

FY 2012 SPECIAL EDUCATION STAFFING PLAN

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FY 2012 SPECIAL EDUCATION STAFFING PLAN

Montgomery County Public Schools

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Overview

The mission of the Department of Special Education Services (DSES) and the Division of Business, Fiscal, and Information Systems (DBFIS), in prior years known as the Department of Special Education Operations (DSEO), is to provide a free appropriate public education (FAPE) to all students with disabilities in need of special education and related services:

- Within a comprehensive, collaborative, and individualized support system that enables access to the Montgomery County Public Schools (MCPS) curriculum;
- Within the general education framework or the Fundamental Life Skills (FLS) curriculum;
- Based on articulated curriculum targets aligned with the Maryland State Department of Education (MSDE) Learner Outcomes, Core Learner Goals, Skills for Success, or FLS as determined by the Individualized Education Program (IEP) Team; and
- In the student's home school or home school cluster, to the maximum extent appropriate, in accordance with national, state, and local mandates.

Local school systems are required by the Code of Maryland Regulations (COMAR) 13A.05.02.13 D to develop a yearly special education staffing plan to ensure sufficient staff is available to meet the programming needs of students. The plan must be submitted on or before July 1, with evidence of MCPS Board of Education (BOE) approval. In addition, the plan is required to include the following:

- Evidence of public input
- Evidence of maintenance of effort within the meaning of 34 C.F.R. 300.321, *Maintenance of Effort*, and COMAR 13A.02.05, *Maintenance of Effort*
- Staffing patterns of service providers of special education and related services
- Consideration of time requirements beyond direct services
- The number and type of service providers needed to provide FAPE to each student with a disability in the least restrictive environment (LRE)
- Local accountability and monitoring
- Strategies to resolve concerns regarding staffing plans
- Evaluation of the local staffing plan for effectiveness
- Steps to secure public input in the development of the staffing plan
- Information on how the public agency will use the staffing plan to monitor the assignment of staff to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the LRE

Introduction

As required by MSDE, the MCPS *Fiscal Year (FY) 2012 Special Education Staffing Plan* provides evidence of public input, professional development, special education service descriptions (Attachment A), special education enrollment, the number and types of direct service providers (Attachment B), the process for reviewing and making adjustments to staffing, and maintenance of effort. In addition, the plan recommends staffing priorities and recommendations for maintenance of initiatives for FY 2012 (Attachment C).

DSES/DSEO recognizes and appreciates the BOE's support of special education through previous budget initiatives and funding of required improvements. Because of ongoing fiscal limitations, the Staffing Plan Committee focused on critical areas of special education programming. Those items that were not included in the *FY 2011 MCPS Program Budget* were considered by the FY 2012 Special Education Staffing Plan Committee, special education program staff, and the Department of Management, Budget, and Planning (DMBP) staff during the FY 2012 budget process that started in June 2010. See Attachment D for the FY 2012 Budget Timeline.

As stated in the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, MCPS is committed to providing students with disabilities access to the general education environment to the maximum extent appropriate. This commitment was reinforced by two major pieces of federal legislation that drive the delivery of special education services: the *Individuals with Disabilities Education Improvement Act* (IDEA) and the *No Child Left Behind Act of 2001* (NCLB). BOE Policy IOB, *Education of Students with Disabilities*, further affirms the commitment of the system to ensure the provision of a FAPE.

IDEA mandates that "to the maximum extent appropriate" children with disabilities shall be "educated with children who are not disabled." Moreover, assignment to "special classes, separate schooling, or other removal of children with disabilities from the regular education environment" should occur "only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." In addition to this LRE mandate, IDEA 2004 regulations require that school districts ensure that a child with disabilities is "educated in the school he or she would attend if nondisabled" unless his or her IEP requires some other arrangement.

NCLB holds schools accountable for improved educational outcomes for all students. NCLB specifically mandates testing and disaggregation of test results to show Adequate Yearly Progress (AYP) for students with disabilities and other identified subgroups.

Although MCPS has made steady progress in improving access to general education classes for school-aged students with disabilities and closing the achievement gap, the system continues to explore avenues that will support inclusive opportunities and improve student outcomes. For example, the elementary Home School Model (HSM) was adopted in the late 1990's to provide special education services to students in general education classrooms in their home schools.

During the 2007–2008 school year, continuing efforts were made to reduce the percentage of students with disabilities served outside of their neighborhood schools. As a result of this effort, 45 percent of

students with disabilities previously served outside of their neighborhood school returned for the 2007–2008 school year. In the 2008–2009 school year, this model expanded to a total of 62 elementary schools. The HSM built the foundation for more accepting and inclusive elementary school communities, as students with disabilities became integrated into the “life” of each school. As a result of the HSM, more students with disabilities attended school with their neighborhood peers and participated in the academic and extracurricular activities that a school provides for the community, making it possible for students with a wide range of disabilities to remain in their neighborhood schools.

During the 2008–2009 school year, an elementary principal work group collaborated with central office staff to develop an elementary staffing model for 2009–2010 which addressed student needs, concerns voiced by principals, as well as ongoing priorities identified by the Special Education Staffing Plan Committee. This work group analyzed the teacher to student ratio and the special education teacher responsibilities as a strategy to better equalize staffing for all elementary schools. The outcome of this principal work group was an hours-based staffing model to be used with HSM schools and schools that did not have HSM or Learning and Academic Disabilities (LAD) classes, but were allocated a resource room teacher based on total school enrollment. The hours-based staffing model considers each school’s total number of students with IEPs, the total number of instructional IEP hours within these schools, the number of grade levels taught within a school, the number of IEP hours a special educator is responsible for in a given week, and a minimum base teacher allocation. This staffing model does not incorporate staffing for services such as LAD, School/Community Based (SCB), Learning for Independence (LFI), Autism, Emotional Disabilities (ED), etc. These services will continue to be staffed on a teacher to student ratio model. As a result of the work group’s efforts, during the 2009–2010 school year, 109 elementary schools were staffed using the hours-based staffing model. The work of this group was presented to and whole-heartedly supported by the Elementary Principals Advisory Team.

During the 2009–2010 school year, elementary school Grade K or 1 general and special education teachers, speech/language pathologists, paraeducators, and staff development teachers participated in a one-day professional development activity on the Service Delivery Model for elementary schools. This activity provided HSM schools, in particular, additional guidance regarding the use of resources.

