



U.S. Department of Education
Office of Inspector General

Baltimore County Public Schools' Oversight of Individualized Education Programs

July 7, 2026
ED-OIG/I25CA0262

INSPECTION REPORT

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL

Audit Services

July 7, 2026

Carey M. Wright
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore MD, 210201-2595

Dear State Superintendent Wright:

Enclosed is our final report, "Baltimore County Public Schools' Oversight of Individualized Education Programs," Control Number ED-OIG/I25CA0262. This report incorporates the comments you provided in response to the draft report. The U.S. Department of Education's policy is to expedite inspection resolution by timely acting on findings and recommendations. Therefore, if you have any additional comments or information that you believe may have a bearing on the resolution of this inspection, you should send them directly to the following Department of Education official, who will consider them before taking final Departmental action on this inspection:

Kelly Rogers
Deputy Assistant Secretary and Acting Assistant Secretary
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

We appreciate your cooperation during this inspection. If you have any questions, please contact me at (916) 213-7630 or Ben.Sanders@ed.gov.

Sincerely,

/s/

Ben C. Sanders
Director
Elementary and Secondary Oversight Team

Enclosure

Results in Brief

Baltimore County Public Schools' Oversight of Individualized Education Programs



Why Did the OIG Perform This Inspection?

The U.S. Department of Education administers the Individuals with Disabilities Education Act (IDEA), which authorizes formula grants to States under Part B to assist them in meeting the excess costs of providing special education and related services (services) to children ages 3 through 21 with disabilities. Most of the Federal funds provided to States must be passed on to local educational agencies (LEA). Federal funds are combined with State and local funds to provide a free appropriate public education (FAPE) to children with disabilities. Under IDEA, FAPE is provided through an individualized education program (IEP) based on the individual needs of the child.

Baltimore County Public Schools (Baltimore County), the third largest LEA in Maryland, was awarded approximately \$29.6 million in IDEA Part B funds for school year 2024–2025.

Our objective was to determine whether Baltimore County designed and implemented sufficient processes for overseeing the development of IEPs for children with disabilities and ensuring that those children receive the services described in their IEPs. The inspection covered Baltimore County's processes in these areas from July 1, 2024, through June 30, 2025.

What Did the OIG Find?

Baltimore County designed and implemented sufficient processes for overseeing the development of IEPs and ensuring that children with disabilities receive the services described in their IEPs. Exclusive of a small number of exceptions, our testing of IEPs and related documentation for a sample of 25 students found that the IEPs included required information and applicable IEP requirements were met and that students received the services described in their IEPs.

What Is the Impact?

Stakeholders have reasonable assurance that Baltimore County is sufficiently overseeing the development of IEPs and ensuring that children with disabilities receive the services described in their IEPs.

What Are the Next Steps?

Because Baltimore County designed and implemented sufficient processes for overseeing the development of IEPs and ensuring that children with disabilities receive the services described in their IEPs, we do not make any recommendations in this report.

We provided a draft of this report to the Maryland State Department of Education (Maryland) for comment and copied Baltimore County on that transmittal. We summarize Maryland's comments at the end of the finding and provide the full text of the comments at the end of the report ([Maryland's Comments](#)). Maryland stated that it was pleased that our review yielded no findings or corrective recommendations, adding that it was committed to supporting LEAs to ensure compliance with IDEA and improve outcomes for all students in the State.

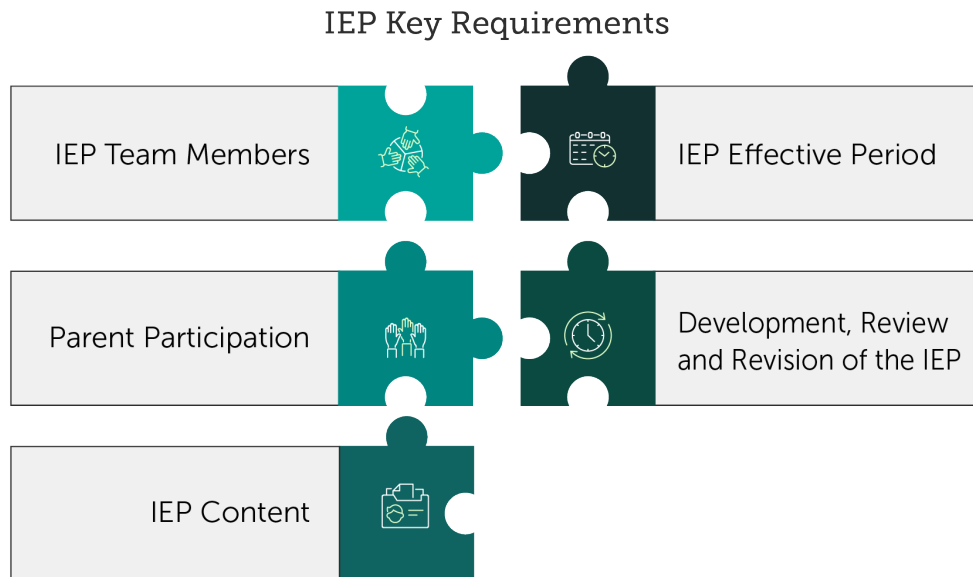
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Introduction

