Chapter 5
Special Education and Student Services

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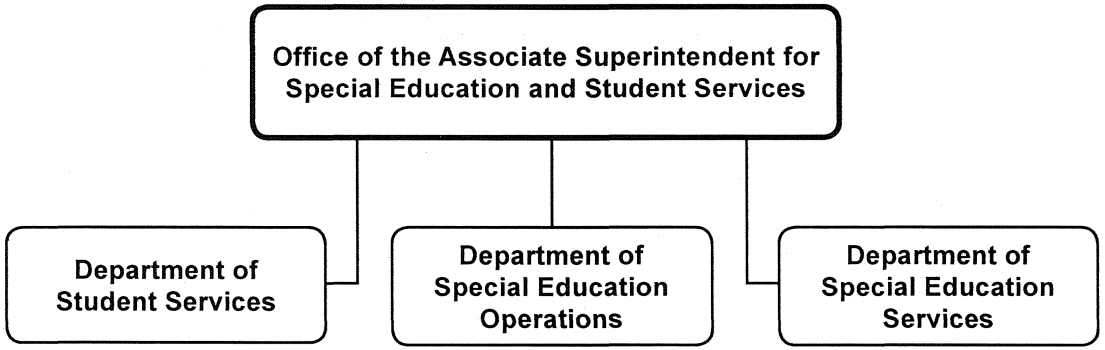
Office of Special Education and Student Services
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	FY 2011 BUDGET	FY 2011 CHANGE
POSITIONS					
Administrative	52.000	51.000	51.000	51.000	
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	2,261.700	2,314.300	2,305.200	2,338.800	33.600
Supporting Services	1,436.049	1,517.239	1,521.365	1,554.605	33.240
TOTAL POSITIONS	**3,750.749**	**3,883.539**	**3,878.565**	**3,945.405**	**66.840**
01 SALARIES & WAGES					
Administrative	$6,238,637	$6,510,323	$6,510,323	$6,587,453	$77,130
Business/Operations Admin.	80,048	82,295	82,295	84,674	2,379
Professional	175,184,726	184,706,670	184,907,622	192,004,101	7,096,479
Supporting Services	53,418,815	56,378,307	56,490,938	58,632,762	2,141,824
TOTAL POSITION DOLLARS	**234,922,226**	**247,677,595**	**247,991,178**	**257,308,990**	**9,317,812**
OTHER SALARIES					
Administrative					
Professional	5,475,758	8,028,432	8,708,967	8,756,503	47,536
Supporting Services	3,117,941	2,998,222	3,348,222	3,398,847	50,625
TOTAL OTHER SALARIES	**8,593,699**	**11,026,654**	**12,057,189**	**12,155,350**	**98,161**
TOTAL SALARIES AND WAGES	**243,515,925**	**258,704,249**	**260,048,367**	**269,464,340**	**9,415,973**
02 CONTRACTUAL SERVICES	**3,275,668**	**2,866,567**	**3,231,224**	**3,432,096**	**200,872**
03 SUPPLIES & MATERIALS	**2,121,891**	**3,079,919**	**2,993,924**	**3,037,776**	**43,852**
04 OTHER					
Staff Dev & Travel	677,660	760,059	754,518	754,518	
Insur & Fixed Charges	6,400,269	10,475,875	10,689,678	10,689,678	
Utilities	12,494	20,000	20,000	20,000	
Grants & Other	36,299,673	40,244,089	40,253,031	40,423,017	169,986
TOTAL OTHER	**43,390,096**	**51,500,023**	**51,717,227**	**51,887,213**	**169,986**
05 EQUIPMENT	**69,520**	**3,184,648**	**2,143,381**	**2,143,301**	**(80)**
GRAND TOTAL AMOUNTS	**$292,373,100**	**$319,335,406**	**$320,134,123**	**$329,964,726**	**$9,830,603**

Office of Special Education and Student Services—Overview



F.T.E. Positions 3,945.405

Office of the Associate Superintendent for Special Education and Student Services

Associate Superintendent	1.0
Assistant to Associate Superintendent (N)	1.0
Fiscal Supervisor (27)	1.0
Administrative Services Manager I (17)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.0

F.T.E. Positions 6.0

Office of Special Education and Student Services—511

Chrisandra D. Richardson, Associate Superintendent 301-279-3604

Mission

The mission of the Office of Special Education and Student Services (OSESS) is to build the capacity of students, staff, and families for securing the foundations of student success through collaboration among key stakeholders. OSESS works to ensure equitable access to high quality instruction, services, and information to empower students to fulfill their potential as contributing citizens.

Major Functions

OSESS is composed of three departments: the Department of Special Education Services (DSES), the Department of Special Education Operations (DSEO), and the Department of Student Services (DSS). The DSES provides and monitors the delivery of a comprehensive and seamless continuum of services for students with disabilities from birth to age 21. The DSEO has overall responsibility for staffing and budgeting, along with the Placement and Assessment Services Unit (PASU), the Equity Assurance and Compliance Unit (EACU), the Medical Assistance Program (MAP), and the Autism Waiver Program. DSS provides a variety of programs and services to students and their families, and to school staffs that optimize the educational experience and well being of every student. DSS includes Alternative Programs, Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching, Liaison to Linkages to Learning and School Health Services, Pupil Personnel Services and Section 504 Coordinator, Psychological Services, Residency and International Admissions, School Counseling Services, Student Affairs, and the Student Services Appeals Unit. OSESS delivers special education programs, a coordinated program student services, and alternative program options to students; and establishes partnerships with human services agencies and postsecondary institutions. The office promotes communication with diverse community interests and perspectives. OSESS facilitates and enhances communication with parents, schools, and the community. It does this by strengthening active school and community partnerships through effective communication, outreach, and interagency collaborative opportunities.

OSESS is charged with oversight of the delivery of special education services to approximately 16,500 students with disabilities. OSESS provides a comprehensive, collaborative, and individualized support system that enables students with disabilities access to high-quality, rigorous instruction within the least restrictive environment (LRE); develops, coordinates, and enhances efforts to align general and special education; develops and monitors programs; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process which examines data outcomes, the office makes systematic decisions designed to reduce disproportionality of Identification, increase inclusive opportunities, expand access to appropriate interventions and inclusive opportunities, ensures that Adequate Yearly Progress (AYP) is achieved, and provides increased LRE options for students.

OSESS oversees Alternative Programs that provide a positive and effective education program for adolescents who have not been successful in comprehensive schools. Level 1 alternative programs are located in comprehensive middle and high schools and are supervised by the school principal; while levels 2 and 3 alternative programs are located outside of the comprehensive school setting and are operated and supervised by OSESS. Level 2 and 3 programs help students to gain the academic, behavioral, and social/emotional skills necessary to prepare students to return successfully to comprehensive school settings and to graduate to the world of work or postsecondary education.

The Residency and International Admission Unit (RIA), formerly the International Student Admissions Office (ISAO) and Enrollment and Attendance Compliance Unit (EAC), provides information and services regarding enrollment, attendance, and residency requirements for international families establishing residency in Montgomery County, as well as enrollment, attendance and residency support to homeless students, families with complicated residency issues, and U.S. citizen students coming from foreign schools into MCPS. RIA staff work closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. ARU collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements. ARU collaborates with the Department of Homeland Security and the United States Department of State to ensure compliance with existing regulations and coordinate a harmonious admission process for foreign students with exchange (J-1) and non-Immigrant student (F-1) visas.

The Student Services Appeals Unit (SSAU) under DSS is responsible for providing on-going support to students, parents, and school staff. SSAU collaborates with local school administrators regarding the implementation of the school system discipline policy, including conducting investigative conferences for students suspended beyond 10 days with a request for consideration of expulsion for the school system as well as appeals to suspensions. SSAU staff also processes all change of school assignment applications to render decisions consistent with current policies and procedures.

Trends and Accomplishments

In FY 2006, OSESS initiated the Disproportionality Steering Committee. This multi-stakeholder group was established to review current policies and practices that may be contributing to the disproportionate identification of students with disabilities based on race and ethnicity. This committee focused on five main topics: guidelines for confirming emotional disability, process for confirming Intellectual disability, identification of additional interventions and instructional practices, provision of professional development regarding cultural competence, and changes needed for identification and reevaluation processes. The committee's final report was distributed in June 2009 and included specific recommendations for proactively addressing disprorportionality. The steering committee will continue to monitor implementation of the recommendations as well as data.

A significant trend is the increased interagency collaboration between MCPS and other county and community agencies that provide services in the least restrictive environment to children with disabilities. Child Find staff members represent early childhood special education on committees under the auspices of the Montgomery County Collaboration Council addressing the needs of preschool children. The Special Education Continuous Improvement Team Advisory Committee (SECITAC) functions as an advisory committee to the Board of Education and is composed of a wide range of stakeholders. SECITAC continues to review and monitor special education programs to ensure continuous improvement and student access to high-quality, rigorous instruction within the least restrictive environment.

The Departments of Special Education Services and Operations (DSES and DSESO) are committed to providing opportunities for students with disabilities to receive instruction in the LRE. Practices have been developed to ensure that instructional accommodations and differentiated instructional strategies are provided so that students with disabilities are successful. LRE data on students receiving special education services in general education settings (LRE A) has improved 22.93 percentage points over the last seven years, from 43.77 percent in FY 2003 to 66.70 percent in FY 2009 and has exceeded the state target. MCPS has met the state target to decrease the number of students with disabilities in separate classrooms (LRE C). LRE C has been reduced from 30.2 percent to 14.1 percent over the same time period, a difference of 16.1 percentage points.

The achievement of students with disabilities in MCPS is improving while at the same time students with disabilities are gaining access to rigorous instruction in less restrictive settings. In 2009, the performance of students in special education remained stable in mathematics in Grades 4 and 5, but dropped 2.9 percentage points in Grade 3. Special education students made large gains in mathematics in Grade 7 (5.2 percentage points) and Grade 8 (7.4 percentage points). In Grade 6 there was a drop of 5.9 percentage points in mathematics in the special education subgroup. In the area of reading, performance of elementary students in special education remained relatively stable in 2009. In addition, proficiency rates for students receiving special education services rose in Grade 3 (3.7 percentage points) and Grade 5 (3.8 percentage points), but dropped in Grade 4 (-5.1 percentage points) in reading. In middle school, the performance of Grade 6 students in reading remained relatively stable. Students in Grade 8 made large gains (12.3 percentage points higher than in 2008). Gains were also observed in the area of reading in Grade 7 (2.6 percentage points). It is important to note that in 2009 middle school students in special education were, for the first time, found eligible to take the Modified Maryland School Assessment (Mod-MSA). The increase in middle school students' performance may be due to the introduction of the Mod-MSA. As a result of Intensive and collaborative efforts to provide targeted interventions, only one high school out of 25 did not meet AYP in the special education sub-group.

The Department of Student Services provides resources and supports to students and families. DSS assigns school psychologists and pupil personnel workers to all schools to support the effective and efficient implementation of the school program. These staff members, along with school counselors, collaborate with others in MCPS to positively impact the academic, personal, and interpersonal well-being, as well as the health and mental health of students, while supporting a high quality, world-class education for every student.

Other units is DSS also support students through program and service delivery. In FY 2009, the Home and Hospital Teaching program provided instructional services to 802 students with conditions that hindered their regular school attendance. DSS supported 47 schools and 4 alternative programs in the implementation of Positive Behavior Interventions and Supports (PBIS) in FY 2009. The Court Liaison assisted students with the transition from a juvenile placement to a school placement. Linkages to Learning provided mental wellness and social services to. The Bilingual Assessment Team (BAT) administered 1,083 assessments to students. The School Counseling Services Unit has worked hard to form partnerships with many Historically Black Colleges and Universities that bring admissions and scholarships events to our local schools. Through these partnerships, 698 students received admissions offers in FY 2009, and $1,639,504 in scholarships was offered.

Major Mandates

- The federal Individuals with Disabilities Education Improvement Act (IDEA 2004) requires MCPS to identify, assess, and provide educational programs to children with disabilities, ages three through 21 years old; to collect and report data about services to children with disabilities; and to ensure that the Individualized Education Program (IEP) developed for each child with disabilities has the required components. It mandates identification of and services to families who have children with developmental delays, birth to age three.
- Maryland regulations require implementing federal bylaws concerning the education of children with disabilities, children with developmental delays, birth to age three, and their families.
- The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.
- Maryland law requires each child between the ages of 5 and 16 to attend school.
- Maryland regulations require each school system to provide a coordinated program of pupil services that includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision of home and hospital teaching; transfer of students within the county; student suspension or expulsion; and home teaching where parents choose to educate their children at home.

- Ensuring implementation of MCPS Policy JED, Residency, Enrollment and Tuition, to provide a free public education for all qualified Montgomery County residents.
- The McKinney-Vento Homeless Education Act requires that students who are homeless be immediately enrolled in the school that is in his or her best interest.

Strategies

- Advance primary prevention, early intervention, and appropriate instruction for students.
- Promote professional development opportunities to support use of a variety of instructional strategies and technology to meet the needs of students in a wide range of educational settings.
- Provide students with disabilities access to general education to the maximum extent appropriate.
- Advance the development of data systems to evaluate program effectiveness and identify trends.
- Facilitate interagency collaboration to coordinate efficient and effective services delivery models among education and health and human service providers.

Budget Explanation
Office of Special Education and Student Services—511

The FY 2011 request for this office is $646,575, an increase of $12,254 from the current FY 2010 budget of $634,321. An explanation of this change follows.

Continuing Salary Costs—$12,254
There is an increase of $12,254 in continuing salary costs to reflect step or longevity increases for current employees.

Office of Special Education and Student Services - 511

Chrisandra D. Richardson, Associate Superintendent

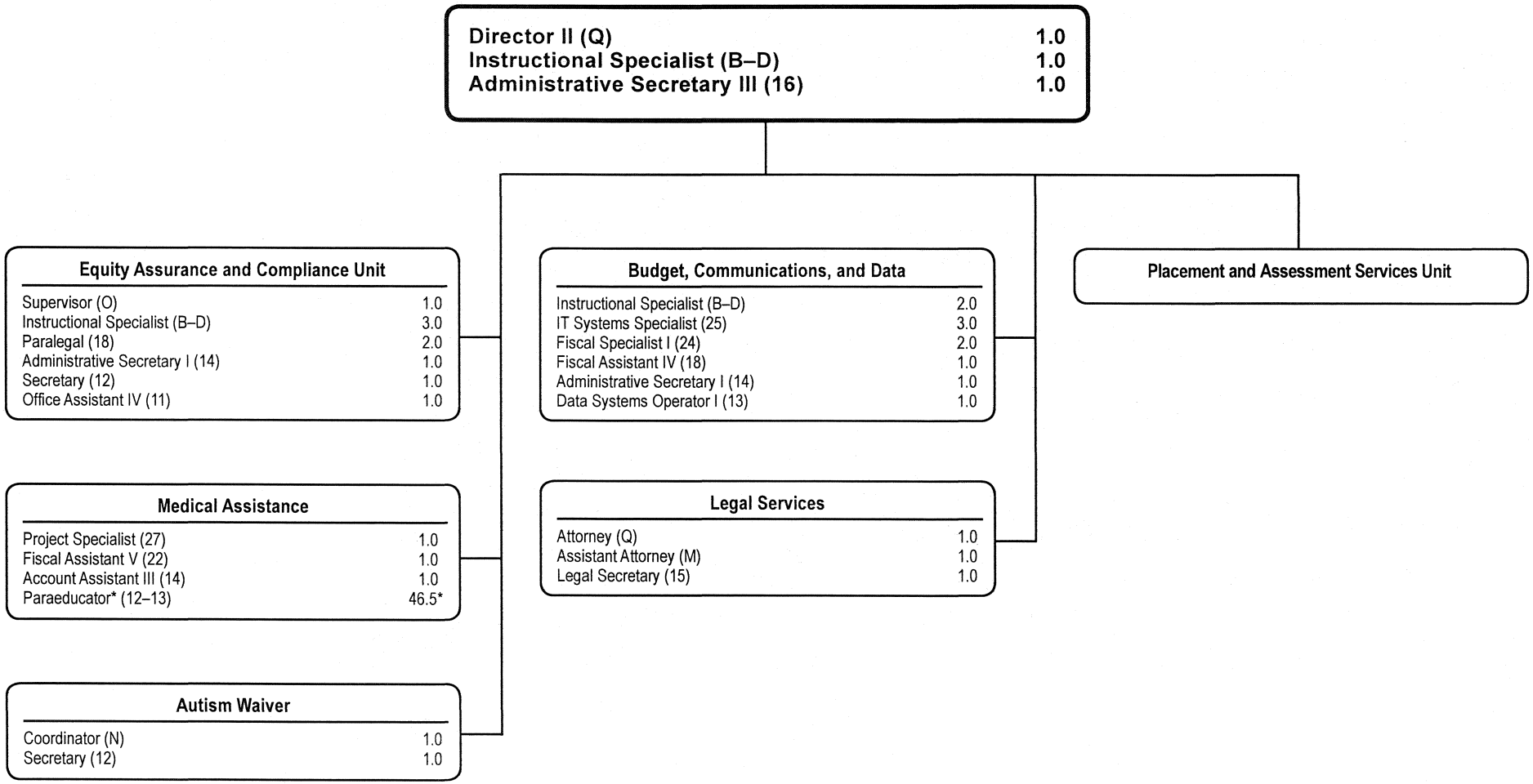
Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	6.000	6.000	6.000	**6.000**	
Position Salaries	$581,067	$570,823	$570,823	**$583,077**	$12,254
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		3,200	3,200	**3,200**	
Supporting Services Part Time		5,268	5,268	**5,268**	
Other					
Subtotal Other Salaries		8,468	8,468	**8,468**	
Total Salaries & Wages	581,067	579,291	579,291	**591,545**	12,254
02 Contractual Services					
Consultants					
Other Contractual		22,945	22,945	**22,945**	
Total Contractual Services	6,858	22,945	22,945	**22,945**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		9,072	9,072	**9,072**	
Other Supplies & Materials					
Total Supplies & Materials	4,372	9,072	9,072	**9,072**	
04 Other					
Local Travel		1,728	1,728	**1,728**	
Staff Development		1,285	1,285	**1,285**	
Insurance & Employee Benefits					
Utilities		20,000	20,000	**20,000**	
Miscellaneous					
Total Other	13,873	23,013	23,013	**23,013**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$606,170	$634,321	$634,321	**$646,575**	$12,254

Office of Special Education and Student Services - 511

Chrisandra D. Richardson, Associate Superintendent

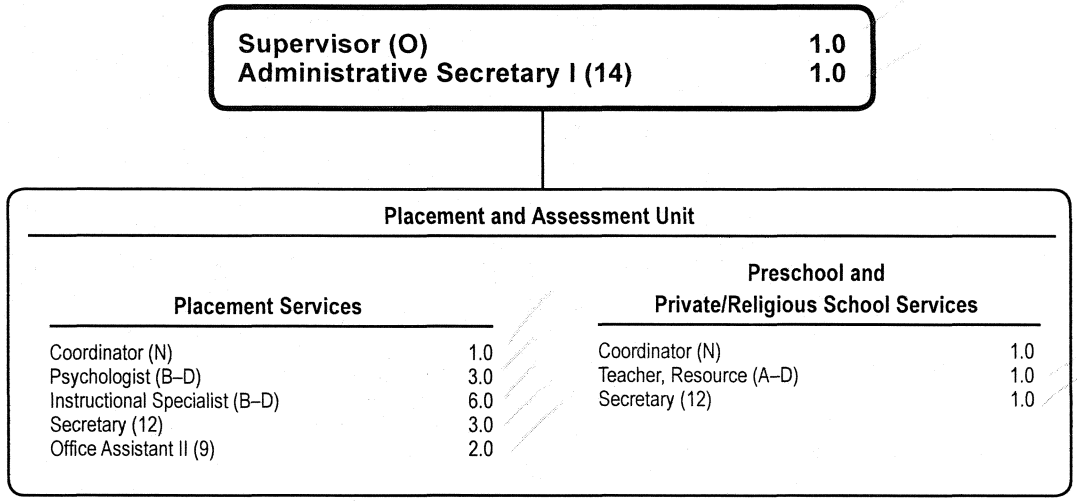
CAT		DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
1		Associate Superintendent		1.000	1.000	1.000	**1.000**	
1	N	Asst. to Assoc Supt		1.000	1.000	1.000	**1.000**	
1	27	Fiscal Supervisor		1.000	1.000	1.000	**1.000**	
1	17	Admin Services Manager I		1.000	1.000	1.000	**1.000**	
1	15	Administrative Secretary II		1.000	1.000	1.000	**1.000**	
1	14	Administrative Secretary I		1.000	1.000	1.000	**1.000**	
	Total Positions			**6.000**	**6.000**	**6.000**	**6.000**	

Department of Special Education Operations



F.T.E. Positions 76.5
*46.5 positions in Medical Assistance are school-based

Placement and Assessment Services Unit



F.T.E. Positions 20.0

Department of Special Education Operations—241/257/255/939

Judith Pattik, Director II 301-279-3166

Mission

The mission of the Department of Special Education Operations (DSEO) is to provide the highest quality resources and services that are essential to the educational success of students with disabilities. The department ensures that the rights of children with disabilities and their parents/guardians are protected, that students who require service in a nonpublic special education school receive the services they need, that noneducational services are provided under the Autism Waiver to eligible students with autism and their families, that federal funds are secured for all eligible Individualized Education Program (IEP) health-related services, and that educators have the necessary resources to improve educational results for children with disabilities by supporting system improvement activities.