Middle school hours-based staffing is a service delivery model that allocates special education teachers and paraeducators based on the total number of direct instructional service hours on student IEPs. Hours-based staffing allows for more flexible programming options including coteaching. Results for the 2007–2008 school year showed that all 13 schools with hours-based staffing achieved AYP in the special education subgroup for reading, and 12 of those schools achieved AYP in the special education subgroup for mathematics.

The FY 2009 Operating Budget included teacher and paraeducator positions to expand the hours-based staffing model at three additional middle schools, for a total of 16 middle schools. Results for the 2008–2009 school year showed that all 16 schools with hours-based staffing achieved AYP in the special education subgroup for reading, and 12 of those schools achieved AYP in the special education subgroup for mathematics. The hours-based staffing model aligns with other system initiatives that focus on middle school reform and the provision of special education services within home or consortia schools rather than in segregated settings. During the 2009–2010 school year, *American Recovery and Reinvestment Act* (ARRA) funds were utilized to expand the hours-based staffing model at 15 additional middle schools for a total of 31 middle schools. Results for the 2009–2010 school year show that 25

middle schools with hours-based staffing achieved AYP in the special education subgroup for reading, and 23 of these schools achieved AYP in the special education subgroup for math.

During the 2009–2010 school year, DSES/DSEO staff reviewed information from student IEPs using the Online Administrative Student Information System/Special Services (O/SS) data system, classroom observations, MSDE mandates, due process hearing decisions, and input from staff and community to determine the effectiveness of the MCPS *FY 2011 Special Education Staffing Plan* and make recommendations for FY 2012 staffing.

FY 2011 professional development activities also were aligned with other system initiatives that focused on middle school reform and the provision of special education services within home or consortia schools. One day of mandatory professional development was provided during summer 2010 as part of the overall Middle School Reform effort for all newly assigned to Grades 6, 7, and 8 general and special education teachers, speech pathologists, and paraeducators responsible for serving students with disabilities in core content areas.

MCPS holds all staff accountable for working with all students. MCPS is committed to increasing collaboration among all offices, staff, schools, and the community to ensure coordinated services that meet the needs of all students in the most effective and efficient ways. The MCPS Special Education Staffing Plan is a vehicle to ensure that appropriate personnel are available to deliver the services required to implement student IEPs. It provides balance among student needs, teacher responsibilities, and the educational settings in which services will be provided.

MCPS Budget Review and Adoption Process

On December 15, 2010, the superintendent of schools presented his *Recommended FY 2012 Operating Budget* to the members of the BOE and the community. Those recommendations reflected input from a variety of public and private stakeholders, including input provided from the FY 2012 Special Education Staffing Plan Committee. Board of Education Strategic Planning and Budget Community Forums were held on October 13, 2010, and October 28, 2010, and two public hearings were held on January 12 and 19, 2011. The BOE operating budget work sessions were held on January 26 and 27, 2011 and the BOE approved the recommended budget on February 8, 2011. The BOE's recommended budget was sent to each principal, Parent, Teacher Association president, and public library on March 1, 2011, when the law requires that it be submitted to the Montgomery County county executive and the County Council.

The county executive made public his recommendations for the MCPS budget on March 15, 2011, and the County Council held public hearings on all local government budgets in April. The County Council's Education Committee held work sessions on the BOE's recommended budget in April 2011, and the full County Council reviewed the school system budget in May 2011. The Montgomery County Charter, as amended by voters in November 1992, requires the County Council to act on all budgets by May 31 of each year. This year, the County Council approved the county budget on May 19, 2011. After the County Council completed its appropriation action, the BOE adopted the final approved budget for FY 2012 on June 16, 2011. A timeline of budget actions can be found in Attachment D.

Public Input

In May 2010, Judith L. Pattik, director, DSEO, invited members of the community, DSES/DSEO, and other stakeholders to participate on the FY 2012 Special Education Staffing Plan Committee. The committee met on June 3, 2010, to review the *FY 2011 Special Education Staffing Plan*, receive information regarding the FY 2012 MCPS budget, review enrollment projections and anticipated program needs, receive public input, and make recommendations for priorities to be considered for inclusion in the FY 2012 budget (see Attachment E for a list of meeting participants).

The committee was given an overview of the budget process in the context of the challenging economic situation in Montgomery County, the state, and country. The committee discussed the overall state of the economy and the forecast for reductions in government spending. The committee was given a forecast of anticipated reductions in the FY 2012 budget as a result of the economic environment that will be felt throughout the school system.

During the June 3, 2010, meeting, the committee received an overview of the elements of a staffing plan and how the process of developing a staffing plan is aligned with the budget process. The committee also reviewed the FY 2011 Special Education Staffing Plan Committee recommendations and final FY 2011 special education budget allocations.

During the meeting, the committee received information about the work of DSES and the Division of Prekindergarten, Special Programs, and Related Services (DPSPRS).

The accomplishments and challenges of the past year were discussed, and MCPS staff noted the success of the Autism Resource Services at Cabin John and Gaithersburg middle schools designed to serve students with autism who participate in the general education setting. Also noted was the successful opening of six Collaborative Autism Prekindergarten Program (CAPP) classes and the opening on February, 2010 of the PEP Comprehensive program.

The committee received information about the intensive level of professional development that took place in schools, clusters, and in quad-clusters. Professional development activities focused on coteaching, inclusive practices, academic interventions, and behavior management. The committee also was informed that summer mandatory professional development would focus on best practices, coteaching, collaboration, and Universal Design for Learning (UDL) for teachers of Grades 11 and 12. Summer training also would be provided for special education paraeducators and general and special educators newly assigned to Grades 6, 7, and 8.

At the prekindergarten level, staff described the expanding opportunities for students with disabilities having access to receive special education services in programs with typical peers. Staff has provided and plans to continue with job embedded professional development and to bring more technology to prekindergarten classes.

The committee identified the group's broad priorities:

- Hours-based staffing
- Mandatory professional development for general and special education teachers
- Professional development for paraeducators

- Classes and services for preschool inclusion
- Transition support for students returning from nonpublic programs
- Services for students with autism spectrum disorders

In light of the challenging economic forecast for FY 2012, the committee identified the most important services and initiatives to preserve and protect:

- Continuing intensive professional development for general and special education teachers, as well as paraeducators
- Implementing initiatives designed to assist middle and high school students with passing required state assessments
- Maintaining transition support for students with disabilities
- Transitioning additional schools to the Elementary Home School Model
- Preserving existing Asperger's Syndrome programs
- Continuing to provide central office consultative services to schools

On December 16, 2010, the committee received an update on the FY 2012 budget process and a review of the special education budget that is included in the *Superintendent's FY 2012 Recommended Operating Budget*.