The U.S. Department of Education’s Office of Special Education Programs, within the Office of Special Education and Rehabilitative Services, administers the Individuals with Disabilities Education Act (IDEA). IDEA, in part, authorizes formula grants to States under Part B for meeting the excess costs of providing special education and related services (services) to children ages 3 through 21 with disabilities. Generally, IDEA funds provided to State educational agencies must be awarded to eligible local educational agencies (LEA). IDEA entitles each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes services designed to meet the child’s unique needs. Under IDEA, the vehicle for providing FAPE is through an appropriately developed individualized education program (IEP) based on the individual needs of the child. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with 34 Code of Federal Regulations (C.F.R.) sections 300.320 through 300.324. Key IEP requirements include those related to (1) information that must be included in an IEP; (2) the IEP team members; (3) parent participation; (4) when IEPs must be in effect; and (5) the development, review, and revision of the IEP.

Figure. IEP Key Requirements



Baltimore County Public Schools

Baltimore County Public Schools (Baltimore County) comprises 175 schools in Baltimore County, Maryland, and is the third largest school district in the State. As of October 1, 2024, Baltimore County had about 110,000 total students enrolled, of which 16,500 (about 15 percent) were children ages 3–21 with disabilities. Baltimore County

was awarded approximately \$29.6 million in IDEA Part B funds for school year 2024–2025.

Baltimore County is responsible for overseeing the development and implementation of students' IEPs, which includes ensuring that IEPs meet all applicable requirements and students receive the services described in their IEPs. Those responsibilities are executed by several individuals, including the Executive Director of Special Education, Coordinator of the Office of Compliance and Transition Services (Compliance Coordinator), IEP chairs,¹ special education teachers, general education teachers, and related service providers (for example, speech language pathologists and physical and occupational therapists).

- **The Executive Director of Special Education** is primarily responsible for overseeing the development and delivery of special education instruction and services to schools, students, and families; budgeting for and managing the district's special education funding and resources; monitoring IEP compliance; and managing special education staffing.
- **The Compliance Coordinator** monitors IEP development and implementation for compliance with Federal and State regulations, coordinates professional development programming for IEP chairs and school staff focused on compliant IEP development and implementation, and oversees the investigation and evaluation of due process complaints and complaints submitted to the Maryland State Department of Education (Maryland) involving the IDEA program.
- **IEP chairs** provide leadership and assist with developing and implementing IEPs by organizing and facilitating IEP team meetings, serving as Baltimore County's administrative designee during IEP team meetings, monitoring IEP files for compliance with applicable Federal and State regulations, and collaborating with special education staff and the district's Department of Special Education to improve student performance.
- **Special education and general education teachers and related service providers** provide direct instruction and support services to students, monitor student progress, and assist in IEP development by attending IEP team meetings and participating in the development, review, and revision of students' IEPs.

¹ Each school in the district has an IEP chair.

See [Appendix B](#) for a more comprehensive description of Baltimore County employees' responsibilities by role (job position).

Through its Office of Compliance and Transition Services (Office of Compliance) and Department of Special Education, Baltimore County provides professional development and training to IEP chairs and special education staff on a variety of special education topics, including IEP development and implementation. IEP chairs typically receive professional development and training from the district's Office of Compliance during monthly IEP chair meetings, and then provide similar professional development and training to school staff. Special education staff receive additional professional development from the district's Department of Special Education during scheduled training throughout the year.