Major Functions

DSEO has overall responsibility for the Placement and Assessment Services Unit (PASU), the Equity Assurance and Compliance Unit (EACU), the Medical Assistance Program (MAP), and the Autism Waiver Program. DSEO monitors each unit to ensure implementation of continuous improvement activities in alignment with the Montgomery County Public Schools (MCPS) strategic plan.

Staff from the PASU facilitates and monitors student access to intensive special education services as well as the return to less restrictive educational services, as appropriate, through the Central Individualized Education Program (CIEP) team. Placement specialists have knowledge of the continuum of public and nonpublic special education services and assist parents/guardians, students, special education supervisors, school-based IEP teams, and other public agencies for children and youth in identifying appropriate special education services. PASU specialists also provide case management for students placed in nonpublic special education schools. They participate in the development of students' IEPs, monitor student performance and progress, and plan for preschool and school-aged students' transition to less restrictive educational settings. PASU staff also participates in Maryland State Department of Education (MSDE) site monitoring of nonpublic schools and provide accountability for tuition funds for nonpublic school services.

PASU staff provides direct support to school-based staff in completing the CIEP process for students. PASU specialist assignments are aligned with the six quint/quad-clusters so that specialists can provide technical support to schools. They work closely with special education supervisors to identify and meet the needs of students who require intensive special education services.

PASU staff members also conduct initial evaluation IEP team meetings for preschool children who are transitioning from special education services through the Infants/Toddlers Program to preschool special education services, and for preschool children who have been evaluated through Developmental Evaluation Services for Children (DESC). PASU staff members implement Child Find procedures for students whose parents choose to enroll them in private or religious schools. In addition, PASU oversees the countywide summer assessment process to support schools in conducting IEP procedures within mandated timelines.

The Medicaid Home and Community-Based Autism Waiver Program is a collaborative effort that provides noneducational services to qualified students with autism and their families. Staff from the Autism Waiver Program collaborate with the Montgomery County Department of Health and Human Services, MSDE, and the Department of Health and Mental Hygiene (DHMH) to coordinate and monitor services for participants in the program. Through the Autism Waiver Program, students and families receive respite care, environmental accessibility adaptations, family training, supported employment, intensive individual support services in the home and community, therapeutic integration service, service coordination, and, in some cases, residential habilitation service.

The EACU works in concert with Special Education Legal Services to ensure procedural compliance with all aspects of state and federal special education regulation. EACU staff supports families in accessing procedural safeguards for students with disabilities and their parents/guardians under the Individuals with Disabilities Education Improvement Act (IDEA 2004). This is achieved by providing training and technical support to schools to ensure compliance with applicable laws and regulations, coordinating special education mediations and due process hearings, coordinating resolution sessions and MSDE complaints. In addition, the EACU monitors system-wide compliance with state performance indicators, provides system-wide professional development, and disseminates information regarding MCPS performance relating to compliance requirements and relevant changes to state and federal special education regulation or practice. Special Education Legal Services supports schools and parents by assisting with the Individualized Education Program (IEP) process, facilitating communication with parent advocates, providing technical assistance, and representing MCPS in special education cases.

DSEO manages the Medical Assistance Program which enables MCPS to secure federal funding for eligible IEP health-related services including speech and language therapy, occupational and physical therapies, audiological services, psychological services, and certain social work services. Case management (i.e., service coordination) also is covered under the project. Funding obtained from MAP is used to supplement existing special education services such as assistive technology /universal design for learning (UDL), staffing, and instructional materials.

The Model Learning Center is an educational program at the Montgomery County Correctional Facility in Boyds, Maryland. As part of the Model Learning Center, MCPS makes available 1.5 teacher positions and a cadre of part-time teachers that provide services to incarcerated students with and without disabilities. Students in this program can elect to continue working towards a high school diploma or certificate.

Trends and Accomplishments

During the 2008–2009 school year, DSEO staff continued to focus on providing data to the MCPS special education leadership team in user-friendly formats that informed decision making about the resources necessary to improve educational results for children with disabilities. DSEO continued to make improvements to the Newly Identified for Special Education Quarterly and Annual Reports,. These reports were shared with community superintendents, principals, and school-based staff to help them analyze and manage the special education identification process and service delivery for students with disabilities. DSEO also implemented enhanced procedures for effective budget development, implementation, and monitoring. In addition, DSEO supported the delivery of special education services through facilitation of the special education staffing plan process. Finally, the DSEO fiscal team provided rigorous financial monitoring and reporting, while the MAP team maintained Medical Assistance (MA) revenues despite frequent changes to federal and state Medicaid regulations during the fiscal year.

MAP continues to adapt to the changes in Medicaid laws and requirements following more intensive federal and state monitoring/auditing of the program. The MAP team works closely with DSEO leadership to ensure that Medicaid service providers are thoroughly trained to meet the standards for documentation of services

In FY 2009, DSEO continued to implement Encore, the online IEP. Encore is aligned with the mandatory state IEP and provides a single source of data about a wide variety of academic and behavioral interventions, including the IEP process. The DSEO Encore Project team and the MCPS Help Desk supported school staff with Encore implementation through direct on-site support, a telephone support line, and e-mail assistance. In response to MSDE's announcement that the mandatory State IEP will be updated and due for release each July, DSEO is collaborating with the Encore vendor to update current IEP forms for compliance with MSDE updates.

During the 2008–2009 school year, EACU data continued to reflect a downward trend in the number of requests for special education due process hearings and mediations. Data also reflected an increase in the percentage of cases that were resolved successfully through the mediation process. Special Education Legal Services staff has supported these efforts by supporting the resolution of concerns through the IEP team process. In addition, EACU staff have been instrumental in supporting MCPS efforts to reach and maintain full compliance with state performance indicators.

Participation in resolution sessions has contributed to a decrease in the number of due process hearings. EACU is committed to providing proactive professional development focused on state and federal regulations and ongoing site-specific support to schools in their efforts to provide high quality special education Instruction to students. Consistent with the intent of IDEA, the focus of these efforts has been to emphasize how educational decisions, made in compliance with the state and federal mandates, facilitate improved instruction and achievement for students.

As part of the MCPS systemwide effort to reduce disproportionate identification of minority students in special education, EACU participates in the implementation of Positive Behavioral Interventions and Supports (PBIS). EACU staff joins school-based professional learning communities as they work to problem solve and identify general education solutions for students and reduce disproportionate identification patterns in special education. In addition, EACU staff provides technical assistance to schools in the effort to address the disproportionate suspension rate of students with disabilities.

The number of initial evaluation IEP team meetings held for preschool aged students has increased. During FY 2008, 533 meetings were offered centrally. In FY 2009, 690 prekindergarten CIEP team meetings were scheduled at PASU, and 340 prekindergarten CIEP meetings were offered at local Infants and Toddlers and MCPS assessment sites, for a total of 1,030 central meetings. Improvements were made in holding initial evaluation meetings for students referred to PASU through the Child Find process within the 60-day timeline.

State legislation (HB 99, 1998) initiated the Autism Waiver Program through the DHMH. In the initial three-year phase beginning in July 2001, this Medicaid-funded program was aimed at preventing the institutionalization of children with autism spectrum disorders by providing medically necessary services at home and in the community through local school system cofunding. In October 2004, the federal government approved a five-year renewal of the Autism Waiver Program. Beginning in 2005 and proceeding for five years, the MSDE is cofunding the wraparound services provided through this Medicaid program. Prior to the initiation of the Autism Waiver Program in Montgomery County, many of the students that currently meet the medical necessity criteria for this program required residential service to meet both their medical and educational needs. The current Autism Waiver Program has been able to provide comprehensive in-home and community based supports to 190 students and families and has prevented the need to consider more costly residential placements. While the program provides noneducational services, staff providing these services work closely with MCPS staff to coordinate school and waiver programs.

Major Mandates

- Public Law 108–446, Individuals with Disabilities Education Improvement Act (IDEA 2004), mandates a free and appropriate education for students with disabilities in the least restrictive environment that meets the students' needs. It also requires providing services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA 2004 also mandates transition goals for students no later

than age 16. The Code of Maryland Regulations (COMAR) requires that transition be considered for students beginning at age 14.

- The *No Child Left Behind Act* (NCLB) mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and will be monitored annually. Local schools are mandated to focus instruction where it is most needed and to address achievement gaps for the benefit of all students.
- COMAR 13A.05.01 requires each local school system to submit an annual special education staffing plan to MSDE. The plan must demonstrate public input and be approved by the local Board of Education prior to its submission to MSDE. The locally-approved staffing plan is submitted to MSDE annually by July 1 with the local application for federal funds.
- In compliance with Maryland House Bill 99 and COMAR 10.09.56, MCPS coordinates efforts and services under the Autism Waiver, Section 1915c of the Social Security Act of 1981. Services for those students found eligible under the Act may include respite care, environmental accessibility adaptations, family training, supported employment, day habilitation, residential habilitation, and case management.
- COMAR 10.09.50, Early Periodic Screening Diagnosis and Treatment School Health Related or Health Related Early Intervention Services; COMAR 10.09.52, Service Coordination for Children; and COMAR 10.09.25, Transportation Services under the IDEA 2004, mandate the process for accessing medical assistance reimbursement for covered services in an IEP or Individualized Family Service Plan for eligible students.
- Goal 2 of the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, mandates reducing the disproportionate representation of African American students in special education.
- IDEA 2004, COMAR, and MCPS policy require that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.
- Public Law 108ñ445, IDEA 2004, and COMAR require each school district to provide Child Find procedures to all children within their jurisdiction regardless of enrollment in the public school system. In addition, IDEA 2004 and COMAR require that each public school system expend a proportionate share of the Federal Part B funds for students in private/religious schools.

Strategies

- Provide leadership to all special education units in the areas of budget development, enrollment projections, and staffing.
- Involve all special education departments, divisions, and units in operation and process improvement.
- Work collaboratively with other MCPS offices and community partners in implementing the DSEO strategic plan that will guide the department toward agreed-upon outcomes.
- Use performance measure data to identify opportunities for process and training improvements.
- Develop systems and reports to monitor special education information and inform decision making, such as the Monthly Trends in Non-public Enrollment Report, Newly Identified Special Education Students Quarterly and Annual Reports and Encore Online Individualized Education Program (IEP).
- Ensure systemwide implementation of MCPS policies and procedures; federal, state, and local laws; and regulations related to special education.
- Monitor the achievement of students with disabilities in public and nonpublic schools to ensure adequate yearly progress in the LRE.
- Maintain and expand collaborative partnerships with business, community, and local government agencies to provide services for students with disabilities.
- Continue to monitor the disproportionate representation of African American students in special education through annual Disproportionality Reports that provide data disaggregated by race, disability, school level, and special education identification code.
- Provide support and leadership to non-public schools for systematic data collection of student progress toward completion of graduation requirements including passing scores on the Maryland High School Assessment (HSA).

Performance Measures

Performance Measure: To access the maximum allowable federal revenue from the Medical Assistance Program through the use of continuous improvement practices and intensive monitoring.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
$3,347,032	$3,495,287	$3,881,982

Explanation: This measure indicates revenue generated by Medical Assistance fee-for-services claim processing that can be used to support educational services.

Performance Measure: To increase the percentage of successful mediation sessions by working cooperatively with parents and advocates by implementing successful dispute resolution processes.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
76.6%	78%	80%

Explanation: This measure identifies the results of efforts to implement successful dispute resolution processes in mediation. *This is the percentage of successful mediation sessions held in FY 2009 during the first three quarters.

Performance Measure: To reduce the number of complaints from parents to MSDE by analyzing the cause of the violations and assisting schools in carrying out the required corrected actions.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
10	8	6

Explanation: This measure identifies the results of systemwide efforts to provide feedback and training regarding MCPS policies, procedures, and implementation of corrective actions to individual schools, in order to reduce the number of complaints filed by parents to the state.

Performance Measure: To reach full compliance with all state performance indicators

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
18/20 Compliant	20/20 Compliant	20/20 Compliant

Performance Measure: To decrease the percentage of African American students with disabilities (SWD) in Least Restrictive Environment C (separate class > 60 percent of the time).

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
34.5%*	33%	32%

Explanation: This measure represents the percentage of African American SWD placed in more restrictive placements as measured by the MSDE for the purpose of determining significant disproportionality. *MSDE Census Report, October 2007

Performance Measure: To increase the percentage of school age day students transitioning to less restrictive environments, as appropriate, who are currently enrolled in nonpublic special education settings.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
3.0%	3.2%	3.6%

Explanation: This measure documents the degree to which students currently enrolled in nonpublic placements are transitioned to public school settings.

Budget Explanation Department of Special Education Operations and Services—241/257

The FY 2011 request for this department is $3,032,302, an increase of $28,969 from the current FY 2010 budget of $3,003,333. An explanation of this change follows.

Continuing Salary Costs—$39,362
There is an increase of $39,362 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—($10,393)
There is a realignment of $14,400 from stipends in this department to the budget for the Department of Special Education Services and a realignment of $4,007 from the Department of Special Education Services to this budget for materials.

Budget Explanation Placement and Assessment Services Unit—255

The FY 2011 request for this unit is $41,550,544, an increase of $187,441 from the current FY 2010 budget of 41,363,103. An explanation of this change follows.

Continuing Salary Costs—$13,080
There is an increase of $13,080 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—($951,611)
In FY 2011, approximately 36 students that would have attended nonpublic programs will be served in MCPS preschool, School/Community-Based classes. This allows for a realignment of $951,611 from nonpublic tuition in this unit to the Individuals with Disabilities Education Act (IDEA) program to support 7.8 teacher, 1.2 speech pathologist, 1.2 occupational therapist, 1.2 physical therapist, and 9.0 paraeducator positions.

Enrollment Changes—($441,282)
There is a decrease of $205,541 in tuition for students requiring nonpublic placements during FY 2011 due to a projected decrease of one student in a residential program. In addition, there is a decrease of $235,741 as an adjustment for lower than anticipated costs in FY 2010.

Other—$1,567,254
There is an increase of $1,567,254 for projected rate increases of 3 percent for tuition for students in nonpublic placements.

Budget Explanation
Medical Assistance Program—939

The FY 2011 request for this program is $3,881,982, a decrease of $637,819 from the current FY 2010 budget of 4,519,801. An explanation of this change follows.

Continuing Salary Costs—$202,576
There is an increase of $202,576 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—($448,381)
It is projected that MCPS will receive reduced revenue for FY 2011. This results in a realignment of 15.0 paraeducator positions and $448,381 from this program's budget to the locally funded budget in the Department of Special Education Services.

Other—($392,014)
A projected rate change for the medical billing services contract allows for a decrease of $189,438. These funds are realigned to provide additional appropriation for the Provision for Future Supported Projects. There is also a shift of $202,576 for 6.0 paraeducator positions from the Medical Assistance Program's budget to the locally-funded budget in the Department of Special Education Services.

Project's Recent Funding History

	FY 2010 Projected 7/1/09	FY 2010 Received 11/30/09	FY 2011 Projected 7/1/10
Federal	$4,519,801	$4,519,801	$3,881,982
State			
Other			
County			
Total	$4,519,801	$4,519,801	$3,881,982

Departments of Spec Ed Ops. and Svcs. - 241/257

Judith Pattik and Gwen Mason, Directors II

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	32.000	25.000	25.000	**25.000**	
Position Salaries	$2,748,365	$2,175,116	$2,175,116	**$2,214,478**	$39,362
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		26,924	26,924	**26,924**	
Stipends		14,400	14,400		(14,400)
Professional Part Time		69,657	69,657	**69,657**	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	54,448	110,981	110,981	**96,581**	(14,400)
Total Salaries & Wages	2,802,813	2,286,097	2,286,097	**2,311,059**	24,962
02 Contractual Services					
Consultants		16,812	16,812	**16,812**	
Other Contractual		611,148	611,148	**611,148**	
Total Contractual Services	113,787	627,960	627,960	**627,960**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		16,438	16,438	**16,438**	
Other Supplies & Materials		30,612	30,612	**34,619**	4,007
Total Supplies & Materials	53,481	47,050	47,050	**51,057**	4,007
04 Other					
Local Travel		15,281	15,281	**15,281**	
Staff Development		8,536	8,536	**8,536**	
Insurance & Employee Benefits					
Utilities					
Miscellaneous		8,000	8,000	**8,000**	
Total Other	13,782	31,817	31,817	**31,817**	
05 Equipment					
Leased Equipment					
Other Equipment		10,409	10,409	**10,409**	
Total Equipment		10,409	10,409	**10,409**	
Grand Total	$2,983,863	$3,003,333	$3,003,333	**$3,032,302**	$28,969

Departments of Spec Ed Ops. and Svcs. - 241/257

Judith Pattik and Gwen Mason, Directors II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	241 Departments of Spec Ed Ops and Svcs						
6	Q Director II		2.000	1.000	1.000	**1.000**	
6	Q Attorney		1.000	1.000	1.000	**1.000**	
6	O Supervisor		1.000				
6	M Assistant Attorney		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		6.000	3.000	3.000	**3.000**	
6	25 IT Systems Specialist		4.000	3.000	3.000	**3.000**	
6	24 Fiscal Specialist I		1.000	2.000	2.000	**2.000**	
6	18 Fiscal Assistant IV		1.000	1.000	1.000	**1.000**	
6	16 Administrative Secretary III			1.000	1.000	**1.000**	
6	15 Administrative Secretary II		2.000				
6	15 Legal Secretary		1.000	1.000	1.000	**1.000**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	13 Data Operator I		1.000	1.000	1.000	**1.000**	
	Subtotal		**22.000**	**16.000**	**16.000**	**16.000**	
	257 Equity Assurance & Compliance Unit						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		3.000	3.000	3.000	**3.000**	
6	18 Paralegal		2.000	2.000	2.000	**2.000**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	12 Secretary		2.000	1.000	1.000	**1.000**	
6	11 Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Subtotal		**10.000**	**9.000**	**9.000**	**9.000**	
	Total Positions		**32.000**	**25.000**	**25.000**	**25.000**	