The *FY 2012 Special Education Staffing Plan* will be available on the MCPS website. Beginning in December 2010, a written copy will be distributed with the *Superintendent's FY 2012 Recommended Operating Budget*. The special education staffing plan process is aligned closely with the MCPS operating budget process, and public input and community involvement has been ongoing throughout. All of the input received from the FY 2012 Special Education Staffing Plan Committee was considered during the ongoing budget planning process and the development of the *FY 2012 Special Education Staffing Plan*. In addition, oral and written testimony received through the BOE's budget hearings will be considered as final changes are made to the *Superintendent's FY 2012 Recommended Operating Budget*.

Professional Development

The delivery of special education instruction is an integral part of the MCPS systemic school improvement planning process. Teams that make decisions about special education services are aware of their responsibility to consider each student's needs and the supports and services necessary to provide access to and participation in the MCPS curriculum in the least restrictive environment.

A key element in the provision of FAPE for students with disabilities is the availability of skilled personnel to implement each student's IEP. Through the collaborative efforts of DSES and the Office of Curriculum and Instructional Programs (OCIP), special education staff members who deliver the general education curriculum to students with disabilities participate in mandatory, voluntary, and school-specific professional development, including webinars, that ensure the delivery of effective instructional best practices. Voluntary training modules provide professional development opportunities for all school personnel responsible for IEP implementation, including general educators, school counselors, psychologists, pupil personnel workers, administrators, and paraeducators.

Central special education staff work with OCIP to provide ongoing support, technical assistance, and consultation to special education service providers and programs for prekindergarten and school-age students.

- DSES staff worked closely with the Division of Early Childhood Programs and Services to provide professional development on the Work Sampling System©, prekindergarten curriculum, collaboration and coteaching strategies, and behavioral interventions.
- DSES staff provided extensive professional development and job-embedded coaching for staff supporting students with autism spectrum disorders.
- DSES staff provided professional development on reading and mathematics interventions, as well as ongoing, job-embedded coaching and support of evidence-based reading methodologies in elementary/secondary LAD, Learning Center (LC), ED cluster, and LFI classrooms.
- For schools that did not make AYP due to the performance of the special education subgroup in reading and/or mathematics, DSES implemented grant-funded projects which provided intensive professional development on analyzing data and matching student skill sets with specific reading/mathematics interventions.

Grant-funded projects also provide funding for ongoing professional development designed to support the increasing number of students with disabilities that receive services in the general education environment. Response Abilities Pathways (RAP) is a grant-funded professional development project provided for staff supporting students with emotional disabilities. RAP provides methods for supportively responding to student needs rather than reacting to problems or situations. One major goal of prekindergarten and school-age staff is to increase collaboration and provide quality instruction in inclusive settings using a variety of coteaching models.

The role of the itinerant resource teachers (IRT) is to facilitate implementation of services for students with disabilities in the LRE. IRTs have a wide range of expertise in autism spectrum disorders, behavioral and emotional support strategies, elementary and secondary instruction, mathematics and reading instruction. The team provides professional development and job-embedded coaching to school staff to improve students' success in the LRE, increase attendance, decrease suspension rates, and improve overall student outcomes. IRT support is available for administrators, general educators, school-based special education staff, and the community. Continuing through 2010–2011, a portion of an IRT allocation was dedicated to supporting staff working with kindergarten students with disabilities receiving services in a general education environment.

During summer 2010, DSES, in collaboration with OCIP, conducted required professional development on best practices for including students with disabilities in the general education environment in the four core content areas. Newly assigned Grade 6, 7, 8, 9 and 10 general and special education teachers, all Grades 11 and 12 general and special educators, and paraeducators responsible for implementing coteaching practices, participated in this one-day event. Professional development activities were conducted during Secondary Resource Teacher Week for resource teachers in special education focusing on instructional strategies for students who are dually identified as needing special education services and English for Speakers of Other Languages and on special education compliance updates. In addition, required professional development on the delivery of special education services at the elementary level was provided to kindergarten and first grade teams which included the general and special educators, speech/language pathologist, staff development teacher, and the paraeducator.

MSDE established LRE targets for local school systems that require students with disabilities to receive special education and related services in a general education setting or a combined general education and special education setting. The current MSDE targets are to increase LRE A (in general education greater than 80 percent of the day) and decrease LRE C (removed from general education greater than 60 percent of the day—i.e., self-contained classrooms). It is assumed that as LRE C decreases, students will naturally transition into less restrictive environments. The LRE targets, which are closely monitored by MSDE, will ensure that established standards are met and hold schools and local systems accountable for student performance. MCPS made significant progress in including students with disabilities in general education environments (LRE A) while reducing the percentage of students with disabilities educated in self-contained classrooms (LRE C).

In FY 2010, with 66.62 percent of students with disabilities being served in the general education environment, MCPS exceeded the increased MSDE target of 61.61 percent. MCPS continues to make progress in reducing the time students with disabilities spend in segregated settings by consistently reducing the percent of students being served in self-contained classrooms. In FY 2010 only 12.70 percent of students with disabilities were served in LRE C which exceeded the decreased MSDE target of 15.86 percent.

The MSDE monitoring priority area is to provide a free appropriate public education in the LRE and sets measurable and rigorous targets for implementation. The targets for LRE increase/decrease yearly. The MCPS LRE performance data and MSDE targets from FY 2007 through FY 2010 are indicated in the chart data below.

Percentage of MCPS Students with Disabilities by Least Restrictive Environment (LRE)

Inclusion Indicator	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
MCPS LRE A	59.10	61.05	66.67	66.62	
MSDE Target for LRE A	60.11	60.61	61.11	61.61	62.11
MCPS LRE C	19.44	17.04	14.14	12.70	
MSDE Target for LRE C	16.61	16.36	16.11	15.86	15.61

Special Education Facilities and Staffing Patterns

According to the October 30, 2009, Maryland Special Education Census Data, 16,898 MCPS students age 3 to 21 received special education services. Of those students, 404 received services in a public, separate, special education school, and 513 students received services in a nonpublic special education school.