Finding. Baltimore County Had Sufficient Processes for Overseeing IEP Development and Delivery of Services

We found that Baltimore County designed and implemented sufficient processes for overseeing the development of IEPs and ensuring that children with disabilities² receive the services described in their IEPs. Exclusive of a small number of exceptions, our testing of IEPs and related documentation for a sample of 25 students found that the IEPs included required information and applicable IEP requirements were met and that students received the services described in their IEPs. Stakeholders have reasonable assurance that Baltimore County is sufficiently overseeing IEP development and service delivery.

Baltimore County's Oversight of IEP Development

Baltimore County's processes for overseeing the development of students' IEPs included the following.

- **Maintaining a Special Education E-Handbook, IEP Template, and Parent Notification of IEP Team Meeting Form.** Baltimore County maintained a Special Education E-Handbook with information on key IEP requirements and guidance for developing IEPs. The handbook provided access to resources to assist with all aspects of the special education process and compliance procedures, including resources covering IEP development, case management, and team meetings. It also included guidance on writing the IEP and provided instructions for completing specific sections of the IEP template in the student planning system that the district uses to store student records and IEPs. The Special Education Manual, within the handbook, provided an overview of key special education requirements, definitions, processes, and procedures; and included relevant information from IDEA, the Federal implementing regulations, the Annotated Code of Maryland, and the Code of Maryland Regulations.

² In this report, we use "students" and "children with disabilities" interchangeably. They have the same meaning and refer to children who meet the definition of a child with a disability, as defined in 34 C.F.R. section 300.8.

Baltimore County also maintained an IEP template and Parent Notification of IEP Team Meeting form within its student planning system³ that IEP teams could access and use to help ensure compliance with applicable requirements. We compared information in Baltimore County’s Special Education Manual and the IEP template with applicable Federal regulations and found that they aligned. The Parent Notification of IEP Team Meeting form used during our review period did not include one required element. However, Baltimore County updated the form to include the required information at the start of school year 2025–2026, before we brought the issue to its attention.

- **Monitoring of IEPs.** During school year 2024–2025, Baltimore County’s monitoring of IEPs focused on areas of systemic noncompliance identified by Maryland, IEP requirements for secondary transition students, IEP goal development, and quarterly progress reports. Input on the focus areas for the IEP chair to review was typically provided during monthly IEP chair meetings, and per the district’s Special Education E-Handbook, the IEP chair was responsible for reviewing IEP documents, evaluating IEP compliance, and providing feedback to case managers as needed.
- **Review of Student Planning System Reports and Complaints.** According to Baltimore County’s Compliance Coordinator, the Office of Compliance monitored student planning system reports for missed deadlines (including reports showing if an annual IEP meeting was past due) and followed up on formal complaints that were submitted to Maryland.⁴ The district instructed IEP chairs to access system reports weekly to monitor compliance with timelines for completing IEP-related tasks and documents. When an IEP deadline was missed, the Office of Compliance followed up with the school and school principal to discuss the issue and corrective action needed. The Compliance Coordinator told us that the Office of Compliance followed up on complaints by monitoring 10 to 20 students in the area related to the complaint, typically over 1 or 2 quarters to ensure the violation was not repeated at the school, and by sending the results of that monitoring to Maryland for resolution. The

³ Baltimore County uses its student planning system to create, draft, finalize, and store IEPs and IEP-related documentation. IEP team members and Baltimore County’s central office staff have access to the system and can generate reports from the system to help manage documents and maintain compliance.

⁴ During school year 2024–2025, Maryland received 53 formal complaints involving Baltimore County students.

Compliance Coordinator and one Office of Compliance staff member were primarily responsible for reviewing complaints submitted to Maryland, which are typically resolved within 1 year.

OIG Review of Students' IEPs

We reviewed the IEPs and related documentation for 25 students to determine whether the IEPs included required information and applicable IEP requirements were met. We evaluated compliance against 49 criteria from the regulations at 34 C.F.R. sections 300.320 through 300.324. We tested a total of 874 items across those 25 students, or about 35 items per student.⁵ We determined that for 840 of the 874 items tested, the IEPs and related documentation showed that the applicable IEP requirements were met. Before we brought the 34 items with issues to its attention, Baltimore County had already taken appropriate corrective action to address 31 of those items going forward.⁶ Thus, only 3 (0.3 percent) of 874 items were identified as non-compliant during testing and had not been addressed by Baltimore County before we brought the items to its attention.

Baltimore County's Oversight of IEP Service Delivery to Students

Baltimore County's processes for ensuring that students receive the services described in their IEPs included the following.