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	22.000	20.000	20.000	**20.000**	
Position Salaries	$2,020,476	$1,801,339	$1,801,339	**$1,814,419**	$13,080
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		365,540	365,540	**365,540**	
Supporting Services Part Time		5,880	5,880	**5,880**	
Other					
Subtotal Other Salaries	325,953	371,420	371,420	**371,420**	
Total Salaries & Wages	2,346,429	2,172,759	2,172,759	**2,185,839**	13,080
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		3,239	3,239	**3,239**	
Office		5,745	5,745	**5,745**	
Other Supplies & Materials					
Total Supplies & Materials	8,768	8,984	8,984	**8,984**	
04 Other					
Local Travel		13,492	13,492	**13,492**	
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		39,167,868	39,167,868	**39,342,229**	174,361
Total Other	36,267,638	39,181,360	39,181,360	**39,355,721**	174,361
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$38,622,835	$41,363,103	$41,363,103	**$41,550,544**	$187,441

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	N Coordinator		2.000	2.000	2.000	**2.000**	
6	BD Instructional Specialist		7.000	6.000	6.000	**6.000**	
3	BD Psychologist		3.000	3.000	3.000	**3.000**	
6	AD Teacher, Resource Spec Ed		1.000	1.000	1.000	**1.000**	
6	22 Fiscal Assistant V		1.000				
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	12 Secretary		3.000	4.000	4.000	**4.000**	
6	11 Office Assistant IV		1.000				
6	9 Office Assistant II		2.000	2.000	2.000	**2.000**	
	Total Positions		**22.000**	**20.000**	**20.000**	**20.000**	

Medical Assistance Program - 939

Judith Pattik, Director II

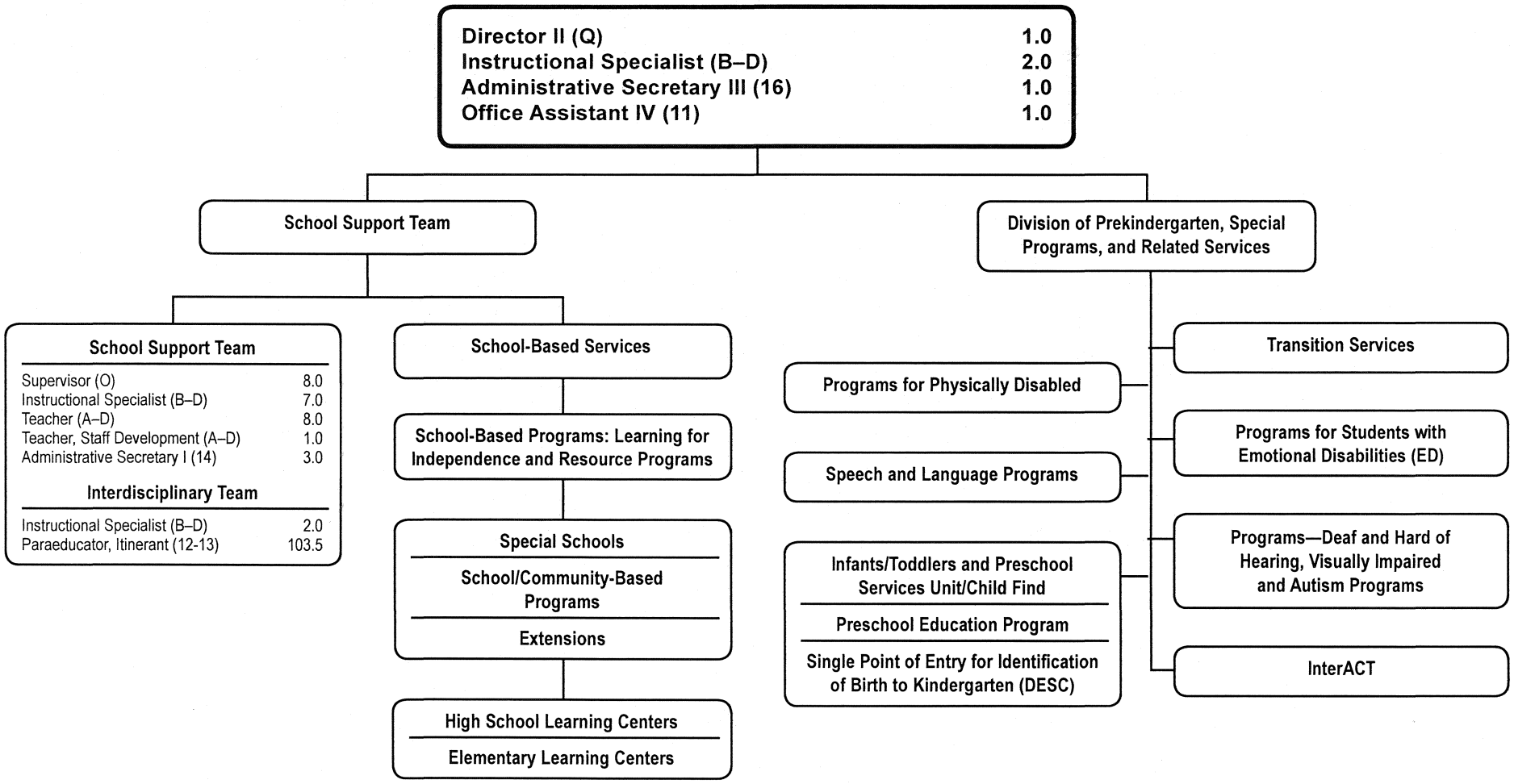
Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	45.000	72.500	72.500	**51.500**	(21.000)
Position Salaries	$1,822,948	$2,477,926	$2,477,926	**$2,029,545**	($448,381)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	1,822,948	2,477,926	2,477,926	**2,029,545**	(448,381)
02 Contractual Services					
Consultants					
Other Contractual		765,063	765,063	**580,000**	(185,063)
Total Contractual Services	486,872	765,063	765,063	**580,000**	(185,063)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		1,256,712	1,256,712	**1,256,712**	
Utilities					
Miscellaneous		20,100	20,100	**15,725**	(4,375)
Total Other	945,226	1,276,812	1,276,812	**1,272,437**	(4,375)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$3,255,046	$4,519,801	$4,519,801	**$3,881,982**	($637,819)

Medical Assistance Program - 939

Judith Pattik, Director II

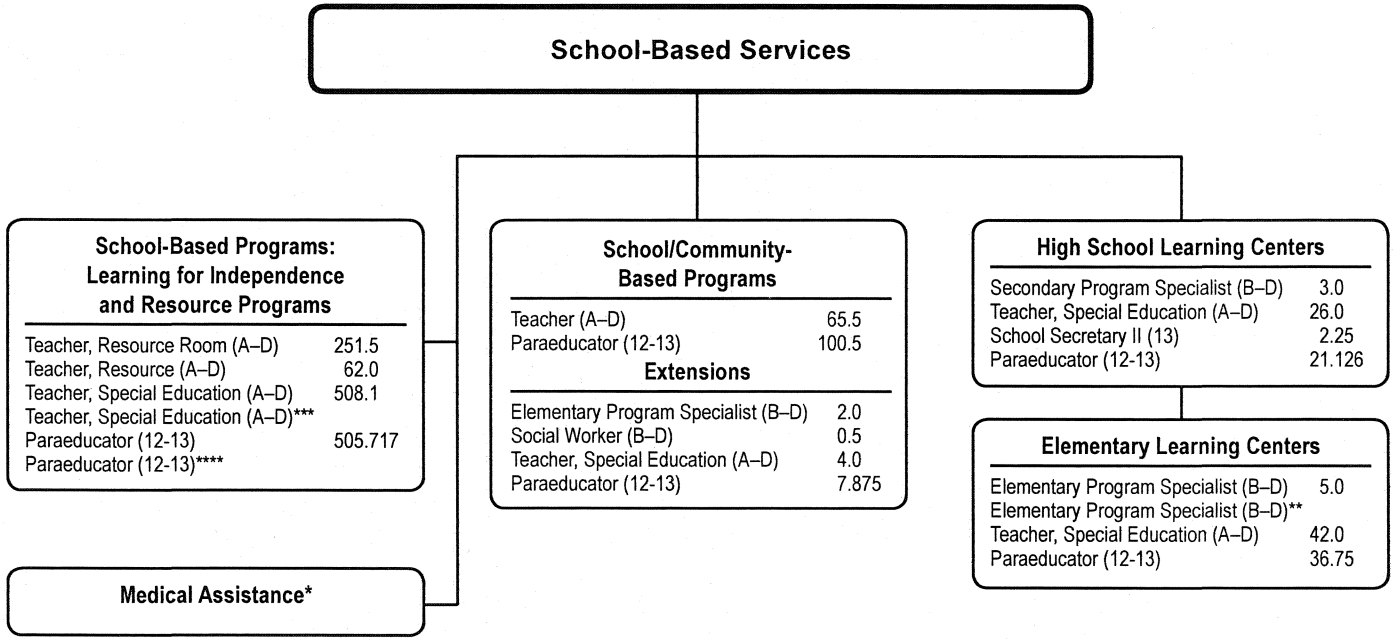
CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
6	N Coordinator		1.000	1.000	1.000	**1.000**	
6	27 Project Specialist		1.000	1.000	1.000	**1.000**	
6	22 Fiscal Assistant V		1.000	1.000	1.000	**1.000**	
6	14 Account Assistant III		1.000	1.000	1.000	**1.000**	
6	13 Spec Ed Itinerant Paraeducator	X	40.000	67.500	67.500	**46.500**	(21.000)
6	12 Secretary		1.000	1.000	1.000	**1.000**	
	Total Positions		**45.000**	**72.500**	**72.500**	**51.500**	**(21.000)**

Department of Special Education Services



F.T.E. Positions 137.5

School-Based Services



F.T.E. Positions 1,643.818

* Resources for Medical Assistance are shown in the Department of Special Education Operations

** 1.0 position funded by IDEA

*** 55.3 positions funded by IDEA/ARRA

**** 43.249 positions funded by IDEA/ARRA

Special Schools*

Rock Terrace

Principal (P)	1.0
Assistant Principal (N)	1.0
Social Worker (B–D)	1.0
Psychologist (B–D)	1.0
Media Specialist (B–D)	0.5
Counselor (B–D)	1.0
Teacher, Staff Development (A–D)	1.0
Teacher, Special Education (A–D)	18.0
Teacher, Physical Education (A–D)	0.6
Teacher, Art (A–D)	0.6
Teacher, Music (A–D)	0.6
School Administrative Secretary (16)	1.0
School Financial Specialist (16)	1.0
Instructional Data Assistant (15)	0.375
Security Assistant (14)	1.0
School Secretary II (13)	1.0
Paraeducator (12–13)	17.0
Media Assistant (12)	1.0

Stephen Knolls

Coordinator (N)	1.0
Media Specialist (B–D)	0.5
Teacher, Staff Development (A–D)	0.5
Teacher, Special Education (A–D)	9.5
Teacher, Physical Education (A–D)	0.7
Teacher, Art (A–D)	0.5
Teacher, Music (A–D)	0.4
School Administrative Secretary (16)	1.0
Instructional Data Assistant (15)	0.375
Paraeducator (12–13)	17.50
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Longview

Coordinator (N)	1.0
Teacher, Staff Development (A–D)	0.5
Teacher, Special Education (A–D)	10.0
Teacher, Physical Ed. (A–D)	0.5
Teacher, Art (A–D)	0.5
Teacher, Music (A–D)	0.4
School Administrative Secretary (16)	1.0
Paraeducator (12–13)	17.5
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Carl Sandburg

Principal (O)	1.0
Elementary Program Specialist (B–D)	2.0
Psychologist (B–D)	1.0
Media Specialist (B–D)	0.5
Teacher, Staff Development (A–D)	1.0
Teacher, Special Education (A–D)	16.0
Teacher, Art (A–D)	0.7
Teacher, Music (A–D)	0.5
Teacher, Physical Education (A–D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (15)	0.25
Paraeducator (12–13)	17.5
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

JLG RICA

Principal (P)	1.0
Assistant Principal (N)	1.0
Secondary Program Specialist (B–D)	2.0
Media Specialist (B–D)	1.0
Teacher, Staff Development (A–D)	1.0
Teacher, Special Education (A–D)	20.0
Teacher (A–D)	0.5
Teacher, Transition (A–D)	1.0
Teacher, Physical Education (A–D)	1.0
Teacher, Art (A–D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (15)	0.25
Security Assistant (14)	1.0
Paraeducator (12–13)	19.25
Media Assistant (12)	0.5
School Secretary I (12)	1.0

F.T.E. Positions 212.625

*Special schools are supervised by the Office of School Performance

Department of Special Education Services—251/242/244/246/248/275/240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II 301–279–3135

Mission

The mission of the Department of Special Education Services (DSES) is to provide and monitor delivery of a comprehensive and seamless continuum of services for students with disabilities from birth through age 21. In order to improve student achievement for all students with disabilities and ensure access to Montgomery County Public Schools' (MCPS) curricula in compliance with Individuals with Disabilities Education Improvement Act (IDEA 2004) and the *No Child Left Behind Act 2001* (NCLB), DSES ensures implementation of Individualized Education Programs (IEPs), provides access to rigorous high-quality instruction for students with disabilities, offers a broad range of early intervention services, supports development of appropriate skills for students to access post-secondary outcomes based upon attaining a high school diploma or Maryland Certificate of Exit and to enter the pathways for career and college readiness.

Major Functions

In order to provide cohesive, coordinated efforts, DSES aligned its goals and objectives with MCPS Strategic Plan *Our Call to Action: Pursuit of Excellence*. To accomplish systemwide goals, DSES, in conjunction with the Office of School Performance (OSP), the Office of Curriculum and Instructional Programs (OCIP), and the Office of Organizational Development (OOD), creates, coordinates, and facilitates opportunities to promote collaboration between general and special education teachers to improve the performance outcomes of students with disabilities on county and state accountability measures. These offices recommend services, develop professional development activities, and oversee and monitor implementation of scientifically research-based interventions and strategies to ensure that state-of-the-art curricula, instruction, and behavioral practices are provided to students with disabilities. In addition, DSES promotes and coordinates the use of technology necessary to facilitate unification of special and general education instruction to meet the needs of every student.

Through School-Based Services (SBS), DSES provides oversight of all school-based special education services in Grades K–12. This includes ensuring implementation of special education services along a continuum of settings, ranging from general education environment to special class placements. SBS is responsible for providing direct oversight of the following array of services: Resource, Learning and Academic Disabilities (LAD) services, High School-Based Learning Centers, Learning for Independence services, and School/ Community-Based services to ensure that students with disabilities achieve the goals of the MCPS curriculum or the Fundamental Life Skills curriculum. Toward this end, SBS special education supervisors and instructional specialists actively support and assist schools with implementation of curriculum and placement of students with disabilities in the least restrictive environment (LRE). Special emphasis is placed on organizing and implementing professional development activities for general and special education teachers on research-based instructional strategies and practices to increase students' access to the general education curriculum. SBS utilizes a cadre of eight itinerant resource teachers whose primary responsibility is to work with school-based staff and provide professional development activities on inclusive practices, the effective use of paraeducators, and the provision of accommodations for students with disabilities to ensure access to the curriculum.

The SBS staff also provides technical assistance to local school IEP teams regarding the identification, evaluation, and placement of students with disabilities. Outreach and collaboration efforts with parents; federal, state, and community agencies; and professional organizations as supported by *Our Call to Action: Pursuit of Excellence* and NCLB are major initiatives for SBS.

DSES provides ongoing monitoring of school-based, cluster, and countywide programs to increase the graduation rate of students in special education, reduce overrepresentation of African American students in special education, and ensure provision of a Free and Appropriate Public Education (FAPE) for students with disabilities as required by state and federal mandates.

Trends and Accomplishments

In support of the system wide endeavor to ensure success for every student through *Our Call to Action: Pursuit of Excellence* and the *No Child Left Behind Act 2001* (NCLB) as well as the reauthorization of IDEA 2004, DSES is committed to promoting improved academic achievement for all students with disabilities in the least restrictive environment (LRE) setting. LRE settings are defined according to the percentage of time spent outside of a regular classroom: for 6–21 year old students, less than 21 percent of the day (LRE A), and more than 60 percent of the day (LRE C). For children ages 3–5, Maryland State Department of Education (MSDE) monitors the percentage of preschool students with disabilities served in settings with typically developing peers. The MSDE LRE goal for MCPS is for the percentage of students with disabilities, ages 6–21, receiving special education services in the general education setting (LRE A) to increase annually and the percentage of students receiving special education services in self-contained classrooms (LRE C) to decrease. According to the MSDE Census Data from 2004–2009, MCPS has demonstrated a strong five-year trend in increasing the number of students with disabilities in LRE A while decreasing the number of students in LRE C. An analysis of the October 31, 2008, Census Data (Revised May 2009) report indicates that the percentage of students receiving services in LRE C decreased by 7.4 percent from 2005 to 2009. The October 26, 2007, Census Data (Revised May 2009) report also shows that the percentage of students receiving services in LRE A increased from 53.30 percent in 2005, to 66.67 percent in 2009 which exceeds the MSDE target by 5.6 percentage points.

In order to meet the goal of increasing the academic performance of students with disabilities in the LRE, DSES is increasing the capacity for more inclusive education through

systematic training, technology initiatives, and expansion of LRE options and supports. Home School Model services will be expanded to additional elementary schools, while five high school clusters continue to provide home school services in all of their elementary schools. In order to serve more secondary students in their home schools, MCPS developed a six year plan to phase out secondary learning centers which began in FY 2007. This plan enables middle and high school students to have increased access to rigorous instruction from highly qualified content teachers, while providing a continuum of supports to the students.

MSDE awarded MCPS an elementary AYP Grant which will be implemented in five elementary schools to support reading for 2009–2010. During the 2008–2009 school year, reading interventions and math programs were expanded. Mathematics interventions were implemented in selected elementary, middle, and high schools. The mathematics interventions included the expansion of a base-10 mathematics program for learners with cognitive disabilities in all elementary and high school's Fundamental Life Skills (FLS) programs; a computer assisted program to be used with students in Grades 4 through 10 was installed in 9 middle schools receiving former learning center students. Currently, research-based reading interventions are supported in 30 elementary schools, 37 middle schools, and 20 high schools. Research-based math interventions are currently supported in 20 elementary schools, 38 middle schools, and 13 high schools. For the 2009–2010 school year, the number of interventions and support in existing schools will be increased. Reading interventions will be expanded into 6 new elementary schools and 22 secondary schools; additional math interventions will be implemented in 24 secondary schools. These initiatives will enable students to access the general education environment by improving reading and math skills. The students receiving these reading and math interventions continue to make significant growth over time based upon the data from intervention-embedded assessments and countywide assessments. DSES staff provides ongoing consultation, coaching, and professional development to staff in all participating schools. Comprehensive, mandatory professional development, coordinated with general education initiatives, ensures that more teachers are prepared to meet the challenge of having special education students in their classrooms. In light of the goal to improve the academic outcomes for students with disabilities while increasing the percentage of students receiving services in their home and/or consortia schools, MCPS provided two days of mandatory professional development in the summer of 2009 to new Grade 7 and 9 and all Grade 8 and Grade 10 general and special educators, who were responsible for co-teaching, on co-teaching best practices, the effective use of paraeducators, the accessibility planning process and universal design for learning, and technology to help students access the curricula. All mandatory curriculum professional development for elementary, middle, and high school teachers included special education teachers, providing further opportunities for collaboration. Also in the summer of 2009, the department provided professional development for paraeducators, who support Grade 8 and Grade 10 students, and itinerant paraeducators, who support students in Grades K–12. High quality professional development was provided to over 5,000 employees at various levels including school, cluster, quad-cluster, and county on topics related to co-teaching, inclusive practices, reading and mathematics interventions, behavior management, and assistive technology.

Selected prekindergarten general and special educators responsible for implementing the collaborative prekindergarten programs participated in professional development during the 2008–2009 school year. Collaborative classes are designed to provide students with disabilities access to the general education environment and curriculum. The professional development and collaborative planning efforts of general and special educators for these prekindergarten classes led to positive outcomes for students with disabilities transitioning to kindergarten. In FY 2009, 87.0 percent of the children with disabilities from the collaborative prekindergarten classes were recommended for comparable or less restrictive environments for kindergarten or were dismissed from special education, a slight decrease from FY 2008. However, there is an overall six year upward trend of providing services to children in inclusive settings. Also, 81.0 percent of the students in PEP Classic, PEP Itinerant, or Pre-K Language classes who live in the attendance area of a Home School Model will attend their home school in the 2009–2010 school year. Prekindergarten, Special Programs and Related Services will expand the PILOT (Providing Inclusive Learning Opportunities for Threes) by one class of four-year-olds. The seven PILOT sites continue a county-wide feeder pattern for 2009–2010. In FY 2010, the collaborative prekindergarten classrooms initiative will expand to 14 sites, an increase of one location.