Participation in the LRE requires access to general education classrooms. DSES/DSEO, the Department of Facilities Management (DFM), and the Office of School Performance (OSP) are engaged in long-range planning and to provide increased options for students with disabilities to access the general education environment throughout the system. The distribution of cluster and countywide programs is based on the assumption that all students will be educated in their home school or home school cluster, if possible. For example, highly specialized programs for students with autism spectrum disorders are provided on a countywide basis due to the relatively low incidence of autism (approximately 300 students with autism require a program designed specifically for students with autism). On the other hand, programs for

students with learning disabilities are available in every cluster at the elementary level and secondary level, because there is a higher occurrence of learning disabilities in the overall population.

Trends related to the identification, evaluation, and placement of students with disabilities have contributed significantly to decisions regarding the location of a variety of programs and services. The percentage of students receiving services in their home school, cluster, or quad-cluster has increased annually. The following special education services are available in MCPS:

- Special education resource services are offered in all schools, Grades K–12. Sixty four elementary schools provide HSM services. A continuing goal is to provide equitable staffing in the schools implementing this approach. LAD services are offered in those middle schools without hours-based staffing, each high school, and in selected elementary schools.
- In an effort to improve secondary outcomes, the Board of Education approved a plan that continues to phase out the Secondary Learning Centers (SLC) over the next two years. All students with disabilities that currently receive services through SLC's may remain in the program through graduation. However, parents may request that the IEP team consider placement in the student's home school.
- Special education services are quad-cluster-based for students in need of an Elementary Learning Center, LFI, or SCB class.
- Special education services are available regionally for students in need of the Preschool Education Program, Prekindergarten Language Program, Autism/Aspergers Syndrome Program, Augmentative Communication Program, K–12 ED Program, Gifted and Talented/Learning Disabled Program, Elementary Physical Disabilities Program, and the Longview and Stephen Knolls special education centers.
- Special education services are available countywide for students in need of the preschool Vision Program, Deaf and Hard of Hearing Program, Elementary/Secondary Extensions Program, Carl Sandburg Learning Center, John L. Gildner Regional Institute for Children and Adolescents (RICA), the Rock Terrace School, and the Physical Disabilities Program.
- DSES/DSEO supported the FY 2007 implementation of an hours-based staffing model in two middle schools. Hours-based staffing was expanded to a total of 16 middle schools during the 2008–2009 school year. Utilizing ARRA funds, hours-based staffing was expanded to 15 additional middle schools for the 2009–2010 and 2010–2011 school years, bringing the total to 31 middle schools.

Special education class and program locations are identified in the MCPS *Superintendent's Recommended FY 2012 Capital Budget and Amendments to the FY 2009–2016 Capital Improvements Program* that is published annually in October. However, as enrollment projections and program needs are refined during the year, the location of some classes and programs may change.

Providing prekindergarten special education services in the LRE is challenging due to the limited number of general education prekindergarten programs and services available in MCPS. The DPSPRS and the Division of Early Childhood Programs and Services continues to collaborate to colocate general and special education prekindergarten classes to facilitate LRE options for students. The DFM and OSP also are involved in this process, as it will have an impact on elementary facilities and require careful coordination of long-range facilities and program planning.

DPSPRS is continuing to provide professional development opportunities for special and general education teachers and paraeducators. The Collaboration Class Project in which general and special educators use a collaborative teaching model to provide instruction to four-year-old students with and without disabilities emphasizes coteaching and collaborative planning among staff. In FY 2011, 13 locations are participating. Another collaboration model, Providing Inclusive Learning Opportunities for Threes (PILOT), was established at four locations in FY 2007, and expanded to nine countywide locations in FY 2011. This program enables prekindergarten students with disabilities to attend school with their neighborhood nondisabled peers for two days a week. Both of these programs allow for youngsters with disabilities to interact with nondisabled peers. As a result, students with disabilities are provided greater access to the prekindergarten curriculum and are better prepared for general education kindergarten settings. Future plans include expanding the Collaboration Class model and PILOT to additional schools pending available funding.

Ongoing Review and Adjustments to Staffing

The process of allocating staff for the following year begins with reviews of student enrollment as reported in the O/SS data system from September through December of the preceding year. These reviews identify any unanticipated special education enrollment trends in schools that may require adjustments to current or future staffing. The January enrollment report is used to generate lists of prekindergarten, Grade 5, and Grade 8 students who will articulate to elementary, middle, and high school the following year so that special education supervisors can identify the school the student will most likely attend and add the student to that school's projected enrollment. All of this information is used to develop initial staffing allocations for individual schools beginning in mid-January. Based on historical trends, the current state, and student articulation information, preliminary staff allocations are made in conjunction with the community superintendents in early spring.

Reports from O/SS are used to confirm what services are recommended for the coming year. Special education supervisors review the O/SS data system, visit schools, and consult with service providers, program supervisors, and community superintendents to ensure that the information is accurate before any adjustments to preliminary staffing allocations are made.

When a school requests additional staffing, the special education cluster supervisor consults with school staff to ensure current staff is being utilized effectively to address the students' services on the IEPs. Requests for additional staffing are sent to central office special education leadership, as appropriate. When necessary, recommendations for staffing changes may be submitted and are reviewed by the directors of DSES/DSEO, community superintendents, and the associate superintendent for OSESS to make adjustments as needed.

Every effort is made to allocate staff to meet anticipated needs for the upcoming school year; invariably, some programs are overenrolled and others are underenrolled when the school year begins. In addition, staffing issues arise throughout the year due to many factors, including student mobility, changing needs, and individual class make-up. If concerns arise, staff and/or parents may make requests for additional staffing or for a staffing review. All initial staffing requests/concerns are submitted first to the school principal, who will refer requests for additional staffing to the special education supervisor and the community superintendent for further action, if appropriate.

Despite efforts to ensure that all positions are filled, a vacancy may occur due to emergency or medical leave, childcare leave, or a lack of available, qualified personnel. In most cases, staff has enough advance time to plan for coverage with substitute personnel, a contract provider, or redistribution of existing staff. Parents are notified by letter if such a vacancy causes a temporary lapse in the delivery of special education services. If missed services cannot be made up, an IEP team considers whether compensatory services are required for individual students.

Maintenance of Effort

The following table shows the maintenance of effort for Category 6 special education staffing from FY 2009 to FY 2012. Transportation and fixed charges are not included.