- **Documentation of IEP Services.** Baltimore County requires service providers to maintain records of all IEP services that they provide to students and all data they collect on IEP progress in the district's student planning system. According to the Compliance Coordinator, Baltimore County checks the system monthly to verify that IEP service information is being recorded.
- **Coordination and Monitoring of IEP Services.** IEP case managers, with support from IEP chairs, coordinate and monitor the IEP services delivered to students. Case managers review IEPs, monitor student progress, collaborate with school staff and parents and guardians, and present on students' academic and behavioral progress at IEP team meetings. IEP chairs monitor IEP files and provide guidance and support to case managers during the development and

⁵ Not all criteria were applicable to every student. We tested 30–40 items per student.

⁶ The monitoring that Baltimore County conducted during school year 2024–2025 helped it identify the corrective actions needed to address 29 items, and the findings from a desk audit that Maryland conducted helped it identify the corrective actions for an additional 2 items.

implementation of IEPs to ensure compliance with Federal and State regulations.

- **Observation of Classroom and IEP Service Provider Activities.** Department of Special Education administrators and staff visit all schools in the district at least once each year to observe classrooms and IEP service provider activities (visits usually last half to a full day). Following classroom observations, the administrators and staff may provide written feedback to school leadership, IEP chairs, and Department of Special Education leadership. Additionally, for selected schools, the Director of Special Education and staff collaborate with other district offices and departments to review IEP data trends, determine whether IEPs are being implemented as described, and present on topics related to IEP service delivery, instructional best practices, and data collection.
- **Review of Progress Reports and Customized System Reports.** Baltimore County requires IEP service providers to prepare progress reports quarterly. The Executive Director of Special Education and Compliance Coordinator told us that Baltimore County then reviews and uses information in the progress reports to monitor student performance on IEP goals and help identify needed adjustments when a student is not meeting their goals. Baltimore County also reviews and uses information in student planning system-generated reports to help verify that the IEP process is being implemented in compliance with applicable IEP requirements.
- **Consideration of Missed Services and Whether Make-Up Services are Needed.** Baltimore County requires IEP teams to consider the impact of a missed service on a student's progress and performance and determine whether the missed service constitutes a denial of FAPE that must be made up. Baltimore County requires that make-up services be provided to the impacted student timely and prior to the next annual review of their IEP. If missed services are not made up within the IEP year, the district requires that the missed services be discussed at the annual IEP review meeting to determine if there was a FAPE violation. If there was a FAPE violation, compensatory services must be offered and provided to the student to remedy the FAPE violation that negatively impacted their progress.

OIG Review of IEP Services Delivered to Students

For the same 25 students whose IEPs were reviewed, we reviewed IEP service delivery documentation (such as service logs, attendance records, and related service invoices and verification logs) to determine whether the students received the services described

in their IEPs during February 2025.⁷ We determined that the supporting documentation for all 25 students showed that the students received the services described in their IEPs during February 2025.

Maryland's Comments

Maryland stated that it was pleased that our testing of student files and service delivery documentation from Baltimore County yielded no findings and resulted in no corrective recommendations. Maryland added that it is committed to supporting LEAs to ensure compliance with IDEA and improve educational results and functional outcomes for all students with disabilities in the State.

⁷ We chose to review services provided during February 2025 because it was well into the 2024–2025 school year and there were few school days during the month when there was no school for students.

Appendix A. Scope and Methodology

Our inspection covered Baltimore County’s processes for overseeing the development of IEPs for children with disabilities and ensuring that those children received the services described in their IEPs from July 1, 2024, through June 30, 2025.

To achieve our objective, we first gained an understanding of IDEA sections 611, 613, and 614; 34 C.F.R. Part 300 (“Assistance to States for the Education of Children with Disabilities”), subparts A through D; 2 C.F.R section 200.303 (“Internal Controls”); and the Government Accountability Office’s *Standards for Internal Control in the Federal Government*. We also reviewed chapter 13A.05.01 of the Code of Maryland Regulations (“Provision of a Free Appropriate Public Education”) and Baltimore County’s Special Education E-Handbook (July 2023), which included the district’s Special Education Manual (July 2022).

To assess Baltimore County’s processes (control activities) for reviewing and otherwise overseeing the development of IEPs for children with disabilities and ensuring that those students receive the services described in their IEPs, we interviewed key Baltimore County officials and reviewed relevant documents and records. Those records included written policies and procedures, guidance documents, instructions and tools to guide IEP chairs in their monitoring of IEPs, feedback provided by special education administrators and staff following classroom observations, and tools for collecting student progress information and other data. Additionally, we performed detailed testing for 25 students as follows.