According to the October 2008 (Revised May 2009) Maryland State Department of Education (MSDE) Census Data, Montgomery County Public Schools (MCPS) met the LRE A target for FY 2008 increasing the number of students receiving services inside regular education classrooms. From 2005 to 2009, MCPS has increased the percentage of students receiving special education services in the general education setting by 13.37 percentage points. In 2009, MCPS achieved the target for LRE C and has steadily decreased the percentage of students receiving services in self-contained environments. According to the October 2008 (Revised May 2009) MSDE Census Data report, MCPS has reduced the percentage of students receiving special education services in the self-contained setting by 7.4 percent from 2005 to 2009. Additionally, the October 2008 (Revised May 2009) MSDE Census Data indicate that the trend in the state's high incidence growth disabilities categories closely parallels the trend in Montgomery County Public Schools and indicates an increase in the number of students in the autism category. While students with specific learning disabilities and speech/language impairments comprise the majority of students receiving special education services, DSES continued to monitor the increased identification of students with autism, and

provided a variety of instructional programs and multiple opportunities for all students with disabilities to access the MCPS curricula. The High Incidence Accessible Technology (HIAT) team provided technology training, online materials, guides, resource links, and examples of universally-designed instruction to support student access to the MCPS curriculum. HIAT expanded the availability of assistive technology services to a wider range of students with disabilities so that they could not only participate in general education classes but also compensate for their learning differences and achieve at higher levels. During the 2008–2009 school year, DSES, OCIP, and OOD collaborated to expand the use of the Universal Design for Learning (UDL). HIAT was responsible for implementing the two-day mandatory professional development in UDL for new Grade 6, Grade 7 and Grade 9 teachers and all Grade 8 and Grade 10 general and special educators during the summer of 2009.

DSES is committed to monitoring the achievement of students with disabilities as compared to their counterparts statewide. An analysis of the 2008 Maryland School Assessment preliminary results indicates that 73.7 percentage of our special education students reached proficiency. This exceeds the state target of 71 percent for all students by 2.7 percent. Data from the Maryland State Department of Education (MSDE) indicate that during the 2007–2008 school year, MCPS students with disabilities achieved 67 percentage proficiency in reading and 52.6 percentage in mathematics as compared to the students with disabilities across the state, who attained 55 percentage proficiency in reading and 45.1 percentage in mathematics. These data indicate that the MCPS students outperformed students statewide on the Maryland School Assessments (MSA) in Grades 3–8 by 12 percentage points in reading and 7.5 percentage points in mathematics. Increased student performance links to initiatives to provide inclusive opportunities and hours-based staffing, which has been expanded to three additional middle schools.

Students with disabilities are increasing their participation in rigorous courses and assessments at the high school level. DSES recognizes the importance of continuously monitoring the participation and completion rates of students with disabilities, who are enrolled in HSA bearing courses, to ensure that these students will exit with a high school diploma. DSES staff works collaboratively with OCIP, OSP, and the Office of Shared Accountability (OSA) on initiatives to support improving HSA performance.

Major Mandates

- Public Law 108–446, Individuals with Disabilities Education Improvement Act (IDEA 2004), requires a free and appropriate education for students with disabilities in LRE to improve student achievement. It also requires providing services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA 2004 also mandates transition services for students no later than age 14.
- The *No Child Left Behind Act* (NCLB) mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and will be monitored annually. Local schools are mandated to focus instruction where it is most needed and to address achievement gaps for the benefit of all students.
- Federal regulations mandate early intervention services for infants and toddlers (birth through age two) that have or are at risk for developmental delays. MCPS delivers these services to children and their families in cooperation with other county agencies through the Montgomery County Infants and Toddlers Program.
- The Code of Maryland Regulations (COMAR) mandates standards for the completion of a special education program with a Maryland high school certificate for those students with disabilities who cannot meet the requirements for a diploma. This includes enrollment in an education program until age 21, if needed, to develop appropriate skills to enter the world of work as an informed citizen. COMAR also mandates the timeline for completion of assessments, identification of a disability, and provision of special education services.
- The Montgomery County Public Schools' Strategic Plan *Our Call to Action: Pursuit of Excellence* mandates a reduction of the overrepresentation of African American students in special education.
- The Montgomery County Public Schools' Strategic Plan *Our Call to Action: Pursuit of Excellence* mandates an increase of participation of diverse learners, including students with disabilities, in Honors and Advanced Placement classes.
- MCPS policy requires that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.

Strategies

- Make improved student performance a primary focus of the MCPS/MSDE self-improvement plan.
- Work collaboratively with other MCPS offices and community partners in implementing the Department of Special Education Services strategic plan that will guide the department toward agreed-upon outcomes.
- Develop and monitor the implementation and analysis of data related to the indicators of success for students with disabilities and special education services.
- Collaborate with community superintendents and principals to review individual school data to identify needs and develop strategies to improve special education student performance.

- Provide services that align with the Maryland Content Standards and utilize a variety of instructional strategies and service delivery models for students with intensive special education needs.
- Monitor the achievement of students with disabilities in public and nonpublic schools to ensure adequate yearly progress in the acquisition of knowledge and skills.
- Maintain and expand collaborative partnerships with business, community, and local government agencies to provide services for students with disabilities.
- Provide professional development to promote teacher use of a variety of instructional strategies and technologies to meet the needs of students with disabilities.
- Monitor LRE data and work with schools to increase the participation of students with disabilities in the LRE.
- Continue to monitor special education placements of students with disabilities to reduce the overrepresentation of African American students in special education.

Performance Measures

Performance Measure: To increase the percentage of students with special needs in general education settings (LRE A), as suggested by the MSDE self-evaluation guidelines.

FY 2009 Actual	FY 2010 Estimated	FY 2011 Recommended
	MSDE Recommended Target	
61.11%	61.61%	62.11%
	MCPS LRE A Data	
66.67%	71.67%	76.67%

Explanation: This measure indicates the degree to which students with special needs are educated in general education settings. In 2009, MCPS exceeded the LRE A MSDE state target of 61.11 percent by 5.56 percentage points. Achievement of this performance measure brought MCPS into compliance with MSDE recommended guidelines. The FY 2010, the MSDE state target is 61.11 percent; and the FY 11 target is 62.11 percent. MCPS has exceeded the suggested MSDE state targets for FY 10 and FY 11. MCPS will continue to increase the percentage of students with disabilities educated in the general education environment as indicated above.

Performance Measure: One hundred percent of all students at the third, fourth, fifth, sixth, seventh, and eighth grade levels must be at the advanced or proficient level in reading and mathematics by the year 2014, to meet standards for the Maryland State Assessment (MSA) program. Based on the actual student performance data in FY 2008, the percentage of students with special needs at the advanced and proficient levels combined will need to increase by approximately 3.75 percentage points per year in reading and 8.65 percentage points per year in mathematics for Grades 3-5 in order to achieve this outcome. In Grades 6-8, the percentage of students with special needs at the advanced and proficient levels combined will need to increase by approximately 10.5 percentage points per year in reading and 13.8 percentage points per year in mathematics. Annual performance measures for Grades 3 through 5 and Grades 6 through 8 for reading and mathematics are as follows:

Grades 3-5

FY 2009 Actual	FY 2010 Estimated	FY 2011 Recommended
77.4% Reading	81.2% Reading	85.5% Reading
65.9% Mathematics	79.4% Mathematics	84.5% Mathematics

Grades 6-8

FY 2009 Actual	FY 2010 Estimated	FY 2011 Recommended
68.5% Reading	80.8% Reading	85.6% Reading
51.1% Mathematics	71.4% Mathematics	78.6% Mathematics

Mathematics Explanation: This measure assesses critical academic performance and is used to assess adequate yearly progress relative to the *No Child left Behind Act.*

Performance Measure: Below is the FY 2009 actual performance data for students in Grades 9-12. Based upon these data, MCPS special education students achieving a passing score on the Algebra High School Assessment exceeded the state target by 10.7 percentage points. The percentage of special education students will need to increase by 11.3 percentage points per year in order to attain the MSDE recommended target of 72.7 percent in FY 2010.

Grades 9-12

FY 2009 Actual	FY 2010 Estimated	FY 2011 Recommended
61.4% English 10	72.7 % English 10	85.6 % English 10
66.8% Algebra	64.9% Algebra	73.7% Algebra

Explanation: This measure assesses critical academic performance and can be used to assess adequate yearly progress relative to the *No Child Left Behind Act.**

Department of Special Education Services—251/242/244/246/248/275/240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II 301–279–3135

Budget Explanation Department of Special Education Services—251/242/244/246/248/275

The current FY 2010 budget for this department is changed from the budget adopted by the Board of Education on June 9, 2009. The change is a result of the realignment of $234,798 from this budget to support part-time salaries for the Individuals with Disabilities Education Act (IDEA) program.

The FY 2011 request for this department is $111,128,039, an increase of $3,057,351 from the current FY 2010 budget of $108,070,688. An explanation of this change follows.

Continuing Salary Costs—$2,623,909
There is an increase of $2,623,909 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—$231,650
There is a 1.0 instructional specialist position and $110,826 realigned from this department's budget to the Division of Prekindergarten, Special Programs, and Related Services. There are also realignments of $105,905 for materials from this budget to other OSESS units due to a division re-organization. There is an increase of 15.0 paraeducator positions and $448,381 from the Medical Assistance program budget due to a projected decrease in revenue.

The budget neutral position realignments within this department include a decrease of 4.375 paraeducator positions and an increase of 2.0 special education teacher positions in the High School Learning program offset by an increase of a 0.375 paraeducator position in the School-Based Special Education program.

Enrollment Changes—$77,839
There is a net decrease of 2.46 positions and a net increase of $77,839 related to changes in student enrollment in the programs in this department. There is an increase of 1.5 paraeducator positions and $40,824 and a decrease of a 0.5 special education teacher position and $26,739 due to changing enrollment in School/Community-Based programs. In addition there is an increase of 2.187 paraeductor positions and $59,521 and an increase of 2.5 special education teacher positions and $133,695 for Elementary Learning Centers. In the budget for the School-Based Special Education programs, there is a decrease of 5.247 paraeductor positions and $142,802 and a decrease of 2.9 special education teacher positions and $155,086. Other enrollment related changes include an increase of $168,426 for summer employment, stipends and extended-school year services.

Inflation—$31,306
Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by $31,306.

Other—$92,647
An additional $385,935 is budgeted for contractual services to support nursing services for students. In addition, there is a reduction of 8.0 special education teacher positions and $427,824 and 2.5 paraeductor positions and $68,040 due to the continued phase-out of the Secondary Learning Centers (SLC) because no students will be sent to ninth grade SLC classes. There also is a shift of 6.0 paraeducator positions and $202,576 from the Medical Assistance program budget to this department's budget.

Budget Explanation Special Schools—240/243/247/272/273/274/295

The FY 2011 request for special schools is $11,992,589, a decrease of $1,955,337 from the current FY 2010 budget of $13,947,926. An explanation of this change follows.

Continuing Salary Costs—($1,263,347)
There is a decrease of $1,263,347 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—($125,222)
There is a realignment of $105,072 to support an increase of a 0.6 social worker position and $63,043 in the Emotional Disabilities program, as a part of the Division of Prekindergarten, Special Programs, and Related Services. Additionally, there is a realignment of 0.5 school secretary I position and $20,150 to the Autism program budget, also a part of the Division of Prekindergarten Special Programs and Related Services.

Enrollment Changes—($424,550)
There is a net decrease of 7.75 positions and $424,550 related to changes in student enrollment in the special schools program. There is a decrease of a 1.0 special education teacher position and $53,478 and a decrease of 1.75 paraeducator positions and $47,628 due to changing enrollment at Stephen Knolls. In addition, in the budget for the JLG-RICA program there is a decrease of 3.0 special education teacher positions and $160,434, a decrease of 2.0 paraeducator positions and $54,432, and a decrease of $108,578 for supplies and materials due to decreased enrollment projections.

Other—($142,218)
There is a decrease of 1.0 social worker position and $105,072 in the budget for the Rock Terrace program. In addition, there is a decrease of a 1.0 school secretary II position and $37,146 in the JLG-RICA program.

Department of Special Education Services - 251/242/244/246/248/275

Gwendolyn J. Mason, Director II

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	1,844.582	1,776.278	1,776.278	**1,781.318**	5.040
Position Salaries	$106,673,384	$103,090,317	$103,090,317	**$105,667,906**	$2,577,589
Other Salaries					
Supplemental Summer Employment		1,170,602	1,170,602	**1,264,157**	93,555
Professional Substitutes				**2,006**	2,006
Stipends		197,521	197,521	**211,921**	14,400
Professional Part Time		20,784	20,784	**20,784**	
Supporting Services Part Time		2,502,878	2,268,080	**2,340,945**	72,865
Other		47,755	47,755	**47,755**	
Subtotal Other Salaries	3,755,419	3,939,540	3,704,742	**3,887,568**	182,826
Total Salaries & Wages	110,428,803	107,029,857	106,795,059	**109,555,474**	2,760,415
02 Contractual Services					
Consultants					
Other Contractual		150,021	150,021	**535,956**	385,935
Total Contractual Services	442,959	150,021	150,021	**535,956**	385,935
03 Supplies & Materials					
Textbooks		136,811	136,811	**192,968**	56,157
Media		13,235	13,235	**13,512**	277
Instructional Supplies & Materials		893,489	893,489	**752,063**	(141,426)
Office		9,382	9,382	**9,382**	
Other Supplies & Materials		4,337	4,337	**330**	(4,007)
Total Supplies & Materials	1,003,695	1,057,254	1,057,254	**968,255**	(88,999)
04 Other					
Local Travel		48,995	48,995	**48,995**	
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		14,359	14,359	**14,359**	
Total Other	58,876	63,354	63,354	**63,354**	
05 Equipment					
Leased Equipment					
Other Equipment		5,000	5,000	**5,000**	
Total Equipment	4,797	5,000	5,000	**5,000**	
Grand Total	$111,939,130	$108,305,486	$108,070,688	**$111,128,039**	$3,057,351

Department of Special Education Services - 251/242/244/246/248/275

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	251 Department of Special Education Services						
6	Q Director II			1.000	1.000	**1.000**	
6	P Director I		1.000				
6	O Supervisor		7.000	8.000	8.000	**8.000**	
6	BD Instructional Specialist		9.000	12.000	12.000	**11.000**	(1.000)
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Special Education	X	6.000	8.000	8.000	**8.000**	
6	16 Administrative Secretary III			1.000	1.000	**1.000**	
6	14 Administrative Secretary I		1.000	3.000	3.000	**3.000**	
6	13 Spec Ed Itinerant Paraeducator	X	110.000	82.500	82.500	**103.500**	21.000
6	12 Secretary		3.000				
6	11 Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Subtotal		**139.000**	**117.500**	**117.500**	**137.500**	**20.000**
	242 School-Community Based						
6	AD Teacher, Special Education	X	66.000	66.000	66.000	**65.500**	(.500)
6	13 Special Education Paraeducator	X	102.000	99.000	99.000	**100.500**	1.500
	Subtotal		**168.000**	**165.000**	**165.000**	**166.000**	**1.000**
	244 Secondary Learning Centers						
6	BD Sp Ed Secondary Prgm Spec	X	5.000	3.000	3.000	**3.000**	
6	AD Teacher, Special Education	X	43.000	32.000	32.000	**26.000**	(6.000)
6	13 School Secretary II		5.250	2.250	2.250	**2.250**	
6	13 Special Education Paraeducator	X	37.626	28.001	28.001	**21.126**	(6.875)
	Subtotal		**90.876**	**65.251**	**65.251**	**52.376**	**(12.875)**
	246 Elementary Learning Centers						
6	BD Sp Ed Elem Prgrm Spec	X	6.000	5.000	5.000	**5.000**	
6	AD Teacher, Special Education	X	40.000	39.500	39.500	**42.000**	2.500
6	13 Special Education Paraeducator	X	35.002	34.563	34.563	**36.750**	2.187
	Subtotal		**81.002**	**79.063**	**79.063**	**83.750**	**4.687**
	248 School-Based Special Education						
6	AD Teacher, Special Education	X	551.400	511.000	511.000	**508.100**	(2.900)
6	AD Teacher, Sp Ed Resource Room	X	251.000	251.500	251.500	**251.500**	
6	AD Teacher, Resource Spec Ed		59.000	62.000	62.000	**62.000**	
6	13 Special Education Paraeducator	X	489.929	510.589	510.589	**505.717**	(4.872)
	Subtotal		**1,351.329**	**1,335.089**	**1,335.089**	**1,327.317**	**(7.772)**
	275 Extensions						
7	BD Social Worker		.500	.500	.500	**.500**	
6	BD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000	**2.000**	
6	AD Teacher, Special Education	X	4.000	4.000	4.000	**4.000**	

Department of Special Education Services - 251/242/244/246/248/275

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	275 Extensions						
6	13 Special Education Paraeducator	X	7.875	7.875	7.875	**7.875**	
	Subtotal		**14.375**	**14.375**	**14.375**	**14.375**	
	Total Positions		**1,844.582**	**1,776.278**	**1,776.278**	**1,781.318**	**5.040**

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	222.875	222.875	222.875	**212.625**	(10.250)
Position Salaries	$12,735,055	$13,778,388	$13,778,388	**$11,931,629**	($1,846,759)
Other Salaries					
Supplemental Summer Employment		60,473	60,473	**12,448**	(48,025)
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		30,143	30,143	**7,903**	(22,240)
Other		21,275	21,275	**21,275**	
Subtotal Other Salaries	99,793	111,891	111,891	**41,626**	(70,265)
Total Salaries & Wages	12,834,848	13,890,279	13,890,279	**11,973,255**	(1,917,024)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks		9,485	9,485	**3,979**	(5,506)
Media		9,505	9,505	**5,892**	(3,613)
Instructional Supplies & Materials		37,323	37,323	**8,129**	(29,194)
Office					
Other Supplies & Materials					
Total Supplies & Materials	60,612	56,313	56,313	**18,000**	(38,313)
04 Other					
Local Travel		1,334	1,334	**1,334**	
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	1,869	1,334	1,334	**1,334**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	1,200				
Grand Total	$12,898,529	$13,947,926	$13,947,926	**$11,992,589**	($1,955,337)

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	243 Rock Terrace						
6	P Principal		1.000	1.000	1.000	**1.000**	
6	N Assisant Principal		1.000	1.000	1.000	**1.000**	
7	BD Social Worker		2.000	2.000	2.000	**1.000**	(1.000)
3	BD Psychologist		1.000	1.000	1.000	**1.000**	
6	BD Counselor	X	1.000	1.000	1.000	**1.000**	
6	BD Media Specialist	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Special Education	X	17.000	18.000	18.000	**18.000**	
6	AD Teacher, Physical Education	X	.500	.600	.600	**.600**	
6	AD Teacher, Art	X	.500	.600	.600	**.600**	
6	AD Teacher, General Music	X	.500	.600	.600	**.600**	
6	16 School Financial Specialist		1.000	1.000	1.000	**1.000**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	15 Instructional Data Assistant	X	.375	.375	.375	**.375**	
6	14 Security Assistant	X	1.000	1.000	1.000	**1.000**	
6	13 School Secretary II	X	.500	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	17.000	17.000	17.000	**17.000**	
6	12 Media Assistant	X	1.000	1.000	1.000	**1.000**	
	Subtotal		**47.875**	**49.675**	**49.675**	**48.675**	**(1.000)**
	272 Stephen Knolls						
6	N Coordinator Special Center		1.000	1.000	1.000	**1.000**	
6	BD Media Specialist	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	.500	.500	.500	**.500**	
6	AD Teacher, Special Education	X	10.500	10.500	10.500	**9.500**	(1.000)
6	AD Teacher, Physical Education	X	.500	.700	.700	**.700**	
6	AD Teacher, Art	X	.500	.500	.500	**.500**	
6	AD Teacher, General Music	X	.400	.400	.400	**.400**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	15 Instructional Data Assistant	X	.375	.375	.375	**.375**	
6	13 Special Education Paraeducator	X	19.250	19.250	19.250	**17.500**	(1.750)
6	12 School Secretary I		.500	.500	.500	**.500**	
6	12 Media Assistant	X	.500	.500	.500	**.500**	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	**.875**	
	Subtotal		**36.400**	**36.600**	**36.600**	**33.850**	**(2.750)**
	273 Carl Sandburg						
6	O Principal		1.000	1.000	1.000	**1.000**	
3	BD Psychologist		1.000	1.000	1.000	**1.000**	
6	BD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000	**2.000**	
6	BD Media Specialist	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Special Education	X	15.000	16.000	16.000	**16.000**	