Category	FY 2009 Actual	FY 2010 Actual	FY 2011 Budget	FY 2012 Budget
Salaries	\$217,132,155	\$228,476,024	\$234,243,209	\$231,086,231
Contracted Services	\$3,797,981	\$3,955,028	\$3,193,474	\$2,517,945
Supplies	\$2,147,852	\$2,015,836	\$2,448,434	\$2,108,570
Other Charges	\$39,297,414	\$37,025,410	\$37,134,303	\$36,432,941
Equipment	\$106,646	\$2,093,648	\$2,146,218	\$285,861
TOTAL	\$262,482,048	\$273,565,946	\$279,165,638	\$272,431,548

This table identifies Category 6 funding sources for special education, showing the maintenance of effort from FY 2009 to FY 2012.

Funding Source	FY 2009 Actual	FY 2010 Actual	FY 2011 Budget	FY 2012 Budget
Federal	\$20,607,698	\$33,098,915	\$32,825,155	\$25,926,144
State	\$46,004,147	\$43,239,439	\$44,189,819	\$45,165,470
Local	\$195,870,203	\$197,227,592	\$202,150,664	\$201,339,934
TOTAL	\$262,482,048	\$273,565,946	\$279,165,638	\$272,431,548

The FY 2009 budget included a net increase of 22.9 professional and 13.736 paraeducator positions for special education programs and services. Again this year, budget neutral realignments among and between programs under the DSES/DSEO were approved to better serve students in the least restrictive environment (LRE). In addition to changes for enrollment, the budget included an increase of \$4.5

million for tuition for special education students who require nonpublic placements. Improvements included the addition of 9.0 special education teacher positions and 8.75 paraeducator positions to expand the implementation of the hours-based staffing model at three additional middle schools that did not make AYP based on the performance of their special education subgroup. This brought the total number of middle schools utilizing the hours-based staffing model to 16 for the FY 2008–2009 school year. Also, the K–12 budget includes an additional 10.0 FTE's to count special education LRE A students in the general education population. A net reduction of 27.5 positions was made as a result of closing the Mark Twain School.

For FY 2010, the \$273.6 million budget for special education (Category 6) included an increase of 34.367 positions. This consisted of a decrease of a 1.0 administrative position, a decrease of 11.2 professional positions, and the addition of 46.567 supporting services positions. For enrollment changes, an additional 8.0 teacher, 11.4 speech/language pathologist, 6.0 occupational and physical therapist, and 2.478 paraeducator positions are budgeted. There was an increase of \$3.7 million for tuition for special education students requiring nonpublic placements. In addition, \$1.2 million was realigned from the budget for nonpublic tuition to create 26.64 positions to serve preschool students with autism in MCPS classes rather than in nonpublic settings. While several budget neutral realignments have been made to align funds with actual costs and program needs, the budget included an additional \$800,000 for items such as substitutes, private nursing care, and itinerant paraeducator staffing. Despite the severe fiscal climate, budget reductions that have been made are those that will have the least impact on students. Category 6 central services reductions included 5.0 positions and approximately \$500,000. There was a reduction of 13.05 positions and \$1.6 million in Category 6 school-based expenditures. Adjusting the student-teacher ratio for the Home School Model to that used for students with learning and academic disabilities results in a net increase of 4.45 positions and a net budget reduction of \$417,314. A reduction of 20.5 teacher positions was offset by an increase of 24.9 paraeducator positions. Other reductions included 5.0 secondary intensive reading teachers and \$267,390, 11.5 positions and \$610,179 related to the phase out of the SLCs, a reduction of a 1.0 parent educator position and \$53,478 in the Deaf and Hard of Hearing program, a reduction of \$194,028 in resources budgeted for extended school year services, and a reduction of \$80,000 for summer employment salaries and materials.

For FY 2011, the \$279.1 million budget for special education (Category 6) included an increase of 53.94 positions for special education programs and services including increases of 23.0 professional, 31.74 supporting services, and a decrease of a 0.8 administrative position. Various realignments among and between units in the Office of Special Education and Student Services were made in order to better serve students in the least restrictive environment, including a realignment of \$951,611 from nonpublic tuition to serve approximately 36 students that would have attended nonpublic programs, in the MCPS preschool, School/Community-Based classes. This realignment allowed for an increase of 7.8 teacher, 1.2 speech-language pathologist, 2.4 occupational and physical therapist, and 9.0 paraeducator positions. There was also an increase of \$2.5 million for enrollment changes related to increases of 16.0 special education teacher, 26.74 paraeducator, 9.6 speech-language pathologist, 5.5 occupational and physical therapist positions. In addition, there was an overall increase of \$1.1 million for tuition for special education students requiring nonpublic placements due to changes in enrollment and rate increases. Additionally, there was a net reduction of \$5.5 million and 13.3 positions.

The FY 2012 budget for special education (Category 6) totals \$272.4 million. This includes an increase of 43.955 positions, consisting of an increase of 0.8 administrative, 25.85 professional, and 17.305 supporting services positions. For enrollment changes (not including benefits), there is an increase of \$870,098 and 23.305 positions. This includes an additional 6.95 special education teacher, 1.8 speech-language pathologist, and 15.455 paraeducator positions. There is also a decrease of 0.9 occupational and physical therapist. In addition, there are increases of \$400,000 budgeted for substitutes and instructional and media materials. There is an increase of \$1.69 million for tuition for special education students requiring nonpublic placements due to changes in enrollment and an increase of \$886,115 due to a projected rate increase of 2 percent. While several budget neutral realignments have been made to align funds with actual costs and program needs, the budget also includes an additional \$1.8 million to support the following: 1.7 resource teacher positions, a 0.5 transition teacher position, 5.5 special education teachers for the Elementary Learning Centers, a 1.0 coordinator and a 1.0 secretary position for the Infants and Toddlers program and 3.5 interpreter positions along with funding to support items such as contractual services for nursing services and anti-violence programs. In FY 2011, \$14.1 million in ARRA funds is budgeted for special education programs. The loss of this funding will require that some local support in the amount of \$5.2 million continue in category 6 in order to offer the same high-quality continuum of services for students with disabilities. As a result, \$1.0 million is realigned for nonpublic tuition, \$3.9 million is realigned for 24.8 hours-based staffing paraeducator, 20.5 home school model teacher, 29.749 hours-based staffing paraeducator positions, and one-on-one paraeducator support and \$339,000 is realigned for 3.0 speech-language pathologist positions. Despite the severe fiscal climate, budget reductions that have been made are those that will have the least impact on students. There was a net reduction of \$7.9 million and 32.975 positions.

MCPS Special Education and Related Services Budget Guidelines – FY 2012

The number and type of staff incorporated into the Montgomery County Public Schools (MCPS) special education budget meets the diverse needs of students with disabilities. The allocation of special education staff begins with a projection of the number of students and services for the coming fiscal year. Each year, staff from the departments of Facilities Management, Special Education Services, and Special Education Operations prepare an estimate of the number of students needing services. The enrollment projections serve as a base to determine the number and type of staff required to provide adequate staffing.

