcomes will be improved by more equitable practices and inclusive experiences across all levels of the organization. This is an area the school system has prioritized for several years but has a lot of progress yet to be made to create stronger structures that support the equity priorities of the district.

Accomplishments

- **Stakeholder Collaboration:** Several opportunities have been developed and implemented to involve stakeholders in the DEI work across the district to foster greater collaboration and better-informed solutions.
 - A diverse and representative advisory group, called the HCPSS Equity Council, which includes community DEI experts, has been created and will meet quarterly to work to shift system culture and develop common language and shared expectations for all employees and stakeholders, including required DEI professional learning.
 - Diversity, Equity, and Inclusion Liaisons serve as equity champions in schools to support efforts to diversify staff, reduce disparities in performance outcomes among student groups, and enhance equitable practices. Central office liaisons will be in place to monitor these activities at the district level.
 - Diversity, Equity, and Inclusion Liaisons have participated in an activity to identify their understanding of the current state of equity in the HCPSS community. Central office equity champions will be asked the same types of questions to gather feedback. As Diversity, Equity, and Inclusion Facilitators are meeting with administrators they are also gathering feedback on their understanding of school climate and culture. This information, along with other feedback, has illustrated opportunities for HCPSS to enhance staff opportunities and a sense of belonging.

- **Support to All Aspects of the District:** A new internal support structure that features a DEI staff member as a point of contact to each system division was established to support all parts of the school system.
 - The point of contact will help align department and office plans with the HCPSS Equity Framework and support their work through a Diversity, Equity and Inclusion lens.
 - Diversity, Equity, and Inclusion Coordinators are assigned to work with each Division. Staff facilitators work directly with schools and support school improvement work.
 - Equity values are being infused in district-level strategic planning. Groups working on developing the plan are being asked to ensure that the Equity Framework is deliberately being infused and measures of the plan emphasize accountability around the tenants of the Equity Framework.

- **Developing a Multi-Year Professional Learning Plan:** The development of a multi-year staff professional learning plan focuses on developing strategic plans grounded in the HCPSS Equity Framework. This alignment promotes policies, practices, and leadership actions that support a restorative culture and engages staff in high-quality professional learning. The result will be greater development of staff mindsets, relationships, and environments that support a restorative culture.
 - The Office of Diversity, Equity, and Inclusion will provide access to equity-based professional learning in three progressive levels: foundational, awareness, and application. Foundational professional learning experiences will be required for all HCPSS staff. Awareness experiences are designed to build the will and skill of HCPSS staff to engage with and lead equity work. Application experiences are designed to deepen skill development with equity leadership.
 - The plan will be differentiated by role, including multiple mandatory professional learning sessions for school- and central-based instructional leaders and include a mandatory learning experience for all instructional staff this school year.
 - Additionally, a mandatory multi-day training will occur this fall with the Superintendent's Executive Leadership Team. The Executive Leadership Team will follow up with how they will use their learning to ensure the learning impacts the HCPSS's greater purpose.



Looking Ahead

An equity lens is being applied through the strategic planning process that was detailed earlier in this report and will shape the values, outcomes, and measures of that plan. All School Improvement Plans and plans being developed by offices will be grounded in the DEI values.

Additionally, all staff across the district will better understand how equity is a priority in their work and establish strategies to measure progress towards the district objectives in this area. Professional learning sessions will be required of all staff to build awareness and concrete actions to support all students and the entire HCPSS community.

Finally, stakeholders will continue to be active participants in the development and implementation of this work to ensure it is aligned with the values of our community and work being done across Howard County and the State of Maryland.

HCPSS Equity Framework			
Equity provides the access, opportunities, and supports needed to help students, families, and staff reach their full potential by removing the barriers to success that individuals face. It does not mean equality or giving everyone the same thing.			
Belonging	Opportunity & Access	Instructional Access	Engaged & Inspired Learners
All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.	All students, staff, and families can access pathways that expose them to high-quality learning experiences.	All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.	All students and staff are empowered to shape their teaching and learning experiences.

Priority: Learning

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

Action Steps

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

Purpose of This Priority

In the priority of learning, our charge to improve learning outcomes for every student is simply stated, but complex to accomplish. Staff professional development, reviews of past and current practices, a focus on special education, and a comprehensive school safety assessment will lead to better outcomes so HCPSS may be a great school system for every student.