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	273 Carl Sandburg						
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Art	X	.700	.700	.700	**.700**	
6	AD Teacher, General Music	X	.500	.500	.500	**.500**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	15 Instructional Data Assistant	X	.250	.250	.250	**.250**	
6	13 Special Education Paraeducator	X	17.500	17.500	17.500	**17.500**	
6	12 School Secretary I		1.000	1.000	1.000	**.500**	(.500)
6	12 Media Assistant	X	.500	.500	.500	**.500**	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	**.875**	
	Subtotal		**43.825**	**44.825**	**44.825**	**44.325**	**(.500)**
	274 Longview						
6	N Coordinator Special Center			1.000	1.000	**1.000**	
6	BD Instructional Specialist		1.000				
6	AD Teacher, Staff Development	X	.500	.500	.500	**.500**	
6	AD Teacher, Special Education	X	10.000	10.000	10.000	**10.000**	
6	AD Teacher, Physical Education	X	.500	.500	.500	**.500**	
6	AD Teacher, Art	X	.500	.500	.500	**.500**	
6	AD Teacher, General Music	X	.400	.400	.400	**.400**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	17.500	17.500	17.500	**17.500**	
6	12 School Secretary I		.500	.500	.500	**.500**	
6	12 Media Assistant	X	.500	.500	.500	**.500**	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	**.875**	
	Subtotal		**33.275**	**33.275**	**33.275**	**33.275**	
	295 JLG - RICA						
6	P Principal		1.000	1.000	1.000	**1.000**	
6	N Assistant Principal		1.000	1.000	1.000	**1.000**	
6	BD Media Specialist	X	1.000	1.000	1.000	**1.000**	
6	BD Sp Ed Secondary Prgm Spec	X	3.000	2.000	2.000	**2.000**	
6	AD Teacher	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Special Education	X	24.000	22.000	22.000	**20.000**	(2.000)
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	**1.000**	(1.000)
6	AD Teacher, Art	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Sp Ed Transition	X	1.000	1.000	1.000	**1.000**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	15 Instructional Data Assistant	X	.250	.250	.250	**.250**	
6	14 Security Assistant	X	1.000	1.000	1.000	**1.000**	
6	13 School Secretary II		1.000	1.000	1.000		(1.000)
6	13 Special Education Paraeducator	X	21.250	21.250	21.250	**19.250**	(2.000)
6	12 School Secretary I		1.000	1.000	1.000	**1.000**	

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	295 JLG - RICA						
6	12 Media Assistant	X	.500	.500	.500	**.500**	
	Subtotal		**61.500**	**58.500**	**58.500**	**52.500**	**(6.000)**
	Total Positions		**222.875**	**222.875**	**222.875**	**212.625**	**(10.250)**

Division of Prekindergarten, Special Programs, and Related Services

Individuals with Disabilities Education

Director I (P)	**1.0**
Instructional Specialist (B–D)	**2.0**
Administrative Secretary II (15)	**1.0**
Office Assistant IV (11)	**1.0**

Special Programs and Related Services

Programs—Deaf and Hard of Hearing and Visually Impaired

Supervisor (O)	1.0
Interpreting Services Coordinator (G)	1.0
Instructional Specialist (B–D)	3.0
Psychologist (B–D)	1.0
Auditory Development Specialist (A–D)	7.0
Teacher,Vision (A–D)	13.5
Teacher, Auditory (A–D)	34.0
Braillist (18)	1.0
Interpreter II (17)	4.5
Administrative Secretary I (14)	1.0
Interpreter I (14)	29.0
Paraeducator (12-13)	18.813
Office Assistant IV (11)	1.0

Autism Programs

Instructional Specialist (B–D)	2.5
Elementary Program Specialist (B–D)	4.5
Psychologist (B–D)	1.0
Speech Pathologist (B–D)*	
Teacher, Special Education (A–D)	68.5
Occupational Therapist (A–D)*	
Paraeducator (12-13)	140.85
Secretary (12)	1.0

Speech and Language Programs

Supervisor (O)	1.0
Speech Pathologist (B–D)	193.2
Administrative Secretary I (14)	1.0
Speech Pathologist Assistant (14)	0.8
Office Assistant IV (11)	1.3

Programs for Students with Emotional Disabilities (ED)

Supervisor (O)	1.0
Specialist, Emotional Disabilities (B–D)	1.0
Psychologist (B–D)	7.0
Secondary Program Specialist (B–D)	13.0
Social Worker (B–D)	7.6
Teacher, Behavioral Support (A–D)	6.5
Teacher, Special Education (A–D)	56.9
Administrative Secretary I (14)	1.0
Paraeducator (12-13)	84.0

Bridge

Social Worker (B–D)	2.0
Psychologist (B–D)	1.0
Teacher, Resource (A–D)	4.0
Teacher, Physical Education (A–D)	2.0
Teacher, Special Education (A–D)	21.0
School Secretary II (13)	2.0
Paraeducator (12-13)	25.875

Transition Services

Supervisor (O)	1.0
Instructional Specialist (B–D)	1.0
Secondary Program Specialist (B–D)	1.0
Teacher, Special Education (A–D)	46.0
Administrative Secretary I (14)	1.0
Paraeducator (12-13)	22.75

Programs for Physically Disabled

Supervisor (O)	1.0
Instructional Specialist (B–D)	2.0
Occupational Therapist (A–D)	71.1
Physical Therapist (A–D)	26.4
Teacher, Orthopedic (A–D)	8.0
Teacher, Physical Education (A–D)	0.4
Teacher, Special Education (A–D)	0.8
Media Services Technician (17)	0.75
Administrative Secretary I (14)	1.0
Occupational Therapy Assistant (14)	1.175
Physical Therapy Assistant (14)	1.075
Paraeducator (12-13)	12.0
Secretary (12)	1.0

F.T.E. Positions 971.788

*Positions funded by IDEA/ARRA

Individuals with Disabilities Education Act (IDEA)
Home- and School-Based Services

Infants/Toddlers and Preschool Services Unit/Child Find

Supervisor (O)	1.0
Instructional Specialist (B–D)	3.0
Speech Pathologist (B–D)	0.6
Teacher, Special Education (A–D)	0.2
Administrative Secretary I (14)	1.0
Secretary (12)	1.0

Preschool Education Program

Coordinator (N)	2.0
Elementary Program Specialist (B–D)	2.0
Instructional Specialist (B–D)	1.0
Psychologist (B–D)	2.5
Teacher (A–D)*	0.7
Teacher, Special Ed (A–D)*	0.3
Teacher, Preschool (A–D)	0.2
Administrative Secretary I (14)	3.0

Single Point of Entry for Identification of Birth to Kindergarten (DESC)

Instructional Specialist (B–D)	4.0
Psychologist (B–D)	2.0
Speech Pathologist (B–D)	3.0
Occupational Therapist (A–D)	3.0
Program Secretary (13)	3.0

Infants and Toddlers Program

Coordinator (N)	4.0
Elementary Program Specialist (B–D)	4.0
Speech Pathologist (B–D)	67.7
Occupational Therapist (A–D)	29.0
Physical Therapist (A–D)	33.5
Teacher, Auditory (A–D)	4.0
Teacher, Infants and Toddlers (A–D)	64.8
Teacher, Vision (A–D)	3.0
Administrative Secretary I (14)	4.0
Paraeducator (12-13)	40.9

Preschool Education Program (PEP Classic) and Early Childhood

Parent Educator (A–D)	16.0
Teacher, Preschool (A–D)	40.0
Paraeducator (12-13)	35.0

PEP Beginnings

Speech Pathologist (B–D)	2.1
Teacher, Beginnings (A–D)	7.0
Physical Therapist (A–D)	2.8
Occupational Therapist (A–D)	1.4
Paraeducator (12-13)	12.25

PEP Intensive Needs

Speech Pathologist (B–D)	7.7
Occupational Therapist (A–D)	7.5
Teacher, Preschool (A–D)	25.0
Paraeducator (12-13)	25.0

PEP Itinerant

Speech Pathologist (B–D)	1.9
Occupational Therapist (A–D)	1.5
Physical Therapist (A–D)	0.5
Teacher, Preschool (A–D)	4.8

InterACT

Instructional Specialist (B–D)	1.0
Speech Pathologist (B–D)	6.5
Occupational Therapist (A–D)	1.4
Physical Therapist (A–D)	0.5
Teacher, Special Education (A–D)	4.2
IT Services Technical Assistant II (16)	1.0
Paraeducator (12-13)	0.875

Augmentative Communication

Speech Pathologist (B–D)	0.6
Teacher, Special Education (A–D)	3.0
Paraeducator (12-13)	5.25

Preschool Language Classes

Speech Pathologist (B–D)	7.5
Teacher, Special Education (A–D)	2.0
Paraeducator (12-13)	7.0

PEP School/Community Based

Speech Pathologist (B–D)	1.2
Teacher, Preschool (A–D)	6.0
Teacher, Special Education (A–D)	1.8
Physical Therapist (A–D)	1.2
Occupational Therapist (A–D)	1.2
Paraeducator (12–13)	9.0

School-based Programs: Learning for Independence and Resource Programs

Teacher, Special Education (A–D)*	55.3
Paraeducator (12-13)*	43.249

Stephen Knolls

Teacher, Art (A–D)	0.2
Teacher, Music (A–D)	0.2
Teacher, Physical Education (A–D)	0.2

Elementary Learning Center

Elementary Program Specialist (B–D)	1.0

Psychological Services

Speech Pathologist (B–D)*	1.0

Autism Programs

Speech Pathologist (B–D)*	1.2
Occupational Therapist (A–D)*	1.2

F.T.E. Positions 643.624

*Funded by IDEA/ARRA

Division of Prekindergarten, Special Programs, and Related Services—271/245/249/252/253/254/256/258/259/299/913/930

Felicia Piacente, Director I 301–279–8520

Mission

The mission of the Division of Prekindergarten, Special Programs and Related Services (DPSPRS) is to provide services to young children with disabilities and their families, and to provide specialized programming and related services to students with disabilities. Division goals are to lessen the impact of the disability through early identification and a broad range of parent/caregiver education services; to provide transition services to students ages 14–21; to provide special services uniquely designed to meet the needs of students with physical disabilities, autism spectrum disorder, emotional disabilities, speech/language, hearing, and/or vision impairments; and to provide related services to students with disabilities from birth to age 21. The division continues to work towards preparing prekindergarten students for entry into school aged services. Montgomery County Public Schools (MCPS) continues efforts to keep young children with disabilities in public schools and as close to home as possible. Efforts continue to return prekindergarten students currently in non-public settings to the public schools by increasing the number of public prekindergarten special education classes. DPSPRS promotes the attainment of Success for Every Student goals as identified in the Children's Agenda, the MCPS Strategic Plan *Our Call to Action: Pursuit of Excellence*, the *No Child Left Behind Act of 2001*, and the Maryland State Department of Education's Bridge to Excellence plan.

Major Functions

DPSPRS oversees and monitors the Child Find/Early Childhood Disabilities Unit, Preschool Education Program (PEP), the Montgomery County Infants and Toddlers Program (MCITP), speech and language services, Interdisciplinary Augmentative Communication and Technology (InterACT), services for students with physical disabilities, occupational and physical therapy services, services for students who are deaf or hard of hearing, services for students with vision disabilities, services for students with autism spectrum disorders, and emotional disabilities services, including bridge and transition services.

Early identification begins at birth to age three through the MCITP, an interagency program that includes the Montgomery County Department of Health and Human Services, MCPS, and private contractors. After referral, staff members work with families to identify children with developmental delays and implement plans to address them. Between the ages of three and five, the Child Find office conducts developmental screenings and refers children who may need further assessment to an interdisciplinary assessment team, the Bilingual Assessment Team, or the local school.

A child with an educational disability requires access to a wide range of special education services to acquire developmental skills. For children under the age of three, the focus is on providing the family with the tools they need to foster developmental skills. MCPS staff members provide special instruction; parent training; and speech, occupational, and/or physical therapy primarily in homes or child care settings, the natural environments for infants and toddlers. The focus of intervention is on teaching caregivers to address the developmental needs of the child. For prekindergartners over the age of three, the focus shifts to providing more traditional educational services ranging from consultation services in community preschools, itinerant services at a local school, or small supportive classes located within an elementary school. The provision of these early intervention services decreases the likelihood that children will need special education services and/or reduces the intensity of the services required as they enter kindergarten.

Integrated throughout these functions are interagency collaborative efforts to address the needs of children with disabilities and their families. These include interagency planning committees, development of grant applications with other agencies and community organizations, and MCPS participation in current interagency projects, such as the MCITP, the Montgomery County Early Care and Education Congress, the Integrated Early Childhood Budget Committee, the Home Visiting Consortium, and the Judy Centers. Funds also support outreach to local early care and education settings, and development of collaboration among MCPS prekindergarten programs such as Head Start/prekindergarten, PEP and the Child Development Program.

Speech and language services are provided for the prevention, assessment, diagnosis, and intervention of communication disabilities for students from birth to age 21. Services focus on the development of oral, gestural, and/or augmentative communication skills and are individualized for each student to support the goals and provide access to the MCPS curriculum or the Fundamental Life Skills curriculum, as appropriate.

The Physical Disabilities Program provides comprehensive special education instruction and related services to students with physical and health-related disabilities in prekindergarten through grade 12. Individualized instruction focuses on access to the general education curriculum in the least restrictive environment. Related services of occupational and physical therapy are provided to children and adolescents with disabilities throughout the county in accordance with the Individual Family Services Plan for eligible children from birth to age three or through the Individualized Education Program (IEP) for ages three to 21.

Programs for students who are Deaf or Hard of Hearing (D/HOH) provide educational services and access to the general education environment by supporting the development of critical cognitive, language, and communication skills. Three communication methodologies—auditory/oral, cued speech, and total communication—are offered to address individual student needs and family preferences. Special classes are offered for students ages three through 21 in centrally-located schools, providing an intensive instructional program. Itinerant services are available in students' neighborhood schools or other recommended sites. Interpreting services are provided to students throughout the county

who require the support to benefit from their instructional program. Specialized communication skill development is necessary to address the complex needs presented by significant hearing loss, in conjunction with expert assistance to students, families, and staff to keep abreast of continuing technological developments in hearing aids and frequency modulation amplification devices. D/HOH teachers and staff (including an educational audiologist and parent educator) provide ongoing consultation to school staff and vital outreach to parents to maximize students' development.

Vision Services support the instructional program of students with visual impairments by providing essential direct services in compensatory skills and the use of specialized materials, equipment, and technology for students, as well as ongoing consultation to school staff. A vision preschool class, in a centrally-located school, provides a critical and unique multisensory approach to the MCPS preschool curriculum. Itinerant vision services, assistive technology, and specially-formatted materials (Braille, large print, digitized books, audio tapes, etc.) are provided to students, as appropriate, in their neighborhood schools or other recommended sites, enabling students to access the curriculum and more fully participate with peers. Orientation and mobility services are provided to teach students how to travel safely in their schools and communities. Parent education and outreach activities help ensure the implementation of compensatory life strategies at home, in the community, and in post-secondary settings.

The autism program provides prekindergarten classes through the Comprehensive Autism Preschool Program (CAPP) in five elementary schools county-wide. Classes for students with Autism in grades K–12 are located in general education schools throughout the county. Classes and supports for students with Asperger's Syndrome In grades 1–12 focus on an enriched general education curriculum and Instruction In coping skills and prosocial behaviors. The autism unit, a team of centrally-based staff with expertise in autism, provides consultation to school staff with regard to understanding the disorder, accommodations, and specialized teaching strategies.

Emotional disabilities classes are located in select high school clusters and serve students in grades K–12 who need individualized instruction, comprehensive behavior management, alternative learning structures, and social skills instruction. Bridge services are designed to meet the needs of socially vulnerable secondary students with disabilities who face challenges in problem-solving skills, peer relationships, organization and planning, and coping skills.

Transition services are designed to coordinate activities to improve the graduation rate of students with disabilities. Services focus on improving the academic and functional achievement of students as they move from school to post-secondary opportunities. A transition support teacher is assigned to each high school, and supports the MCPS initiative of the Seven Keys to College Readiness, and the County Council's goal of Career and Work Readiness for students with disabilities ages 14 through 21.

Trends and Accomplishments

In response to the Montgomery County Children's Agenda, interagency collaboration between MCPS and other county and community agencies that provide services to young children with disabilities and their families continues to grow. These efforts enable parents to address their children's special needs by accessing direct and linkage services in Montgomery County, as demonstrated on a small scale by ChildLink, the single source of information for parents seeking early childhood services in Montgomery County. Due in part to these efforts, the number of very young children referred to MCITP remained steady in FY 2009 following a 13 percent increase the previous year. MCITP served over 3,825 children, representing a slight increase of 78 children since FY 2008. The steady increase over the years indicates that outreach to families and communities is successful, and that children and their families are receiving early intervention and supports. Slightly over 40 percent of children referred in FY 2008 spoke a language other than English as their primary language. Effective February 1, 2010, parents may elect to remain with Infants and Toddlers rather than transition to prekindergarten special education which could increase the number of students served during this fiscal year.

Child Find screening clinics continue at a steady pace for children between the ages of three and five. Screening clinics are scheduled at the centrally located Carver Educational Services Center, community centers, and local libraries to improve access for families. Spanish-speaking screening staff from Child Find and MCITP serve at several clinics arranged through local liaison groups. During FY 2010, community-specific clinics are planned for the Crossways Community Center, the TESS Community Service Center, and the Bohrer Activity Center, as well as public libraries. Demographic shifts are evident in assessment referrals of speakers of languages other than English and in referrals of children with mental health issues. Thirty-three percent of referrals to Child Find require services from an interpreter an increasing trend over the last few years. The most frequently requested languages are Spanish, Vietnamese, French, Amharic, Russian, and Mandarin.

In response to growing evidence regarding the importance of stimulation and early intervention for children under the age of five, the Montgomery County Council created an Early Childhood Services Initiative. Early childhood services staff members work with county agencies and private providers to address issues related to young children and their families. Child Find and MCITP staff members represent early childhood special education and MCPS on committees and projects in this interagency effort. Examples of interagency collaboration include the Montgomery County Early Care and Education Congress, the Home Visiting Consortium, the Early Childhood Public Engagement Campaign

subcommittee, the Early Childhood Workgroup of the Child Well-Being Committee of the Montgomery County Collaboration Council, and the Judy Centers advisory boards. Child Find and PEP staff members consult with community early care and education programs about child development, curriculum modifications, and accommodations to support children with disabilities throughout the year.

Although early identification and intervention decrease the need for intensive special education services when children reach school age, there has been a significant increase in the number of infants and toddlers entering MCPS who require services, with stable referrals between FY2009 and FY2010. This trend can be attributed to increases in prenatal exposure to drugs, alcohol, or viral infections, and to technologically-advanced medical interventions for babies who are born prematurely or have low birth weight. The increased referrals affect all aspects of pre-kindergarten special education programs. Approximately 33 percent of eligible children remain in preschool special education for three years due to guidelines in kindergarten eligibility. The combination of these factors has resulted in increases in the prekindergarten special education population since FY 2003. These trends are expected to continue for the foreseeable future.