The location and distribution of the various special education services throughout the county affect the number and type of staff needed to provide a free and appropriate public education (FAPE). Sometimes it is necessary to open a new special education classroom or site in a particular location in order to limit the time students spend being transported to better allow students to attend school each year in their home cluster or quad/quint-cluster. Consequently, the location of special education classrooms and services and models may require additional staff.

Enrollment, class size guidelines, distribution of classes, nature of the disability, specific disability service models, time requirements for staff to fulfill indirect service responsibilities such as planning, case management, participation in meetings, and completing assessments, and legal considerations are reviewed and balanced in order to determine the number and type of staff required. The *FY 2012 Special Education Staffing Plan* incorporates the Special Education Staffing Plan Committee's input regarding special education staffing improvements and priorities. Below is information about the various special education instructional service models and the guidelines used for determining the number and type of specific staff required.

* Teacher – Tchr Speech Pathologist – SP Occupational Therapist/Physical Therapist –OT/PT Teaching Station – TS

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<p>Resource Services</p> <p>Resource services ensure students with disabilities access to the MCPS curriculum. Students in Grades K—12 are served through this model. Students demonstrate learning/behavioral needs that affect performance in one or more academic areas.</p> <p>Elementary and middle schools staffed with an hours-based staffing model include the resource teacher in the special education staffing allocation.</p>	Available in all schools	Based on school enrollment	N/A	

MCPS Special Education and Related Services – FY 2012

Resource Services (continued)	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Learning and Academic Disabilities (LAD)	Students served through this model require special education services primarily as a result of a learning disability or other disability that significantly impacts academic achievement. Students typically have processing deficits that affect performance in one or more academic areas, including but not limited to mathematics, reading, or written language. The design is based on a cluster model. Elementary cluster models provide a continuum of services and environments for students requiring more than 15 hours of special education service. LAD services are provided in selected elementary and middle school and all high schools.	Elementary – Designated sites within each cluster Available in middle schools not staffed with hours-based staffing and all high schools	<p><u>Middle Schools</u> Schools not staffed with hours-based staffing projected to have an enrollment of fewer than 800 students receive a 1.0 resource room teacher. Schools projected to have an enrollment of 800 students but fewer than 1,001 students receive 1.5 resource room teachers. Schools projected to have an enrollment of 1,000 students or more receive 2.0 resource room teachers.</p>	N/A
			<p><u>High Schools</u> Schools projected to have an enrollment of fewer than 1,000 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 1,000 or more students but fewer than 1,500 students receive 1.5 resource room teachers. Schools projected to have an enrollment of 1,500 students or more receive 2.0 resource room teachers.</p>	
				0.875 0.875

MCPS Special Education and Related Services – FY 2012

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Learning for Independence (LFI)	The Learning for Independence Program (LFI) serves students with mild to moderate intellectual disabilities and/or multiple disabilities. The program emphasizes individualized instruction using the Fundamental Life Skills (FLS) curriculum or a combination of the FLS curriculum and adapted general education curricula in schools and in related community and work environments. The LFI model includes age-appropriate classes, access to general education classes, individualized instruction, and transition services. The goal of the LFI program is to prepare students for adult living and further education upon graduation or exit from school.	Designated elementary, middle, and high schools in quad or quint clusters	1 Tchr:TS	0.875
Gifted and Talented Learning Disabled Services (GT/LD)	Students receiving GT/LD services demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. Organization, memory, and reading also may be impacted significantly. Most students identified as GT/LD access rigorous instruction in their home schools while receiving appropriate adaptations, accommodations, and specialized instruction. GT/LD program settings provide a combination of high-level instruction with specialized instruction and supports throughout the academic day as needed and appropriate.	Regional designated elementary and middle schools	1 Tchr:TS	0.875
Elementary School-Based Learning Center	Students served through this model require special education services primarily as a result of pervasive needs in areas such as academics, cognition, communication, organization, sensory/motor skills and/or social interaction. An Elementary School-Based Learning Center provides comprehensive special education instruction, and related services, to students with multiple needs and varied disabilities. The program offers a continuum of Kindergarten to Grade 5 services in several classes within an elementary school.	Designated elementary schools within each quad cluster	1 Tchr:TS	0.875
High School Learning Centers	Students served through this model require special education services primarily as a result of learning or other disabilities that significantly impact academic achievement. Students typically have processing deficits that affect performance in one or more academic areas. In the high school model, this program may provide self-contained classes, co-taught general education classes, and other opportunities for participation with non-disabled peers. As more students receive special services through their neighborhood or consortia high schools, high school learning centers will phase out over the next two years.	Regional in designated high schools, Grades 11-12 (2011-2012)	1 Tchr:TS	0.875
Home School Model Services	Home School Model services are provided to home school students with learning or other mild to moderate disabilities who require special education services in order to access the MCPS curriculum. Services may be provided in a continuum of settings including general education classrooms and in small group pull-out settings, based upon individual needs.	Designated elementary schools	Hours-based Staffing	

MCPS Special Education and Related Services – FY 2012

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Carl Sandburg Learning Center	Carl Sandburg is a special education school that serves students with multiple disabilities in Kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, emotional and other learning disabilities. The program is designed for students who need a highly structured setting, small student-teacher ratio, and access to the general education or FLS curricula.	Separate special education day school	1 Tchr:TS	1.250
School/Community Based Program (SCB)	The School/Community-Based Program (SCB) serves students with moderate, severe, or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing the FLS curriculum, or a combination of the FLS curriculum and accommodated general education curricula, in regular schools and related community and work environments. The SCB model includes the following components: (a) age-appropriate classes; (b) heterogeneous groupings; (c) peer interactions; (d) individualized instruction; (e) community instruction; and (f) transition. The goal of the program is to prepare students to transition into the world of adult living upon graduation or exit from the school system.	Designated elementary, middle, and high schools in quad or quint clusters	1 Tchr:TS	1.500
Rock Terrace School	Rock Terrace School provides services to students ages 11 through 21 whose learning and behavioral needs require the structure and support available in a special education facility. Primary disabilities include intellectual disabilities or significant learning disabilities and may include autism spectrum disorders, language disabilities, emotional disabilities, medical conditions and/or physical disabilities. Rock Terrace School is comprised of a middle school, a high school, and an upper school which implements school-to-work programs.	Separate special education day school	1 Tchr:TS	1.000
Stephen Knolls School	Stephen Knolls Program serves students age 5 through 21 with severe to profound intellectual disabilities and multiple disabilities, which often include: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. The MCPS FLS curriculum, in conjunction with the student's IEP, provides the foundation for the educational programming of each child. Students are provided with access to nondisabled peers to the extent appropriate.	Separate special education day school	1 Tchr:TS	1.750
Longview School	Longview School serves students age 5 through 21 with severe to profound intellectual disabilities and multiple disabilities, which often include:	Separate special education day school	1 Tchr:TS	1.750