Accomplishments

- **Professional Learning:** Professional learning has been reimagined by strategically organizing cross-divisional teams to design learning experiences using new planning structures and an overall theme. The theme is “equity” and is expected to be embedded within all professional learning for central and school-based staff.
 - This planning model establishes a clearly defined focus on the knowledge and skills needed for staff to build capacity to improve outcomes for our students.
 - The charge of cross-divisional teams is to design timely and meaningful content and processes that are relevant for helping leaders and teachers increase opportunities for students to access learning and achieve success. This work has been informed by feedback from school administrators, teachers, central office staff, and others.
- **Special Education Program Review:** An external review has been initiated to evaluate special education services, including, but not limited to, the staffing model, services, and programs, as well as professional learning in a comprehensive fashion and implement improvements to fulfill the growing needs of HCPSS students.
 - HCPSS issued a Request for Proposal for a vendor experienced in completing high-quality special education program reviews. The scoring team expects to submit a recommendation for Board approval consideration in November 2024.

- **Parent Academies:** HCPSS has consistently provided high-quality parent and family training sessions and staff leaders have been meeting to compile a database of current offerings and begin detailing a year-long plan to expand this impactful opportunity.
 - The first Parent Academy event for 2024-2025 occurred on Sept. 25, 2024, and had over 250 attendees. There were approximately 43 vendors and 22 workshop facilitators participating.
 - Ideas for future academics come from HCPSS staff feedback and feedback tools used during existing parent sessions to receive input from parents directly
- **Middle and High School Scheduling Models:** The current middle and high school scheduling models are being reviewed by a workgroup to maximize student scheduling options.
 - The workgroup has met several times this fall and is drafting recommendations to be presented to the Superintendent and Board of Education.
- **Safety & Security Process Improvements:** The HCPSS safety and security team developed quick reference guides to simplify tasks and responsibilities administrators must fulfill during an emergency.
 - Safety and security staff met with Central Office leaders and all school administrators to review the Emergency Operations Plan and introduce them to the quick reference guide.

Looking Ahead

In the area of improving staff professional development structures, the workgroup is finalizing recommendations for short- and long-term improvements. This will include mapping of professional learning opportunities for staff and implementing a successful tracking system to ensure all staff receive necessary and relevant training.

For the special education program review, a vendor will be selected and expected to issue preliminary reports/deliverables that will be identified and prioritized before the final components of the review and report are submitted. Continuous improvement efforts are ongoing as staff address areas of need such as training, program oversight, and other areas important to parents and staff.

Additional Parent Academy opportunities will be established by the system and at the school level to include large-scale annual events, one-time events related to current issues, and more refined opportunities in school communities.

Internal stakeholder workgroups are underway to interrogate and make recommendations for high school and middle school schedules to maximize student options. These workgroups will make recommendations based on research and feedback from internal and external stakeholders, consider cost requirements for various models, and develop a final report of findings, recommendations, and a timeline that will inform next steps.

Finally, safety and security plans for schools, offices, and the system are being reviewed and improved to enhance efforts to prevent scenarios that deteriorate school safety, and result in better responses when necessary.



Priority: Budget

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

Action Steps

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

Purpose of This Priority

Our operating budget process is an area where we made significant strides last year, and where we continue to have room for improvement. This year, the operating budget process will continue to embrace transparency and clarity and be better informed by stakeholders to reflect the district's values and priorities.

Accomplishments

- **Budget Process Communication Planning:** Expanding on the success of the FY 2025 Operating Budget process, efforts that worked well are being continued and enhanced, and improvements are being implemented to ensure all stakeholders are informed and engaged throughout the budget development process.
 - Staff began operating budget planning and stakeholder engagement in August, significantly earlier than in previous years.
 - Budget staff continue to meet with district leadership, Board members and department leads regularly to promote effective internal communication and discussions around key budget decisions.
- **Budget Process Timeline:** Staff established a budget process timeline for the FY 2026 budget that supports meeting key priorities and includes necessary process improvements.
 - Staff developed a budget calendar that details key steps and decision points from September 2024 through budget approval in spring 2025. The calendar includes key dates for engaging stakeholders, the Superintendent's budget release, meetings with

school Board and county partners, and key deadlines. The budget calendar is a working document that will be updated throughout the process and details a clear path from beginning to end that identifies key dates, engages the community, and allows time for strategic decision-making to ensure fidelity of implementation.