MCPS continues efforts to keep young children with disabilities in public schools and as close to home as possible. Serving children closer to home eases transition to kindergarten and minimizes transportation costs. PEP co-locates Classic classes with more intensive Beginnings and/or Intensive Needs classes to allow flexible, heterogeneous grouping and provide a challenging curriculum for all children served.

Students in prekindergarten special education classes continue to work with other MCPS programs, such as Head Start and MCPS prekindergarten, on joint activities when located in the same school. During FY 2009, special education and general education staff co-taught classes for four-year-old students at 13 school locations. During FY 2007, PEP initiated Providing Inclusive Learning Opportunities for Threes (PILOT) classes at four schools. Neighborhood peers attend classes with PEP students, providing an environment for students with and without disabilities to learn together. In FY 2008, PILOT expanded to seven locations, and four additional sections of PILOT will be added to existing locations in FY 2010. Head Start/prekindergarten and special education staff members participate jointly in training for new teachers as well as all prekindergarten staff during the school year.

In order to continue to meet the needs of prekindergarten children with speech-language disabilities, MCPS Speech and Language Services has expanded the range of services for students In FY 2008 by implementing a two-day per week language class program. This program complements the prekindergarten speech centers which provide itinerant speech language services within each high school cluster, and the five-day per week language class program, allowing for a continuum of services available to youngsters with speech language disabilities. Fifty-eight students were served in the two-day prekindergarten language classes during FY 2009. Speech-language pathologists use the prekindergarten classroom structure to focus on the development of oral communication skills. Ongoing opportunities are provided for parent training and collaboration, consistent with best practices for speech and language development.

To continue to address the critical shortage of speech-language pathologists, MCPS continues its participation in a partnership with the University of Maryland. The partnership provides financial support for tuition of selected graduate students, involves ongoing collaboration regarding coursework and training for students, and includes an internship placement in MCPS for each student. Students commit to work as speech-language pathologists in MCPS for a specified number of years after the conclusion of the graduate program. Since the initiation of the program, MCPS has filled 23 FTE positions with speech-language pathologists who have a strong background and training in provision of speech-language services in the public school setting.

The capability of assistive technology and augmentative communication for providing access to the general education curriculum for students with disabilities continues to drive the heavy demand for services. The support and use of assistive technology and augmentative communication is a vital component of educational plans for many students with disabilities. The Interdisciplinary Augmentative Communication and Technology team (InterACT) provides consultative services, maintains a lending library of equipment, conducts professional development, and provides examples of adapted instructional materials to support the communication and curricular access needs of student with disabilities from birth through age 21. InterACT has received recognition from the National Council on Communicative Disorders for exemplary use of best practices that contribute to the improvement of the quality of life for persons with communication disorders. By providing professional development to school teams in the use of tools such as voice-output devices, alternative keyboards, and picture communication symbols, students have greater access and participation in the curriculum. In FY 2009, the InterACT team received 160 new requests from school teams for consultative services to support students. The InterACT Team also provides consultative services to MCPS staff, supporting 520 children in over 105 locations throughout the county. Through InterACT's support, school team members are able to continue developing skills in the use of assistive technology so students can participate and progress in the curriculum as outlined in the individualized education plan.

In FY 2008, the Physical Disabilities Program began an inclusive prekindergarten class where neighborhood peers attend class with students with physical disabilities; a second class opened in FY 2009. The High Incidence Assistive Technology Team (HIAT) continues to expand its consultation and training to MCPS school teams on universal design for learning (UDL) and the use of technology to achieve curricular outcomes. HIAT courses include UDL and the use

of assistive technology for reading and writing for students with high incidence disabilities, such as learning disabilities. In FY 2009, HIAT provided support to 54 MCPS schools and conducted 95 professional development sessions. MCPS staff members, both general and special educators, are actively completing technology related professional development provided by HIAT, InterACT and the Technology Consulting Team through a program called E-TIPS. In FY 2009 HIAT provided five parent workshops on the use of universally designed learning strategies and accessible technology tools to support students at home. The HIAT Web site was expanded to include over 120 downloadable tools, and has over 11,000 visitors on average each month. The Accessible Technology Steering Committee continues to facilitate collaboration among MCPS offices involved in meeting technology initiatives.

Services for students who are deaf or hard of hearing are on the rise due to the increase in use of cochlear implants in students of every age group, from prekindergarten through high school, with the most significant increase in the birth to age three population. Children as young as 12 months of age are now receiving bilateral cochlear implants (i.e., implementation in both ears). Demand for skilled auditory communication specialists continues to be significant, with the need to provide the unique and intensive communication rehabilitation required following cochlear implant surgery and the expert audiological support and monitoring of student needs countywide required for providing cutting-edge amplification equipment. The Universal Newborn Hearing Screening legislation in the state of Maryland has significantly improved early detection of hearing loss, which is resulting in growth in the prekindergarten population along with an increased demand for technical audiological services required for evaluating and fitting amplification devices. Educational audiologist positions are critical in order to keep current with the latest trends and innovations in equipment for students who are deaf or hard of hearing, to deliver training and support to staff, and to provide support to parents. Along with the increase in the number of students accessing the general education environment in their neighborhood schools, there also are more students who have multiple disabilities and are deaf, requiring sign language support in other special education programs. Both of these trends indicate a need for additional interpreters and itinerant paraeducators to provide communication access and support. In a continued effort to address the national shortage of educational interpreters, the D/HOH program has reached out to nationwide agencies and training institutions in an effort to recruit sign language interpreters and cued speech transliterators. On-site mentoring support and training opportunities from the D/HOH staff in the Office of Interpreting Services enhances the professional development of existing staff.

The increased number of students who are deaf or hard of hearing and are English Language Learners has impacted the instructional and parent supports provided by the D/HOH program. The parent educator provides in-home support groups for Latino parents to learn more about amplification and communication for their children, teaching sign language as they learn English. Workshops on the "multicultural deaf" perspective provides insight and training opportunities for D/HOH staff.

Vision Services continue to implement a privately funded grant from the Aid Association for the Blind of the District of Columbia. Grant funds provide students, who are blind or visually impaired, opportunities to participate in leisure and community activities outside of the school day. Vision Services remain current with state-of-the-art technology and TechMod upgrades in MCPS schools. It continues to be necessary to upgrade equipment and software that enables students countywide to fully and independently participate at the highest levels of academic functioning.

In FY 2009, consistent with the countywide initiatives to provide increased inclusive practices at the prekindergarten level, the vision prekindergarten class continued its participation in collaborative programming with the MCPS prekindergarten class located in the school. This shared programming provided structured social interactions and academic learning opportunities for children who are visually impaired along with nondisabled peers; this effort will continue in FY 2010.

During the past two decades, there has been an increasing number of babies born who have been diagnosed with Cortical Visual Impairments (CVI). These children typically have multiple disabilities in addition to a visual impairment. Research has shown that using very specific teaching strategies and materials and creating specially adapted environments, increases the likelihood of children to make progress. Vision services continue to adapt to these changing student needs.

In support of the Children's Agenda, the Success for Every Student plan, the MCPS Strategic Plan *Our Call to Action: Pursuit of Excellence*, and the *No Child Left Behind Act*, DPSPRS, in collaboration with Partners for Success, provides child development education, resource information, and training to parents and caregivers. The strong emphasis on parent education is designed to help parents develop the skills to be active decision makers in their child's education.

Major Mandates

- Public Law 108–446, IDEA 2004 mandates a free and appropriate public education for students with disabilities in the least restrictive environment to meet students' needs. It also requires the provision of services, birth to age 21, including related services, to support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, and psychological services. IDEA 2004, Part C, mandates identification of and services to families who have children with developmental delays, birth to age three, on a year-round basis.
- Maryland regulations set forth state requirements for implementing federal laws concerning the education of

children with disabilities, children with developmental delays, birth to age three, and their families.

- Montgomery County Public Schools delivers services to children and their families in participation with other county agencies through MCITP. The Early Childhood Education policy requires an appropriate program for children, birth through age five, who participate in educational programs.
- The No Child Left Behind Act mandates that state, district, and local schools are accountable to federal requirements and guidelines for academic standards and testing programs; the intersection of state testing and national assessment; the tracking of yearly progress; and a variety of interventions, rewards, and sanctions. Standards, testing, and accountability are the foundations of this act. Local schools are mandated to focus instruction where it is most needed and address achievement gaps for the benefit of all students.
- The Montgomery County Public Schools' strategic plan and *Our Call to Action: Pursuit of Excellence* mandates a reduction of the overrepresentation of African American students in special education.

Strategies

- Provide an educational environment in preschool special education services in which children and families receive respect, encouragement, and an opportunity to build knowledge, skills, and attitudes to be successful; provide assistance to general preschool programs focused on the same goal.
- Support special education services that involve parents, students, and community members to ensure that students are ready for school by age five.
- Encourage involvement of parents, business/community representatives, and students in DPSPRS programs.
- Provide programs that utilize a variety of instructional strategies and service delivery models for students with intensive special education needs.
- Support special education programs that involve parents, students, and community members to prepare students for higher learning and workplace success.
- Increase cooperative partnerships with the business community to provide services for students with disabilities.
- Provide instruction, technology, and service delivery models that support access to the MCPS curriculum in the least restrictive environment.
- Provide staff development that promotes the use of research-based assessment and instructional strategies and technologies to increase student achievement on local, state, and national assessments.
- Provide parents the information and support they need to be actively involved in their child's education.

Performance Measures

Performance Measure: To increase the percentage of children receiving prekindergarten special education services who consistently demonstrate skills, behaviors, and knowledge for school to "full" readiness based on the Maryland Model for School Readiness (MMSR).

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
48%	52%	56%

Explanation: This measure determines readiness for learning in the fall of the kindergarten year. Targeted performance measures are for children deemed at "full" readiness for kindergarten.

Performance Measure: To increase the percentage of children currently attending prekindergarten special education classes, being recommended for services in their home school in kindergarten.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
54.2%	60%	70%

Explanation: This measure indicates effectiveness of early intervention of special education services in decreasing the impact of a child's disability or developmental delay upon entering kindergarten.

Performance Measure: To increase the percentage of children ages three through five receiving services in settings with typically developing peers.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
59.6%	43%	43.5%

Explanation: This measure indicates improvement toward LRE mandates and promotes special education instruction in early childhood environments; targets are set by MSDE.

Budget Explanation Division of Prekindergarten, Special Programs, and Related Services—271/245/249/252/253/254/256/258/259

The FY 2011 request for this division is $66,420,024, an increase of $3,633,901 from the current FY 2010 budget of $62,786,123. An explanation of this change follows.

Continuing Salary Costs—$1,921,367
There is an increase of $1,921,367 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—$348,630
The budget neutral position realignments within this division include a decrease of 4.5 special education teacher positions offset by an increase of 6.0 paraeducator positions and 1.0 social worker position. Also, there is a realignment

of a 0.6 social worker position and $63,043 along with a 0.5 secretary position and $20,150 from the Special Schools program to this budget. In addition, there is a realignment of a 1.0 instructional specialist position and $110,826 from the Department of Special Education Services. This division's budget is also increased by $154,611 for non-position resources with offsetting decreases from other OSESS units.

Enrollment Changes—$1,278,369
There are budget changes resulting from projected changes in student enrollment for FY 2011. There is an increase of a 1.0 special education teacher position and $53,478 and an increase of a 0.875 paraeducator position and $23,814 for the Bridge program. In the budget for Speech and Language programs, there is an increase of a 1.0 speech pathologist position and $60,466. Also, there is a decrease of a 0.5 vision teacher position and $26,739. The Programs for Students with Physical Disabilities budget includes a net increase of 2.75 positions and $137,850 as follows: there is an increase of a 0.5 orthopedic teacher position, 0.5 physical therapist position; 1.0 occupational therapist position; and a 0.75 paraeducator position. The budget for the Autism program includes an increase of 9.5 special education teacher positions and $508,041 and 19.16 paraeducator positions and $521,459.

Inflation—$12,466
Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by $12,466.

Other—$73,069
To provide countywide support, an additional 1.0 special education teacher position and $73,069 is budgeted for the Autism program, in this division.

Budget Explanation Individuals with Disabilities Education—299/913/930

The current FY 2010 budget for this program is changed from the budget adopted by the Board of Education on June 9, 2009. The budget is increased by $941,756 due to additional funding received for the Individuals with Disabilities Education Act (IDEA) program. There is also a net decrease of 4.974 positions. These funds are used to support the costs for supplemental services as required under the No Child Left Behind legislation. Also, there is a reduction of $8,628 for the Infants and Toddlers grant program this year based on the actual amount received by the grantor. These funds are realigned to the budget for the Provision for Future Supported Projects.

The FY 2011 request for this program is $66,051,185, an increase of $5,431,681 from the current FY 2010 budget of $60,619,504. An explanation of this change follows.

Continuing Salary Costs - $2,927,301
There is an increase of $2,927,301 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—$879,749
In FY 2011, approximately 36 students that would have attended nonpublic programs will be served in MCPS preschool, School/Community-Based classes. This allows for a realignment of $879,749 from nonpublic tuition in the Placement and Assessment Services unit to this program to support 7.8 teacher, 1.2 speech pathologist, 1.2 occupational therapist, 1.2 physical therapist, and 9.0 paraeducator positions.

There are various budget neutral shifts within this program. There is a shift of $496,328 for 4.0 special education teacher positions from the IDEA grant program budget to the locally funded budget for this program. In addition, there is a shift of $1,225,782 for 13.0 special education teacher positions and 4.9 paraeducator positions from the IDEA-American Recovery and Reinvestment Act (ARRA) program budget to the locally funded budget for this program.

Enrollment Changes—$1,624,631
The budget changes resulting from projected changes in student enrollment for the programs funded by IDEA include an increase of 10.4 special education teacher positions and $556,171, 8.6 speech pathologist positions and $520,008, 2.2 physical therapist positions and $133,025, 1.8 occupational therapist positions and $108,839, and 11.265 paraeducator positions and $306,588.

Project's Recent Funding History Individuals with Disabilities Education (IDEA)—299/913

	FY 2010 Projected 7/1/09	FY 2010 Received 11/30/09	FY 2011 Projected 7/1/10
Federal	23,694,356	$24,990,248	$25,274,408
State			
Other			
County	$21,193,175	$20,604,240	$25,751,762
Total	$44,887,531	$45,594,488	$51,026,170

Project's Recent Funding History Individuals with Disabilities Education Act (IDEA)/American Recovery and Reinvestment Act (ARRA)—913

	FY 2010 Projected 7/1/09	FY 2010 Received 11/30/09	FY 2011 Projected 7/1/10
Federal	$13,861,689	$14,096,487	$14,096,487
State			
Other			
County			
Total	$13,861,689	$14,096,487	$14,096,487

Project's Recent Funding History
Infants and Toddlers—930

	FY 2010 Projected 7/1/09	FY 2010 Received 11/30/09	FY 2011 Projected 7/1/10
Federal	$937,156	$928,528	$928,528
State			
Other			
County			
Total	$937,156	$928,528	$928,528

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	882.842	932.403	932.403	**971.788**	39.385
Position Salaries	$54,975,480	$61,070,698	$61,070,698	**$64,537,522**	$3,466,824
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		201,749	201,749	**201,749**	
Other		50,448	50,448	**50,448**	
Subtotal Other Salaries	191,179	252,197	252,197	**252,197**	
Total Salaries & Wages	55,166,659	61,322,895	61,322,895	**64,789,719**	3,466,824
02 Contractual Services					
Consultants		31,725	31,725	**31,725**	
Other Contractual		404,500	404,500	**404,500**	
Total Contractual Services	223,349	436,225	436,225	**436,225**	
03 Supplies & Materials					
Textbooks		28,037	28,037	**57,858**	29,821
Media					
Instructional Supplies & Materials		388,864	388,864	**565,604**	176,740
Office		4,324	4,324	**4,324**	
Other Supplies & Materials		191,367	191,367	**151,883**	(39,484)
Total Supplies & Materials	215,295	612,592	612,592	**779,669**	167,077
04 Other					
Local Travel		301,536	301,536	**301,536**	
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		11,550	11,550	**11,550**	
Total Other	231,686	313,086	313,086	**313,086**	
05 Equipment					
Leased Equipment					
Other Equipment		101,325	101,325	**101,325**	
Total Equipment		101,325	101,325	**101,325**	
Grand Total	$55,836,989	$62,786,123	$62,786,123	**$66,420,024**	$3,633,901

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	271 Dept. of Prschl Sp Ed & Related Svc						
6	P Director I		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		1.000	1.000	1.000	**2.000**	1.000
6	15 Administrative Secretary II			1.000	1.000	**1.000**	
6	14 Administrative Secretary I		1.000				
6	11 Office Assistant IV					**1.000**	1.000
	Subtotal		**3.000**	**3.000**	**3.000**	**5.000**	**2.000**
	245 Bridge Program						
7	BD Social Worker		2.000	2.000	2.000	**2.000**	
3	BD Psychologist		1.000	1.000	1.000	**1.000**	
6	AD Teacher, Special Education	X	20.000	20.000	20.000	**21.000**	1.000
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	**2.000**	
6	AD Teacher, Resource Spec Ed		4.000	4.000	4.000	**4.000**	
6	13 School Secretary II		2.000	2.000	2.000	**2.000**	
6	13 Special Education Paraeducator	X	25.000	25.000	25.000	**25.875**	.875
	Subtotal		**56.000**	**56.000**	**56.000**	**57.875**	**1.875**
	249 Deaf and Hard of Hearing Programs						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	G Interpreting Svcs Coordinator		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		2.000	2.000	2.000	**2.000**	
3	BD Psychologist			1.000	1.000	**1.000**	
6	AD Teacher, Special Education	X	1.000				
6	AD Teacher, Auditory	X	34.000	34.000	34.000	**34.000**	
6	AD Auditory Development Spec	X	7.000	7.000	7.000	**7.000**	
6	17 Interpreter Hearing Impair II	X	4.500	4.500	4.500	**4.500**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	14 Interpreter Hearing Impair I	X	29.000	29.000	29.000	**29.000**	
6	13 Special Education Paraeducator	X	16.187	16.188	16.188	**16.188**	
6	11 Office Assistant IV			1.000	1.000		(1.000)
6	10 Office Assistant III		1.000				
	Subtotal		**97.687**	**97.688**	**97.688**	**96.688**	**(1.000)**
	252 Speech and Language Services						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Speech Pathologist	X	187.200	192.200	192.200	**193.200**	1.000
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	14 Speech/Language Path Asst	X	.800	.800	.800	**.800**	
6	11 Office Assistant IV		1.300	1.300	1.300	**1.300**	
	Subtotal		**191.300**	**196.300**	**196.300**	**197.300**	**1.000**
	253 Visually Impaired Programs						
6	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
6	AD Teacher, Vision	X	14.000	14.000	14.000	**13.500**	(.500)