MCPS Special Education and Related Services – FY 2012

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
	expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. The MCPS FLS curriculum, in conjunction with the student's IEP, provides the foundation for the educational programming of each child. Students are provided with access to nondisabled peers to the extent appropriate.			
Extensions Program	The Extensions Program serves students of middle or high school age who have moderate, severe, or profound intellectual disabilities, or multiple disabilities that must include mental retardation and/or autism spectrum disorders. Students also have a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors that have not responded to functional and systematic behavioral interventions in a less restrictive setting. Students' behavioral needs are addressed using a comprehensive functional behavioral analysis approach designed to enable students to acquire appropriate social and communicative skills within the context of the FLS curriculum.	Designated middle and high school	1 Tchr:TS	2.625
Emotional Disabilities Services	Students receiving services through the Emotional Disabilities unit demonstrate significant social, emotional, learning, and/or behavioral difficulties that adversely impact their success in school. The majority of students are identified with an emotional disability. Some students have secondary disabilities, such as other health impairments, language disabilities, or learning disabilities. Students access the MCPS general education curriculum, and have difficulty achieving academic success due to emotional and behavioral difficulties that interfere with their ability to participate successfully in educational programs.	Designated elementary, middle, and high schools in each quad or quint clusters	1 Tchr:TS	1.500

MCPS Special Education and Related Services – FY 2012

		Service Description	Services	Instructional Models	
				Professional Staff	Paraed
Bridge Program		<p>The Bridge Program serves students who demonstrate significant social, emotional, learning, and/or behavioral issues that make it difficult for them to be successful in a large school environment. Many of the students are identified as having an emotional disability or Asperger's Syndrome. Some have secondary disabilities such as other health impairment, language disability, or learning disability. Comprehensive behavior management that includes proactive teaching, and rehearsal of social skills, as well as structured and consistent reinforcement systems are used. Individualized and comprehensive behavior management strategies and systems promote students' acquisition of skills that allow them to be successful in school.</p>	Two middle schools and two high schools serve students countywide	1 Tchr:TS	1.250
<p>John L. Gildner Regional Institute for Children and Adolescents (RICA) - Rockville</p>		<p>RICA provides appropriate educational and treatment services to students and their families through highly-structured intensive special education with therapy integrated in a day program and/or residential treatment facility. RICA offers a fully-accredited special education school that emphasizes rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, family and multifamily therapy. The RICA program promotes acquisition of grade and age appropriate academic, social, and emotional skills that allow students to access the general education curriculum, meet state graduation requirements, and prepare them to become productive members of a global society.</p>	Separate special education day school	1 Tchr:TS	1.250

MCPS Special Education and Related Services – FY 2012

		Service Description	Services	Instructional Models	
				Professional Staff	Paraed
Services for Students with Autism Spectrum Disorders	<p>The autism prekindergarten program provides highly intensive and individualized services for students ages 3--5. Utilization of state-of-the-art instructional practices to increase academic, language, social, and adaptive skills for students with autism spectrum disorders is implemented to foster their development of adaptive skills to maximize independence. The autism program for school-aged students provides access to the MCPS FLS curriculum. Students receive intensive instruction in a highly-structured setting to improve communication and access to nondisabled peers. At the secondary level, students also receive vocational and community support. Students with Aspergers Syndrome or high functioning autism receive direct instruction in the areas of coping strategies and prosocial behaviors. Middle School Autism Resource Services are designed for students with autism spectrum disorders who are diploma bound and having difficulty mastering grade level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students are included in general education classes with the supports indicated on their IEPs. Access to the general education curriculum with enrichment is reinforced. Those with significant social/behavioral needs may be served in a more self-contained setting.</p>	<p>Prekindergarten—Designated elementary schools serve prekindergarten children throughout the county</p> <p>School Aged—Designated elementary, middle, and high schools located regionally throughout the county</p> <p>Middle School Autism Resource Services</p>	<p>1 Tchr:TS</p> <p>1 Tchr:TS</p> <p>1 Tchr:TS</p>	<p>3,440</p> <p>1,750</p> <p>1,750</p>	
Transition Services	<p>Transition services are provided to special education students age 14 or older, to facilitate a smooth transition from school to post-high school activities. These activities include, but are not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.</p>	<p>Services available in secondary schools throughout the county</p>	<p>1.0 Tchr</p>	<p>0.875/TS</p>	

MCPs Special Education and Related Services – FY 2012

		Service Description	Services	Instructional Models	
				Professional Staff	Paraed
Services for Deaf and Hard of Hearing		The goals of the deaf and hard of hearing services are to provide comprehensive educational services to students with significant hearing loss, to enable students to develop effective language and communication skills, and to provide students with equal access to the general education environment. Students with significant needs receive services in special centrally-located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Students with less intensive needs receive services from itinerant teachers who travel to neighborhood schools or other MCPs facilities to deliver specialized instruction. Assistive technology and consultation also are provided to students and school staff.	Resource services available throughout the county Auditory and speech training available throughout the county Special classes: three elementary schools, one middle school, and one high school serve students throughout the county	1 Tchr: 15 1 Tchr: 15 1 Tchr:TS	N/A N/A 0.875
Services for Students with Physical Disabilities		The goals of physical disabilities services are to provide comprehensive supports to students with physical and health-related disabilities that facilitate access to the MCPs curriculum. Services address the needs of students whose physical disabilities are causing a significant impact on educational performance in the general education class. Students exhibit needs in motor development and information processing. Services provided to students include special education instruction, consultation with classroom teachers, and occupational and/or physical therapy services. Students are integrated into the general school program as much as possible. Occupational and physical therapy services also are provided as related services to students with other educational disabilities.	Resource services available throughout the county Special classes: two elementary schools.	34.6:1 1 Tchr:TS	N/A 1.250
Services for the Visually Impaired		The goals of vision services are to provide comprehensive supports to students with significant visual impairments, to enable students to develop effective compensatory skills, and to provide students with equal access to the general education environment. The prekindergarten class prepares children who are blind or have low vision for entry into school. Itinerant vision teachers provide services to school-aged students in their home school or other MCPs facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. High school students requiring more intensive services receive specialized transition support and orientation and mobility training.	Resource services available throughout the county Special class: one elementary school serves preschoolers throughout the county	Mobility/Orientation 45:1 Resource 35:1 1 Tchr:TS	0.875