- The Superintendent's Cabinet meets weekly to engage in budget strategy conversations for FY 2026.
- **Learning from Past Budget Processes:** While the FY 2025 budget process was considered more successful due to the greater transparency and collaboration with stakeholders, there is still room for improvement based on lessons learned from past budget processes.
 - Staff began to engage Board members in strategic budget strategy sessions for FY 2026.
 - Regular standing meetings are occurring with district leadership to continually engage in budget strategy discussions.
 - The Superintendent's Executive Leadership team engaged in a robust discussion and provided input on budget priorities and process improvements

Looking Ahead

Stakeholder engagement throughout the entire budget development process continues to be the priority and an improvement from past practices. All stakeholders will have multiple opportunities to participate this year to help formulate the Superintendent's recommended FY 2026 Operating Budget and continue to have opportunities throughout the remainder of the Board of Education's budget development and adoption process to provide input and feedback. Specifically, several sessions with established stakeholder entities will occur this fall.

The Superintendent's leadership teams are participating in regular budget strategy and development sessions and those will continue throughout the duration of the budget development process. Part of the focus of these teams is to consider the budget through the lens of the system priorities related to work in diversity, equity and inclusion. In addition, County officials will be engaged earlier in the process continuing the collaborative approach put in motion last year to better coordinate budgeting for school system needs with our funding partners.

Additionally, information and resources will continually be provided to stakeholders through online and in-person opportunities throughout the budget development process. Stakeholders will have opportunities to inform the Superintendent's recommended budget and reflect on the Board's budget throughout the process.

Finally, long-range funding schedules will be enhanced in order to paint a clearer picture of the years beyond FY 2026 so decisions can be better informed with long-term implications and opportunities in mind.

Priority: Transportation

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

Action Steps

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

Purpose of This Priority

The area of student transportation has been an area of tremendous focus since the beginning of last school year, and significant progress has been made in this area to result in a largely successful start to the 2024-2025 school year. The priority for student transportation as part of the 90-day plan focused on the school year beginning with all routes staffed, contracts in place, comprehensive communications issued to families, and transporting students to their destination safely and on time.

Accomplishments

- **Project Management Planning:** Collaborative work from February through August established a project management plan that was followed to ensure deadlines were met and accountability structures were established. Based on enrollment changes and start time adjustments, the Office of Student Transportation was able to reduce the total number of regular education routes, which helped offset the increase of special education routes supporting growing enrollment for specialized services.
 - All routing was completed and shared with contractors with sufficient time to solicit feedback, conduct dry-runs, and make necessary adjustments prior to the start of the school year.
 - HCPSS Student Transportation staff closely monitored training, certification and vehicle inspection data each week to ensure all contractors had sufficient drivers, attendants and vehicles to begin the school year.
 - Solutions were implemented to ensure bus numbers on the side of the bus correspond to the bus number provided to families through the student information system.
 - The school year began with smooth transportation operations, with both qualitative and quantitative feedback noting a successful start.

- **Stakeholder Collaboration:** Successful student transportation efforts required working with contractors and across HCPSS offices to ensure deadlines to submit enrollment information were met so routes could be developed and tested.
 - Engagement with the Board of Education through biweekly memorandums occurred to ensure the Board was aware of progress achieved toward addressing the challenges that impacted the start of the 2023-2024 school year, and to provide system leadership confidence in the work underway to begin the current school year.
 - HCPSS staff met individually with each contractor to address concerns and improve communication between HCPSS and contractors before the start of the school year. Multiple all-hands contractor meetings were also held to ensure regular and effective communication.

- **Responding to Growing Needs:** Staff proactively planned and put forward a Request for Proposal for alternative vehicles and implementing start time adjustments to make the transportation operations more efficient. This approach helped reduce the number of regular education routes while managing the increase of services for students experiencing homelessness, receiving special education services, and those requiring non-public school transportation.
 - The HCPSS student transportation system now deploys a combination of buses, minivans and 10-passenger vehicles to support the varying needs of different schools and populations.