- **IEP Development Testing.** We reviewed 25 student IEPs and related documentation, such as Parent Notification of IEP Team Meeting forms and Prior Written Notices, to determine if the IEPs included all required information and that other key IEP requirements were met. We evaluated compliance against 49 criteria, including requirements related to (1) information that must be included in an IEP (34 C.F.R. section 300.320); (2) the IEP team (34 C.F.R. section 300.321); (3) parent participation (34 C.F.R. section 300.322); (4) when IEPs must be in effect (34 C.F.R. section 300.323); and (5) the development, review, and revision of the IEP (34 C.F.R. section 300.324). For each student, we tested the requirements that were applicable to that student, which ranged from 30–40 items per student.
- **IEP Service Delivery Testing.** We reviewed IEP service delivery documentation for the same 25 students to determine whether they received the services described in their IEPs during February 2025 (see [Sampling Methodology](#) for why this month was selected). Service delivery documentation that we reviewed included service logs, session notes, progress reports, attendance records, prior

written notices, student schedules, related service invoices, related service verification logs, and transportation service requests and schedules.

Sampling Methodology

We selected 25 students using both a judgmental selection and a random, non-statistical sample from the total population of 16,845 students with an active IEP in Baltimore County from July 1, 2024, through June 30, 2025. First, we judgmentally selected the month of February 2025 to test whether students received the services described in their IEPs. We chose February 2025 because it was well into the 2024–2025 school year and there were few school days during the month when there was no school for students, leaving more school days when IEP services could have been delivered. Selecting February 2025 also ensured that we could perform IEP development testing and IEP service delivery testing for the same students. Next, we selected our sample of 25 students. To select our sample, we first identified the total number of unique students that had an active IEP in Baltimore County in February 2025 (15,102 students). We then divided the 15,102 students into the following two strata based on the students' least restrictive environment (LRE) code:⁸ (1) students with LRE code A, indicating that they spent 0–20 percent of their time outside the general education classroom (9,157 students); and (2) students with any other LRE code (not LRE code A) who either spent 21–100 percent of their time outside the general education classroom or were coded in another way (5,945 students). We chose to stratify the students in this way because students who spend a greater percentage of time outside the general education classroom could be receiving more services, or the services could be more complex.

We used a stratified non-statistical random sampling approach to select 25 students, selecting 15 students from the stratum comprising students with LRE code A and 10 students from the stratum comprising students with any other LRE code (not LRE code A). Because we selected students using a random, non-statistical sample, the results of our testing cannot be projected to the universe of students who had an active IEP in Baltimore County from July 1, 2024, through June 30, 2025. Additionally, percentages reported are not weighted to be projections and represent only the sample results.

⁸ The LRE code describes the extent to which children with disabilities are educated outside the general education classroom.

Use of Computer-Processed Data

We relied, in part, on computer-processed data from Baltimore County’s student planning system to select the sample of 25 students for testing. Using its student planning system as the source, Baltimore County provided us with a list of students who had an active IEP from July 1, 2024, through June 30, 2025. We assessed the reliability of the data by comparing the total number of students in Baltimore County’s list to October 2024 student count information that Maryland collected from LEAs⁹ (completeness check), analyzing the query that Baltimore County used to develop its list of students with IEPs that we used as our universe (completeness check), and tracing information in Baltimore County’s student list to source documentation that we reviewed as part of our testing of 25 student IEPs and related service delivery documentation (accuracy check). We concluded that Baltimore County’s student list was sufficiently reliable for its intended purposes.

Compliance with Standards

We conducted our work in accordance with the Council of the Inspectors General on Integrity and Efficiency’s “Quality Standards for Inspection and Evaluation.” Those standards require that we plan and perform our work to obtain sufficient and appropriate evidence to support our findings and provide a reasonable basis for our conclusions. We believe that the evidence obtained provides a reasonable basis for our conclusions.

We conducted our inspection at our offices from August 2025 through April 2026. We discussed the results of our work with Baltimore County and Maryland officials on April 14, 2026, and provided them with a draft of this report on June 2, 2026.

⁹ Maryland Early Intervention and Special Education Services Census Data & Related Tables for October 1, 2024 (published May 2025).