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	253 Visually Impaired Programs						
6	18 Braillist		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	2.625	2.625	2.625	**2.625**	
6	11 Office Assistant IV			1.000	1.000	**1.000**	
6	10 Office Assistant III		1.000				
	Subtotal		**19.625**	**19.625**	**19.625**	**19.125**	**(.500)**
	254 Physically Disabled Programs						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		2.000	2.000	2.000	**2.000**	
6	AD Teacher, Orthopedic	X	7.500	7.500	7.500	**8.000**	.500
6	AD Teacher, Special Education	X		.800	.800	**.800**	
6	AD Teacher, Physical Education	X	.400	.400	.400	**.400**	
6	AD Physical Therapist	X	25.600	25.900	25.900	**26.400**	.500
6	AD Occupational Therapist	X	69.900	70.100	70.100	**71.100**	1.000
6	17 Media Services Technician		.750	.750	.750	**.750**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	14 Occupational Therapy Asst	X	1.175	1.175	1.175	**1.175**	
6	14 Physical Therapy Assistant	X	1.075	1.075	1.075	**1.075**	
6	13 Special Education Paraeducator	X	12.750	11.250	11.250	**12.000**	.750
6	12 Secretary		1.000	1.000	1.000	**1.000**	
	Subtotal		**124.150**	**123.950**	**123.950**	**126.700**	**2.750**
	256 Transition Services						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
6	BD Sp Ed Secondary Prgm Spec	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Sp Ed Transition	X	46.000	46.000	46.000	**46.000**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	22.750	22.750	22.750	**22.750**	
	Subtotal		**72.750**	**72.750**	**72.750**	**72.750**	
	258 Programs for Students with ED						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	**1.000**	
7	BD Social Worker		6.000	6.000	6.000	**7.600**	1.600
3	BD Psychologist		7.000	7.000	7.000	**7.000**	
6	BD Sp Ed Secondary Prgm Spec	X	13.000	13.000	13.000	**13.000**	
6	AD Teacher, Special Education	X	69.000	67.900	67.900	**63.400**	(4.500)
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	72.000	78.000	78.000	**84.000**	6.000
	Subtotal		**170.000**	**174.900**	**174.900**	**178.000**	**3.100**
	259 Autism Program						
6	BD Instructional Specialist		2.500	2.500	2.500	**2.500**	

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	259 Autism Program						
3	BD Psychologist		1.000	1.000	1.000	**1.000**	
6	BD Sp Ed Elem Prgrm Spec	X	4.500	4.500	4.500	**4.500**	
6	AD Teacher, Special Education	X	47.500	58.000	58.000	**68.500**	10.500
6	13 Special Education Paraeducator	X	92.330	121.690	121.690	**140.850**	19.160
6	12 Secretary		.500	.500	.500	**1.000**	.500
	Subtotal		**148.330**	**188.190**	**188.190**	**218.350**	**30.160**
	Total Positions		**882.842**	**932.403**	**932.403**	**971.788**	**39.385**

Individuals with Disabilities Education - 299/913/930

Felicia Piacente, Director I

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	450.400	593.933	588.959	**643.624**	54.665
Position Salaries	$30,637,903	$40,438,618	$40,752,201	**$46,183,882**	$5,431,681
Other Salaries					
Supplemental Summer Employment		197,956	191,228	**191,228**	
Professional Substitutes		2,490,892	2,673,776	**2,673,776**	
Stipends		1,390,820	1,597,459	**1,597,459**	
Professional Part Time		363,926	663,331	**663,331**	
Supporting Services Part Time		48,418	633,216	**633,216**	
Other					
Subtotal Other Salaries	2,699,279	4,492,012	5,759,010	**5,759,010**	
Total Salaries & Wages	33,337,182	44,930,630	46,511,211	**51,942,892**	5,431,681
02 Contractual Services					
Consultants			253,000	**253,000**	
Other Contractual		407,658	462,624	**462,624**	
Total Contractual Services	1,527,533	407,658	715,624	**715,624**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		677,887	513,321	**513,321**	
Office		5,000	5,000	**5,000**	
Other Supplies & Materials		370,810	448,477	**448,477**	
Total Supplies & Materials	593,481	1,053,697	966,798	**966,798**	
04 Other					
Local Travel		215,491	209,950	**209,950**	
Staff Development		12,000	12,000	**12,000**	
Insurance & Employee Benefits		8,993,004	9,162,350	**9,162,350**	
Utilities					
Miscellaneous		1,006,062	1,015,004	**1,015,004**	
Total Other	5,616,372	10,226,557	10,399,304	**10,399,304**	
05 Equipment					
Leased Equipment					
Other Equipment		3,067,834	2,026,567	**2,026,567**	
Total Equipment	63,523	3,067,834	2,026,567	**2,026,567**	
Grand Total	$41,138,091	$59,686,376	$60,619,504	**$66,051,185**	$5,431,681

Individuals with Disabilities Education - 299/913/930

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	299 Individuals with Disabilities Educ.						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	N Coordinator		6.000	6.000	6.000	**6.000**	
6	BD Instructional Specialist		9.000	9.000	9.000	**9.000**	
3	BD Psychologist			4.500	4.500	**4.500**	
6	BD Sp Ed Elem Prgrm Spec	X	1.000				
6	BD Speech Pathologist	X	17.700	38.200	38.200	**48.000**	9.800
6	AD Teacher, Beginnings	X				**1.000**	1.000
6	AD Teacher, Infants & Toddlers	X	1.500	46.400	46.400	**55.800**	9.400
6	AD Teacher, Preschool Education	X	54.200	61.600	61.600	**70.400**	8.800
6	AD Teacher, Special Education	X	22.200	24.200	24.200	**40.200**	16.000
6	AD Teacher, Physical Education	X		.200	.200	**.200**	
6	AD Teacher, Art	X		.200	.200	**.200**	
6	AD Teacher, General Music	X		.200	.200	**.200**	
6	AD Physical Therapist	X	2.000	2.600	2.600	**6.000**	3.400
6	AD Occupational Therapist	X	1.400	5.100	5.100	**8.100**	3.000
6	17 Media Services Technician		1.000				
6	16 IT Services Tech Asst II			1.000	1.000	**1.000**	
6	14 Administrative Secretary I		4.000	7.000	7.000	**7.000**	
6	13 Program Secretary			4.000	3.000	**3.000**	
6	13 School Secretary II		1.000				
6	13 Special Education Paraeducator	X	85.150	99.260	99.260	**124.425**	25.165
6	12 Secretary		5.000		1.000	**1.000**	
6	12 School Secretary I		1.000				
	Subtotal		**213.150**	**310.460**	**310.460**	**387.025**	**76.565**
	913 Individuals with Disabilities Educ.						
3	BD Psychologist		4.500				
6	BD Sp Ed Elem Prgrm Spec	X	3.000	3.000	3.000	**3.000**	
6	BD Speech Pathologist	X	64.900	50.800	53.000	**53.000**	
3	AD Teacher	X			.700	**.700**	
6	AD Teacher, Beginnings	X	7.000	6.000	6.000	**6.000**	
6	AD Teacher, Infants & Toddlers	X	48.500	13.000	13.000	**9.000**	(4.000)
6	AD Teacher, Preschool Education	X	6.000	5.600	5.600	**5.600**	
6	AD Teacher, Vision	X	3.000	3.000	3.000	**3.000**	
6	AD Teacher, Special Education	X	3.500	68.800	55.600	**42.600**	(13.000)
6	AD Teacher, Physical Education	X	.200				
6	AD Teacher, Art	X	.200				
6	AD Teacher, General Music	X	.200				
6	AD Physical Therapist	X	32.000	31.500	31.500	**31.500**	
6	AD Occupational Therapist	X	36.000	36.900	38.100	**38.100**	
6	AD Teacher, Auditory	X	4.000	4.000	4.000	**4.000**	

Individuals with Disabilities Education - 299/913/930

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	913 Individuals with Disabilities Educ.						
6	13 Special Education Paraeducator	X	19.250	54.873	58.999	**54.099**	(4.900)
	Subtotal		**232.250**	**277.473**	**272.499**	**250.599**	**(21.900)**
	930 Infants and Toddlers						
6	BD Sp Ed Elem Prgrm Spec	X	3.000	4.000	4.000	**4.000**	
6	AD Physical Therapist	X	1.000	1.000	1.000	**1.000**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
	Subtotal		**5.000**	**6.000**	**6.000**	**6.000**	
	Total Positions		**450.400**	**593.933**	**588.959**	**643.624**	**54.665**

Department of Student Services

Director II (Q)	**1.0**
Instructional Specialist (B–D)	**2.0**
Fiscal Assistant V (22)	**1.0**
Administrative Secretary III (16)	**1.0**
Administrative Secretary I (14)	**1.0**

Pupil Personnel Services

Director I (P)	1.0
Pupil Personnel Worker (B–D)*	46.0
Administrative Secretary II (15)	1.0

Court Liaison

Court Liaison Specialist (B–D)	1.0

Student Services Appeals Unit

Supervisor (O)	1.0
Coordinator (N)	2.0
Administrative Secretary I (14)	1.0
Secretary (12)	1.0

Alternative Programs

Supervisor (O)	1.0
Coordinator (N)	1.0
Media Specialist (B–D)	1.0
Alternative Program Specialist (B–D)	2.0
Pupil Personnel Worker (B–D)	1.0
Counselor (B–D)	1.0
Social Worker (B–D)	1.0
Resource Teacher (A–D)	8.0
Teacher, Staff Development (A–D)	1.0
Teacher (A–D)	30.7
IT Systems Specialist (18–25)	0.5
School Registrar (16)	1.0
Security Team Leader (16)	1.0
Administrative Secretary I (14)	2.0
Security Assistant (14)	2.0
Paraeducator (11-12)	16.35

Residency and International Admissions

Director I (P)	1.0
International Students Admission Specialist (B–D)	2.0
Intake Specialist II (20)	1.0
Intake Specialist I (17)	2.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	1.0
Office Assistant IV (11)	2.0

School Counseling Services

Supervisor (O)	1.0
Instructional Specialist (B–D)	1.0
Secretary (12)	1.0

Student Affairs

Coordinator (N)	1.0

Psychological Services

Director I (P)	1.0
Psychologist (B–D)*	75.0
Speech Pathologist (B–D)**	2.0
Bilingual Assessment Specialist (B–D)**	4.0
Administrative Secretary II (15)	1.0
Secretary (12)	1.0

Linkages to Learning and School Health

Supervisor (O)	1.0

Home and Hospital Teaching

Home and Hospital Specialist (B–D)	1.0
Teacher (A–D)	1.0
Secretary (12)	1.0

F.T.E. Positions 233.55

*Includes 6.0 positions funded by IDEA
**Includes 1.0 positions funded by IDEA/ARRA

Department of Student Services—551/552/553/555/561/628/937/964

Stephen M. Zagami, Director II 301–279–3912

Mission

The mission of the Department of Student Services (DSS) is to support the strategic plan of the Montgomery County Public Schools (MCPS) by optimizing the educational experience and well-being of every student. This is achieved through the development and implementation of a coordinated series of programs, services, and activities that include student and family support, personal advocacy, direct and indirect services, and focused interventions. The department implements and coordinates these activities at the system and school levels in an effort to ensure the academic priorities of the Board of Education are achieved. Data on DSS programs and services are collected and analyzed to verify effectiveness and impact on student achievement and school performance.

Major Functions

DSS includes the following: Alternative Programs, Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching, Liaison to Linkages to Learning and School Health Services, Pupil Personnel Services and Section 504 Coordinator, Psychological Services, Residency and International Admissions, School Counseling Services, Student Affairs, and Student Services Appeals. DSS develops and maintains partnerships with county government agencies, private organizations, and other community groups that serve students and their families.

At the school level, DSS supports all schools through coordinated teams of school counselors, school psychologists, and pupil personnel workers who assist school staff in addressing the academic, behavioral, social, and emotional needs of students in order to support academic achievement. DSS staff members also serve as resources for schools and for staff, and participate in community presentations on a variety of topics related to mental health and well-being. The services provided by health technicians and school nurses support DSS efforts through a formal partnership with the Montgomery County Department of Health and Human Services.

Alternative Programs works to provide a positive and effective educational program for adolescents who have not been successful in comprehensive schools for reasons that include delinquency, truancy, substance abuse, and classroom disruption. Alternative Programs operates four Level 2 programs located outside of the comprehensive school setting. These secondary programs provide direct instruction in the areas of academics and social emotional development. In addition to differentiated academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring. The Level 3 Randolph Academy high school program and the Level 3 Fleet Street middle school program serve students in lieu of expulsion; and a 45-day alternative program serves special education students who are involved with drugs, weapons, or serious bodily injury offenses.

The Bilingual Assessment Team (BAT) provides consultation, screening, and assessment services to English Language Learners (ELL) students who are suspected of having a disability that is recognized under the Individuals with Disabilities Education Act of 2004 (IDEA 2004). When an ELL student is suspected of having a disability, BAT staff completes language dominance screenings and, when appropriate, conducts educational, psychological, and speech/language assessments in close collaboration with school-based staff.

The court liaison serves as a link between MCPS and the Montgomery County Department of Juvenile Services. The court liaison chairs the Interagency Transition Team, which facilitates the process for adjudicated youth to return to school.

Home and Hospital Teaching (HHT) is an instructional service for students who are unable to participate in their schools of enrollment due to a physical or emotional condition. HHT is routinely provided for a minimum of six hours per week for students in a full-day program. This service is available to all Montgomery County residents who are enrolled in MCPS Grades PreK through 12, have been placed by MCPS in a nonpublic school, or attend a private school and qualify for special education services.

The Linkages to Learning program provides school-based health, mental health, and social services to more than 3,573 children and 1,895 families through a partnership/collaboration with MCPS, DHHS, and public, nonprofit partner agencies. Linkages staff works on-site in 28 elementary and middle schools to lessen the effects of poverty by removing barriers to learning that affect student academic achievement, in addition to their social and emotional development.

Pupil Personnel Services addresses barriers to academic success by working to ensure a positive link between families, communities, and schools. The pupil personnel workers (PPW) problem solve and identify prevention and early intervention strategies for student success through a collaborative problem solving process. PPWs serve primarily as advocates for all students and their families in accessing information on policies, procedures, and resources, and act as a consultant to parents/guardians and school staff on a variety of issues such as chronic attendance concerns and drop-out prevention, homelessness, alcohol and other drug abuse, and special education. In an effort to forge home-school-community partnerships, the PPW serves as a liaison between various departments within the school system and local government. PPWs collaborate with school staff, other MCPS departments, and community agencies and organizations to facilitate direct and indirect services for students and their families. This unit is responsible for the oversight of implementation of the federal Section 504 of the Rehabilitation Act of 1973 and the Interagency Truancy Review Board. The unit coordinates a program of professional development for PPWs.

Psychological Services supports healthy child development and academic success by helping schools implement positive behavioral supports and interventions; functional behavioral assessments and behavior improvement plans; social skills programs; bullying prevention approaches; instructional

consultation; and leadership in best practices for mental wellness and behavioral health. The unit supports collaborative approaches to analyzing and resolving barriers that impact a student's academic, behavioral, or social growth. Psychological Services has primary responsibility for monitoring and maintaining psychological records. Staff in the Psychological Services unit supervise and help to evaluate all school psychologists. In collaboration with other offices, this unit plans and implements an annual program of professional supervision and evaluation; and coordinates a comprehensive program of professional development for all school psychologists.

Residency and International Admissions (RIA) provides information and services regarding enrollment, attendance, and residency for families establishing residency in Montgomery County, homeless students, international students, foreign students, and U. S. citizen students coming from foreign schools into MCPS. RIA also serves students not residing with parents, 18 years old and self supporting, residing in Montgomery County with a short term lease or awaiting completion of permanent housing. RIA staff is conversant and literate in the major languages spoken in Montgomery County. RIA works closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. RIA collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements and implement preventive practices for early identification of communicable diseases. RIA collaborates with the Department of Homeland Security and the United States Department of State to ensure compliance with existing regulations for admitting foreign students with exchange (J-1) and non-Immigrant student (F-1) visas.

The School Counseling Services Unit (SCSU) works to maximize the academic success and personal growth of every student across five domains of student development (academic, career, personal, interpersonal, and healthy development) mandated by state regulation through a variety of activities that support the mission of DSS and MCPS. To sustain the successful, consistent implementation of the Comprehensive School Counseling Program, the unit provides support, collaboration, and consultation with school counselors, administrators at all levels, and a wide range of school system offices and staff. The SCSU offers more than 60 professional development opportunities to counselors and college/career information coordinators throughout the year. SCSU is actively involved in system-wide crisis training and response and works closely with other DSS staff to coordinate crisis support as needed. In addition, SCSU staff provides parent education and outreach and serves as the liaison to a number of community groups.

Program standards that identify key foundational components for all school counseling programs have been developed. Counselors are aligning school programs with these standards and planning for program improvement. The SCSU is working to identify the most effective prevention and intervention strategies for building pathways to academic rigor, college readiness, and career planning for all students. The SCSU works collaboratively with other school system offices to ensure that school counseling programs are aligned with initiatives such as the "Seven Keys to College Readiness" and partnerships with Historically Black Colleges and Universities.

Student Affairs is responsible for coordinating activities related to students by providing advice, counsel, and support to student government organizations within schools and at the county and state level. The unit also facilitates the revision of "A Student's Guide to Rights and Responsibilities," coordinates the election of the Montgomery County student member of the Board of Education, monitors the selection of the Montgomery County Delegation of Maryland Legislative Page Program applicants, partners with the Montgomery County Business Roundtable for Education to coordinate the Student Emerging Leaders Programs, and facilitates the "Drive for Supplies" project at the end of the school year.

Student Services Appeals (SSAU) promotes safe and healthy schools by processing all expulsion requests in compliance with MCPS Regulation JGA-RB: Suspension or Expulsion of an MCPS Student. The unit holds investigative conferences for students recommended for expulsion by their school principal. SSAU, in collaboration with DSS leadership, the Office of the Chief Operating Officer and the Appeals/Transfer Team implements MCPS Regulation JEE-RA: Transfer of Students. Requests are investigated with the assistance of pupil personnel workers. Approvals are permitted for students who are exempt or have a documented unique hardship.

Trends and Accomplishments

DSS provides support to students and families, and assigns personnel to all schools to support the effective and efficient implementation of the school program. The staff collaborates with others in MCPS to positively impact the academic, personal, and interpersonal well-being, as well as the mental health of students, while supporting a high-quality, world-class education for every student.

- In FY 2009, DSS staff provided leadership to the workgroup that created the draft MCPS Policy on Bullying. The draft policy has been forwarded to the Board of Education Policy Committee a part of the review and approval process.
- Maryland State Department of Education (MSDE) completed a site review of the MCPS student services program and delivery model. The review team shared only praise and was highly complimentary of the work of the department of student services. There were no identified areas for improvement.
- Approximately 430 students enroll in Alternative Programs outside of the comprehensive school setting annually. With the assistance of the Alternative Programs transition teacher, over 100 students successfully transitioned back to their home schools at the end of each semester.