- **Communication with Families:** The Office of Student Transportation prioritized timely communication with parents/guardians when there were major disruptions to bus routes and in response to requests for an adjustment to assigned transportation services.
 - The Office of Multimedia Communications provided first week support to ensure timely communication of bus delays.
 - Prior to the start of the school year, parents/guardians were provided with instructions on who to contact with transportation concerns, providing multiple ways to be in touch with the Student Transportation Office to report and respond to challenges and concerns.

Looking Ahead

The student transportation operations are constantly evolving as they aim to meet the transportation needs of students in a timely and cost-effective way and are responsive to the priorities of the Board of Education and school system. There are lessons learned from this year that will support continuous improvement with how HCPSS offices work together to support transportation operations.

Processes will continue to be refined and improved, and standard operating procedures will be updated or developed where none exists.

Route and operations adjustments will continue to be implemented as enrollment and conditions change.



Priority: Human Resources

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

Action Steps

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

Purpose of This Priority

This priority enhances the ways our system recruits, hires, and retains exceptional staff who reflect the diversity of our students and families through feedback and data from a diverse group of stakeholders. Areas of focus include the applicant and employee experience, current recruiting processes, filling school-based vacancies, and focusing on the retention of employees through wellness initiatives and establishing the underlying cause of turnover and burnout.

Accomplishments

- **Stakeholder Engagement for Process Improvement:** Stakeholder feedback was collected through surveys, focus groups, and one-on-one interviews, which will inform a strategic improvement plan.
 - Board of Education members provided feedback from their perspectives in all areas of Human Resources.
 - Individual stakeholder meetings were conducted with several stakeholder groups, including the Council of Elders, Howard County Education Association, American Federation of State County, and Municipal Employees, and the Howard County Administrators and Supervisors Association.
 - Surveys were distributed that focused on the recruiting and hiring experience of current staff and community members.
 - Internal stakeholder interviews were conducted to solicit feedback from the Human Resources and Employee and Labor Relations teams.
 - A cross-functional recruiting and marketing strategy process kicked off between several HCPSS departments and offices to enhance branding and strategic objectives to attract candidates to our district.
 - A Human Resources Advisory Committee was established and began meeting.

- **Staff Morale and Well-Being:** Well-being representatives were identified in all HCPSS offices and schools to address challenges such as employee burnout and improving overall well-being. These representatives will work with their colleagues to identify opportunities and resources that can be accessed through available grant funding.
 - Intentional efforts to amplify opportunities to uplift and recognize colleagues across the system are being shared regularly through multiple communication channels.
 - Regular reminders are distributed to staff that focus on mental health supports and emphasize the HCPSS Counseling and Support Services Program.
 - The Annual 10K-A-Day Challenge for School Administrators and Central Office Staff was renewed this year.
- **Filling Vacancies:** Over 400 school-based vacancies were filled through strong cross-divisional collaboration. A systemic marketing and branding strategy is being developed to establish a strong foundation for attracting high-quality and diverse staff and addressing the system's long-term staffing needs.
 - Staff across divisions continue to collaborate on workload challenges and fill current vacancies.
 - Two staffing agencies were secured to assist with filling Special Education vacancies.
 - Special Education Teacher vacancies were converted to other support positions to assist with staff workload and caseload.

Looking Ahead

Feedback and data obtained from stakeholders will be the foundation for the human resources strategic improvement plan. That plan will be organized around major themes such as modernizing systems and processes, improving employee experiences, and implementing innovative solutions to recruit, hire, and retain exceptional staff that reflect the diversity of HCPSS students. The plan also will highlight priority actions and the associated data to monitor progress.

Additionally, enhanced systemic branding and marketing efforts will be developed to make HCPSS a more attractive place to potential employees who have many options available to them.



Conclusion

In the months ahead, the FY 2026 Operating Budget will continue to be a major priority. This process has already begun, and stakeholder engagement opportunities are being developed and promoted. A Special Education program review has begun and was detailed in this report. Moving forward, special education continues to receive significant attention to ensure we have the necessary staffing and professional learning in place to best meet the needs of all students. Additionally, a comprehensive process is underway to consider the personal use of technology in school by students. Several stakeholder engagement opportunities have been occurring to inform this work.

The Board of Education and HCPSS stakeholders will continue to receive updates on the work of the school system in ways that are consistent with the transparent and collaborative priorities established by the Superintendent.

[The First 90 Days](#) plan may be found on the HCPSS website.