Appendix B. Baltimore County's Roles and Responsibilities for Overseeing the Development and Implementation of IEPs

Roles	Responsibilities
Executive Director, Department of Special Education	Responsible for overseeing the system-wide development and delivery, including budgeting and funding, of special education instruction and services to schools, students, and families; IEP compliance; and special education staffing.
Director, Department of Special Education	Responsible for coordinating and assisting in development of special education programming and services for students with disabilities, and overseeing, evaluating, and assisting with the delivery of instructional, compliance, and placement services.
Compliance Coordinator, Office of Compliance and Transition Services	Responsible for monitoring IEP development and implementation for compliance with Federal and State regulations, coordinating professional development for IEP chairs and school staff related to compliant IEP development and implementation, and overseeing the investigation and evaluation of due process complaints and complaints submitted to Maryland involving the IDEA program.
Supervisor, Related Services	Responsible for overseeing the provision of related services, ensuring compliance with Federal and State regulations, and collaborating with central offices and school leadership teams to monitor effectiveness and coordinate training.
IEP Chair	Responsible for providing leadership and support during the development and implementation of IEPs to ensure compliance with Federal and State regulations, organizing and facilitating IEP team meetings, serving as Baltimore County's designee during IEP team meetings, monitoring IEP files, providing professional development to school staff, and collaborating with special education staff and the Department of Special Education to provide requested data and improve student performance.
Special Education Teachers	Responsible for providing direct instruction to students with disabilities, collaborating with general educators and paraprofessionals to ensure delivery of specially designed instruction, serving as case manager for students with disabilities, and monitoring student progress.
General Education Teachers	Responsible for implementing supports, accommodations, and services as documented in IEPs; participating in the development, review, and revision of IEPs; and collaborating and co-teaching with special education teachers.
Related Service Providers	Responsible for providing supplementary aids, supports, and related services to students with disabilities as documented in IEPs; documenting service delivery and student progress in accordance with IEPs; participating in the development, review, and revision of IEPs; and collaborating with special education and general education teachers to improve student access to curricula and progress towards IEP goals.

Source: Documentation provided by Baltimore County.

Appendix C. Acronyms and Abbreviations

Baltimore County	Baltimore County Public Schools
C.F.R.	Code of Federal Regulations
Compliance Coordinator	Coordinator of the Office of Compliance and Transition Services
FAPE	free appropriate public education
IDEA	Individuals with Disabilities Education Act
IEP	individualized education program
LEA	local educational agency
LRE	least restrictive environment
Maryland	Maryland State Department of Education
Office of Compliance services	Office of Compliance and Transition Services special education and related services

Maryland's Comments



Carey M. Wright, Ed.D.
State Superintendent of Schools

VIA EMAIL (Ben.Sanders@ed.gov)

June 14, 2026

Ben C. Sanders
Director, Elementary and Secondary Education Oversight Team
U.S. Department of Education
Office of Inspector General Audit Services
400 Maryland Avenue
S.W. Washington, DC 20202-1510

RE: Response to Draft Inspection Report, "Baltimore County Public Schools' Oversight of Individualized Education Programs" (ED-OIG/125CA0262)

Dear Director Sanders:

Thank you for the opportunity to review and comment on the U.S. Department of Education, Office of Inspector General's (ED-OIG) Draft Inspection Report, "Baltimore County Public Schools' Oversight of Individualized Education Programs" (Control Number: ED-OIG/125CA0262), issued on June 2, 2026.

The Maryland State Department of Education (MSDE) appreciates the ED-OIG oversight team's collaborative approach throughout the inspection process. MSDE is pleased that the ED-OIG's testing of student files and service delivery documentation from Baltimore County Public Schools (BCPS) yielded no findings and resulted in no corrective recommendations. This outcome reflects the dedication and operational excellence embedded within BCPS.

MSDE is committed to supporting Maryland's LEAs to ensure compliance with the IDEA and improvement of educational results and functional outcomes for all students with disabilities in Maryland.

We thank you and your staff for your dedication to promoting efficiency and integrity in these essential educational programs.

Sincerely,



Jennifer J. Masoodi, J.D., Ph.D.
Assistant State Superintendent
Division of Special Education

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Tenette Smith, Chief Academic Officer, Office of Teaching and Learning, MSDE
Alex Reese, Chief of Staff, Office of the Chief and Staff, MSDE
Dr. Myriam A. Rogers, Superintendent, BCPS
Allison Meyers, Executive Director, Department of Special Education, BCPS

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