- In FY 2009, BAT staff conducted 519 language dominance assessments, 171 educational assessments, 239 psychological assessments, and 112 speech/language assessments. With the assistance of BAT members, teachers were able to better plan for the academic strengths and needs of these students, ensuring greater academic success for each.
- In FY 2009, the Home and Hospital Teaching program provided instructional services to 802 students. These services allowed students a chance to continue their coursework of study while recuperating.
- Residency and International Admissions served more than 6,977 students from 134 countries in FY 2009. Responses from the parent questionnaire express 99.9 percent satisfaction.
- In FY 2009, DSS supported 47 schools and 4 Alternative Program sites in the implementation of Positive Behavior Interventions and Supports (PBIS).
- Mental health crisis response training is provided yearly to develop the skills of new DSS staff and to refresh and enhance the skills of veteran staff. At the system level, DSS continues to collaborate with DHHS and MHA to implement a Memorandum of Understanding on mental health response in a large scale crisis. This agreement formalizes the collaboration among these agencies so that appropriate numbers of well-trained staff can respond to schools as needed. In order to support this initiative, a comprehensive training program in mental health crisis response is offered each year to new and veteran staff to ensure that all responders are equipped with the latest information and resources to serve students and staff during a large-scale crisis situation. In FY 2009, crisis response teams were sent to address over 19 situations.
- SCSU has established informal partnerships with Bowie State University, Morehouse College, Coppin State University, Dillard University, Hampton University, Johnson C. Smith University, Morgan State University, the University of Maryland/Eastern Shore, and Virginia State University that involve admission officials from those schools visiting MCPS to interview and offer admissions and/or scholarships to high school seniors. In FY 2009, these partnerships resulted in 1,378 interviews, 678 offers of admission, and 121 scholarship awards totaling $1,639,504.
- SCSU is working collaboratively with Johns Hopkins University on the assignment of counselor interns and enhanced professional development opportunities available to school counselors.
- SCSU staff supported MCPS efforts to create a manual to guide staff in supporting minority students and their families in the scholarship application process.
- The Interagency Truancy Review Board (TRB) was initiated by DSS to address chronic and severe truancy issues. In FY 2009, 58 cases were referred to TRB for intervention.
- In FY 2009, the DSS staff conducted investigative conferences for 649 expulsion requests.
- In FY 2009, DSS staff processed 5,563 Change of School Assignment (COSA) requests.
- In FY 2009, PPWs conducted nearly 1,000 home schooling reviews. Parents who elect to educate their children in the home were provided with feedback on their educational program, and were offered suggestions and resources to improve their instructional delivery.
- PPWs provided case management, advocacy, and referral services for approximately 23 students who participated in an Expulsion Review Board hearing.
- Pupil Personnel Services, in collaboration with many PPWs, psychologists, and the SCSU, provided Section 504 systemwide training for approximately 100 MCPS staff.
- In FY 2009, DSS worked collaboratively with the Department of Health and Human Services to continue to support the first high school wellness center located at Northwood High School.
- DSS partners with three local community agencies to provide activities, programs, and services to schools located in communities impacted by gang activity.
- Student Affairs facilitates the election of the student member on the Board of Education. This election is the tenth largest election in the state. All secondary students participate in the election process.
- The Drive for Supplies program, facilitated by the Student Affairs and in cooperation with Learn Shop, Inc., is an end-of-the-school-year collection of used, yet usable, school supplies. Several tons of materials are collected and sorted by students each year. The supplies are distributed to local schools and non-profit organizations, surrounding counties, and other organizations for overseas use.
- Linkages to Learning provided adult English Literacy classes at nine sites, serving 16 school communities and an average of 500 students during the 2008–2009, which more than quadrupled the enrollment from the program's inception in 2005–2006. Linkages applied for and received a $20,000 grant from Montgomery Coalition for Adult English Literacy (MCAEL) to support the program.
- In FY 2009, Linkages to Learning provided intensive mental health and social services to 3,573 students. In addition, Linkages in collaboration with Camp Sandy Cove, Camp Pecometh and Calleva provided summer camp scholarships to 88 children, holiday food baskets were provided for 779 families, 1,200 winter coats were distributed to children and adults, 2,709 children at 27 school sites participated in the Holiday Exchange Program and Linkages provided school supplies to more than 1,000 students.

Major Mandates

- *Our Call to Action: Pursuit of Excellence*, the strategic plan for MCPS, provides the guiding tenets and focus for all schools, offices, and departments.
- Maryland regulations require each school system to provide a coordinated program of student services that

includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for home and hospital teaching; transfer of students within the county; student suspension and expulsion; and home schooling.

- MCPS policy and regulation expects school counseling programs to remove barriers to learning and to promote the knowledge and skills necessary for the academic achievement and personal growth of all students through prevention and intervention services. MCPS policies and regulations also expect schools to exercise responsible open-enrollment practices with regard to honors and advanced placement courses.
- The federal *Individuals with Disabilities Education Improvement Act* (IDEA 2004) requires MCPS to implement strategic general educational interventions; and, if those general education interventions are ineffective, staff must identify, assess, and determine if the child has an educational disability and then provide special education services for these identified children.
- The *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973* prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.
- The *McKinney-Vento Homeless Education Act* requires that students who are homeless be immediately enrolled in the school that is in his or her best interest.
- Maryland law requires each child between the ages of 5 and 16 to attend school.
- Maryland state regulation requires, under certain circumstances, the disclosure of a police record and a juvenile court record concerning a child to the superintendent of schools to determine the need for adjustments or modifications in the education program.
- The *Safe Schools Reporting Act* requires the Maryland State Department of Education to require county boards of education to report incidents of harassment or intimidation against students in public schools under the county board's jurisdiction.
- Maryland law requires elementary schools with suspension rates at specific percentages over the next five years to implement a positive behavioral intervention and support program or an alternative program.
- Maryland law requires instructional services to public school students who are unable to participate in their school of enrollment due to a physical or emotional condition.

Strategies

- Provide a coordinated program of student services that includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for home and hospital teaching; transfer of students within the county; student suspension and expulsion; and home schooling.
- Develop staffing assignments that provide each school with student services staff.
- Provide leadership and support to implement Positive Behavioral Interventions and Supports (PBIS) in schools to create a more positive and academically-focused school environment.
- Support schools with the understanding and implementing of Section 504 of the Rehabilitation Act of 1973.
- Implement initiatives to provide a continuum of prevention and intervention services to support student academic achievement and self management through collaboration, problem solving and response to intervention practices.
- Implement school counseling program standards, K–12, which utilize a strategic planning process to increase academic rigor for all students.
- Expand the range of data-based tools that can assist counselors in identifying students for more rigorous coursework and in strategically reviewing and revising school counseling programs and practices.
- Continue to work collaboratively with schools to reduce the incidence of habitual truancy through school strategies, student interventions, and the implementation of the Interagency Truancy Review Board.
- Design and implement coordinated professional development that increases DSS staff capacity to deliver mental health crisis response services on a school or system level.
- Implement effective Level 2 and Level 3 alternative education programs to support student academic, behavioral, and social/emotional achievement.
- Support schools through the processing of requests for change of school assignments and the processing of requests for expulsion.
- Support schools with guidance, information, and support for collaborative problem-solving teams.
- Represent the school system on county, state, and regional committees.
- Work with non-profit organization to deliver positive youth development programs to students.
- Complete home schooling reviews twice each year for those families who are not affiliated with a MSDE registered group.
- Facilitate and monitor the distribution of funds to children/families in need through Neediest Kids, Inc.
- Support schools with understanding and adhering to the Safe Schools Act.
- Assist with the systemwide residency reverification of all Grade 8 students.
- Support school-based health centers, including the first high school wellness center located at Northwood High School.

Performance Measures

Performance Measure: Participants attending student services professional development meetings will respond that the information presented was meaningful to their work.

	FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
Pupil Personnel Services	94%	95%	95%
School Counseling Services	92.7%	93%	95%
School Psychological Services	98%	98%	98%
Student Services Appeals Unit	NA	95%	95%

Explanation: Professional development that related directly to job function and is considered meaningful will have a great impact on the delivery of student services.

Performance Measure: To increase the percentage of students whose attendance improves in the semester following an Interagency Truancy Review Board hearing.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
75%	80%	85%

Explanation: Regular school attendance is directly correlated with student academic success and is aligned with the strategic plan to ensure success for every student. Pupil personnel workers are the case managers who support students and their families through the TRB process.

Performance Measure: After one quarter in alternative programs, the percentage of students with improved school attendance will increase.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
50%	60%	65%

Explanation: Regular school attendance is directly correlated with student academic success and is aligned with the Montgomery County Public Schools strategic plan to ensure success for every student.

Performance Measure: Reduce the percentage of students in alternative programs with multiple suspensions (two or greater).

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
46%	40%	35%

Explanation: Participation in programs that help students to better understand the school system's code of conduct and to learn to better control behaviors that lead to suspensions is in alignment with the MCPS strategic plan.

Performance Measure: Increase the percentage of students who begin home and hospital teaching (HHT) services no later than 10 school days from the date the application for service is approved.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
81%	85%	90%

Explanation: Beginning HHT services promptly will limit any disruption to the instructional program.

Performance Measure: To maintain a high level of parent satisfaction with the services of Residency and International Admissions indicated on satisfaction surveys.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
96.76%	99%	99%

Explanation:

Performance Measure: To maintain a high level of parent satisfaction with the Student Services Appeals Unit Investigative Conference held in response to a suspension/expulsion request as indicated on satisfaction surveys.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
84%	88%	90%

Explanation: It is important that parents feel they had the opportunity to express their concerns and were treated in a professional manner.

Performance Measure: To maintain a high level of parent satisfaction with the Alternative Programs transition, process as Indicated on satisfaction surveys

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
NA	80%	90%

Explanation: It is important that parents feel they had the opportunity to express their concerns and were treated in a professional manner.

Performance Measure: Schools implementing Positive Behavioral Interventions and Supports (PBIS) will report a decrease in office referrals when comparing this school year to the previous.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
NA	80%	90%

Performance Measure: Increase principal/school satisfaction with the mental health crisis response services of the Department of Student Services.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
93%	95%	97%

Explanation: Effective mental health supports provided after a crisis assists with the prompt return to a school environment that promotes academic environment.

Performance Measure: Increase the percentage of students who meet the established exit criteria and transition to their home/comprehensive school at the end of the school year.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
46%	50%	53%

Explanation: Each student has individualized exit criteria (based on academics, behaviors, and attendance) to transition from alternative programs to a home/comprehensive school.

Budget Explanation Department of Student Services—551/552/553/555/561/628

The current FY 2010 budget for this department is changed from the budget adopted by the Board of Education on June 9, 2009. The change is a result of the realignment of a 1.0 psychologist position and $107,120 from the locally-funded budget for this department to the IDEA-Early Intervening Services grant program budget.

The FY 2011 request for this department is $23,943,282, an increase of $72,162 from the current FY 2010 budget of $23,871,120. An explanation of this change follows.

Continuing Salary Cost—$90,374
There is an increase of $90,374 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—($20,030)
There is a budget neutral realignment of $80 from instructional equipment to instructional materials within this department. Also, there is a net reduction of 1.0 position and $20,030 as a result of a realignment of 2.0 security assistant positions and $81,028 and an increase of a 1.0 security team leader position and $60,998.

Other—$1,818
There is a shift of $1,818 from the IDEA-Early Intervening Services grant program budget to the locally funded budget for this department.

Budget Explanation Neglected and Delinquent Youth—937

The current FY 2010 budget for this program is changed from the budget adopted by the Board of Education on June 9, 2009. There is an increase of $52,824 for the Neglected and Delinquent Youth grant program this year based on the actual amount received by the grantor. The appropriation is realigned from the budget for the Provision for Future Supported Projects.

The FY 2011 request for this grant program is $166,875, the same as the current FY 2010 budget.

Project's Recent Funding History

	FY 2010 Projected 7/1/09	FY 2010 Received 11/30/09	FY 2011 Projected 7/1/10
Federal	$114,051	$166,875	$166,875
State			
Other			
County			
Total	$114,051	$166,875	$166,875

Budget Explanation IDEA—Early Intervening Services—964

The current FY 2010 budget for this program is changed from the budget adopted by the Board of Education on June 9, 2009. There is an increase of $154,683 for the IDEA-Early Intervening Services grant program this year based on the actual amount received by the grantor. This allows for a realignment of a 1.0 psychologist position and $107,120 from the budget for the Department of Student Services and $47,563 from the Department of Financial Services to support employee benefits.

The FY 2011 request for this grant program is $1,151,329, the same as the current FY 2010 budget.

Project's Recent Funding History

	FY 2010 Projected 7/1/09	FY 2010 Received 11/30/09	FY 2011 Projected 7/1/10
Federal	$849,022	$1,003,705	$1,003,705
State			
Other			
County			
Total	$849,022	$1,003,705	$1,003,705

Project's Recent Funding History
IDEA—Early Intervening Services/
American Recovery and
Reinvestment Act (ARRA)

	FY 2010 Projected 7/1/09	FY 2010 Received 11/30/09	FY 2011 Projected 7/1/10
Federal	$147,624	$147,624	$147,624
State			
Other			
County			
Total	$147,624	$147,624	$147,624

Department of Student Services - 551/552/553/555/561/628

Stephen Zagami, Director II

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	239.050	229.550	228.550	**227.550**	(1.000)
Position Salaries	$22,060,042	$21,709,568	$21,602,448	**$21,674,610**	$72,162
Other Salaries					
Supplemental Summer Employment		50,000	50,000	**50,000**	
Professional Substitutes					
Stipends		67,980	67,980	**67,980**	
Professional Part Time		1,328,232	1,328,232	**1,328,232**	
Supporting Services Part Time		81,438	81,438	**81,438**	
Other		14,970	14,970	**14,970**	
Subtotal Other Salaries	1,418,713	1,542,620	1,542,620	**1,542,620**	
Total Salaries & Wages	23,478,755	23,252,188	23,145,068	**23,217,230**	72,162
02 Contractual Services					
Consultants		5,274	5,274	**5,274**	
Other Contractual		345,410	345,410	**345,410**	
Total Contractual Services	377,337	350,684	350,684	**350,684**	
03 Supplies & Materials					
Textbooks		11,000	11,000	**11,000**	
Media					
Instructional Supplies & Materials		120,716	120,716	**120,796**	80
Office		24,898	24,898	**24,898**	
Other Supplies & Materials		45,582	45,582	**45,582**	
Total Supplies & Materials	170,204	202,196	202,196	**202,276**	80
04 Other					
Local Travel		136,881	136,881	**136,881**	
Staff Development		3,500	3,500	**3,500**	
Insurance & Employee Benefits		16,561	16,561	**16,561**	
Utilities					
Miscellaneous		16,150	16,150	**16,150**	
Total Other	89,882	173,092	173,092	**173,092**	
05 Equipment					
Leased Equipment					
Other Equipment		80	80		(80)
Total Equipment		80	80		(80)
Grand Total	$24,116,178	$23,978,240	$23,871,120	**$23,943,282**	$72,162

Neglected and Delinquent Youth - 937

Chrisandra D. Richardson, Program Manager

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		31,665	30,000	**30,000**	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	48,915	31,665	30,000	**30,000**	
Total Salaries & Wages	48,915	31,665	30,000	**30,000**	
02 Contractual Services					
Consultants					
Other Contractual		72,880	129,571	**129,571**	
Total Contractual Services	77,550	72,880	129,571	**129,571**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		4,000	4,904	**4,904**	
Office					
Other Supplies & Materials					
Total Supplies & Materials	4,078	4,000	4,904	**4,904**	
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		5,506	2,400	**2,400**	
Utilities					
Miscellaneous					
Total Other	3,944	5,506	2,400	**2,400**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$134,487	$114,051	$166,875	**$166,875**	

IDEA - Early Intervening Services - 964

Stephen Zagami, Director II

Description	FY 2009 Actual	FY 2010 Budget	FY 2010 Current	**FY 2011 Request**	FY 2011 Change
01 Salaries & Wages					
Total Positions (FTE)	6.000	5.000	6.000	**6.000**	
Position Salaries	$667,506	$564,802	$671,922	**$671,922**	
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		165,860	165,860	**165,860**	
Supporting Services Part Time					
Other					
Subtotal Other Salaries		165,860	165,860	**165,860**	
Total Salaries & Wages	667,506	730,662	837,782	**837,782**	
02 Contractual Services					
Consultants					
Other Contractual		33,131	33,131	**33,131**	
Total Contractual Services	19,423	33,131	33,131	**33,131**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		28,761	28,761	**28,761**	
Office					
Other Supplies & Materials					
Total Supplies & Materials	7,905	28,761	28,761	**28,761**	
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		204,092	251,655	**251,655**	
Utilities					
Miscellaneous					
Total Other	146,948	204,092	251,655	**251,655**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$841,782	$996,646	$1,151,329	**$1,151,329**	

Department of Student Services - 551/552/553/555/561/563/628/937/964

Stephen Zagami, Director II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	551 Department of Student Services						
7	Q Director II		1.000	1.000	1.000	**1.000**	
7	P Director I		3.000	2.000	2.000	**2.000**	
3	O Supervisor		1.000	1.000	1.000	**1.000**	
7	O Supervisor		3.000	2.000	2.000	**2.000**	
7	N Coordinator		1.000	3.000	3.000	**3.000**	
7	BD Court Liaison Specialist		1.000	1.000	1.000	**1.000**	
7	BD Instructional Specialist		6.000	3.000	3.000	**3.000**	
7	BD Pupil Personnel Worker		43.000	43.000	43.000	**43.000**	
3	BD Psychologist		67.000	67.000	66.000	**66.000**	
7	22 Fiscal Assistant V		1.000	1.000	1.000	**1.000**	
7	16 Administrative Secretary III			1.000	1.000	**1.000**	
7	15 Administrative Secretary II		1.000	2.000	2.000	**2.000**	
7	14 Administrative Secretary I		4.000	2.000	2.000	**2.000**	
3	12 Secretary		1.000	1.000	1.000	**1.000**	
7	12 Secretary		4.000	1.000	1.000	**1.000**	
	Subtotal		**137.000**	**131.000**	**130.000**	**130.000**	
	552 Bilingual Assessment Team						
2	BD Instruct Assessment Spec		2.000	2.000	2.000	**4.000**	2.000
3	BD Instruct Assessment Spec		3.000	2.000	2.000		(2.000)
3	BD Psychologist		6.000	6.000	6.000	**6.000**	
3	BD Speech Pathologist		2.000	2.000	2.000	**2.000**	
2	12 Secretary		1.000	1.000	1.000	**1.000**	
	Subtotal		**14.000**	**13.000**	**13.000**	**13.000**	
	553 Home & Hospital Teaching						
2	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
2	AD Teacher		1.000	1.000	1.000	**1.000**	
2	12 Secretary		1.000	1.000	1.000	**1.000**	
	Subtotal		**3.000**	**3.000**	**3.000**	**3.000**	
	555 Residency & International Adm.						
7	P Director I			1.000	1.000	**1.000**	
7	O Supervisor		1.000				
7	BD Intnl Students Admission Spec		1.000	2.000	2.000	**2.000**	
7	20 ISAO Intake Specialist II		1.000	1.000	1.000	**1.000**	
7	17 ISAO Intake Specialist I		2.000	2.000	2.000	**2.000**	
7	15 Administrative Secretary II				1.000	**1.000**	
7	14 Administrative Secretary I		1.000	2.000	1.000	**1.000**	
7	12 Secretary			1.000	1.000	**1.000**	
7	11 Office Assistant IV		2.000	2.000	2.000	**2.000**	
	Subtotal		**8.000**	**11.000**	**11.000**	**11.000**	

Department of Student Services - 551/552/553/555/561/563/628/937/964

Stephen Zagami, Director II

CAT	DESCRIPTION	10 Mon	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	**FY 2011 REQUEST**	FY 2011 CHANGE
	561 Alternative Programs						
2	O Supervisor		1.000	1.000	1.000	**1.000**	
2	N Coordinator		2.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		1.000	1.000	1.000	**2.000**	1.000
3	BD Instructional Specialist		1.000	1.000	1.000		(1.000)
7	BD Pupil Personnel Worker		1.000	1.000	1.000	**1.000**	
7	BD Social Worker			1.000	1.000	**1.000**	
3	BD Counselor	X	2.000	1.000	1.000	**1.000**	
3	BD Media Specialist	X	1.000	1.000	1.000	**1.000**	
3	AD Teacher, Staff Development	X	1.000	1.000	1.000	**1.000**	
3	AD Teacher, Alternative Programs	X	30.700	30.700	30.700	**30.700**	
3	AD Teacher, Resource	X	8.000	8.000	8.000	**8.000**	
2	25 IT Systems Specialist			.500	.500	**.500**	
2	16 School Registrar		1.000	1.000	1.000	**1.000**	
2	16 Security Team Leader	X				**1.000**	1.000
2	14 Administrative Secretary I		3.000	2.000	2.000	**2.000**	
2	14 Security Assistant	X	4.000	4.000	4.000	**2.000**	(2.000)
3	12 Paraeducator	X	16.350	16.350	16.350	**16.350**	
2	11 Office Assistant IV		1.000				
	Subtotal		**74.050**	**71.550**	**71.550**	**70.550**	**(1.000)**
	628 Enrollment & Attend. Compliance Unit						
7	BD Instructional Specialist		1.000				
7	12 Secretary		2.000				
	Subtotal		**3.000**				
	964 IDEA Early Intervening Services						
7	BD Pupil Personnel Worker		3.000	3.000	3.000	**3.000**	
3	BD Psychologist		3.000	2.000	3.000	**3.000**	
	Subtotal		**6.000**	**5.000**	**6.000**	**6.000**	
	Total Positions		**245.050**	**234.550**	**234.550**	**233.550**	**(1.000)**