MCPS Special Education and Related Services – FY 2012

		Instructional Models	
Service Description		Professional Staff	Paraed
Speech and Language Services	The goals of speech and language services are to diagnose communication disorders, facilitate the development of compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents. Students with more intensive needs receive services individually or in small groups. Prekindergarten students requiring extensive services attend a class program, two or five days per week.	Resource services available throughout the county Preschool School-Age Private/Religious Schools Special classes: designated elementary schools serve prekindergarten children throughout the county, two or five days per week	N/A N/A N/A 0.875
Augmentative and Alternative (AAC) Communication Classes	The AAC classrooms provide intensive support for students who are non-speaking or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication. Emphasis is on the use of the alternative communication systems to enhance language development, vocabulary development, and expressive communication skills, and to access the general education curriculum.	Special classes located in two elementary schools serve children throughout the county	1 Tchr:TS 1.750
Assistive Technology (InterACT) Services	Assistive technology services provide support for students from birth through age 21. The Augmentative Communication and Technology Team supports students who are non-speaking or severely limited in verbal speech and students limited in producing written output due to physical disabilities.	Services available throughout the county	SLP – 1/75 Services Tchr – 1/190 Services OT – 1/223 Services 0.875/380 Services

MCPS Special Education and Related Services – FY 2012

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Preschool Education Program (PEP)	<p>The Preschool Education Program (PEP) offers a variety of prekindergarten classes and services for children with disabilities ages 3–5. PEP serves children with multiple and/or moderate disabilities that impact their ability to learn. Services range from itinerant instruction at home for medically-fragile children to consultative and itinerant services for children in community-based child care settings and preschools. Classes are provided for children who need a comprehensive approach to their learning. Intensive Needs Classes serve children with severe sensory and/or communication disabilities. The Beginnings Classes provide services to students with severe or profound physical and/or cognitive disabilities. PEP Comprehensive (PEP-C) provides services to students with moderate to severe intellectual disabilities and/or multiple disabilities. PEP offers Providing Inclusive Learning Opportunities for Threes (PILOT) - a 2-day per week inclusive class; PEP collaboration classes offer inclusive opportunities for four-year-olds using a coteaching model.</p>	<p>PEP Classic (half-day)</p> <p>Intensive Needs Speech/Language OT and PT</p> <p>Medically Fragile Speech/Language OT and PT</p> <p>Beginning Classes Speech/Language OT and PT</p> <p>PEP Comprehensive Speech/Language OT and PT</p>	<p>1.0 Tchr/TS</p> <p>1.0 Tchr/TS 0.3 SP/TS 0.3 OT/PT/TS</p> <p>1.0 Tchr/TS 0.5 SP/TS 0.3 OT/PT/TS</p> <p>1.0 Tchr/TS 0.3 SP/TS 0.6 OT/PT/TS</p> <p>1.0 Tchr/TS 0.2 SP/TS 0.2 OT/PT/TS</p>	<p>0.875/TS</p> <p>1.000</p> <p>1.50</p> <p>1.50</p>
Infants and Toddlers	<p>Infants and Toddlers services are provided to families of children with developmental delays from birth to age 3 or until kindergarten eligible under the Extended Individual Family Service Plan option. Services are provided in the natural environment and may include special instruction, auditory and vision instruction, physical and occupational therapy, and speech-language services. Parental involvement is a major component based on the philosophy that a parent is often a child's most effective teacher in the natural setting.</p>	<p>Home-based for individual children</p> <p>Infants and Toddlers Teacher</p> <p>Speech & Language</p> <p>Occupational or Physical Therapy</p> <p>Vision</p> <p>Deaf & Hard of Hearing</p>	<p>1.0 Tchr/64.0 services</p> <p>1.0 SP/64.0 services</p> <p>1.0 OT/PT/64.0 services</p> <p>1.0 Tchr/64.0 services</p> <p>1.0 Tchr/64.0 services</p>	<p>.724</p> <p>Paraed/ each 6</p> <p>Prof. Staff</p>

PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS
December 2010

	FY 2011 Budget						FY 2012 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
Department of Special Education Services												
Learning Disabilities:												
Resource Room	4,800		251.0	6.0	36,750	251.0		252.7	6.3	38,102	252.7	
Learning Centers, Elementary	361		42.0	3.0	21,126	42.0		49.0	3.0	21,126	49.0	
Learning Centers, Secondary	239		26.0	6.0	7,813	26.0		26.0	6.0	7,813	26.0	
Learning Center Transition			19.0	6.0	208,693	19.0		19.0	6.0	203,879	19.0	
Learning and Academic Disabilities	2,747		244.8	6.2	164,876	244.8		234.0	6.2	151,375	234.0	
Hours Based Staffing	1,307		170.6		106,327	170.6		160.6		106,327	160.6	
Home School Model	617		94.5		7,875	94.5		94.5		7,000	94.5	
GT/LD	99		9.0			9.0		8.0			8.0	
Secondary Intensive Reading			12.0			12.0		12.0			12.0	
Intellectual Disabilities (ID):												
School/Community Based Programs	352		65.5	2.5	100,500	65.5		65.5	2.5	100,500	65.5	
Extensions	18		4.0		7,875	4.0		5.0		10,500	5.0	
Learning for Independence	588		62.3		53,383	62.3		65.0		56,875	65.0	
LD/ID Program Support		6.0	8.0	8.0		8.0	6.0	8.0	8.0		8.0	3,000
Emotional Disabilities:												
Special Classes	591		79.9	21.6	109,875	79.9		83.2	19.4	114,375	83.2	2,000
Program Support		1.0	6.5	14.0		6.5	1.0	6.5	8.0		6.5	1,000
Autism:												
Special Classes	370		66.0	10.5	140,850	66.0		71.0	8.5	148,725	71.0	1,000
Program Support			2.5			2.5		2.5			2.5	
Transition Services:												
School-Based Resource Services	6,100		30.0		15,250	30.0		31.5		15,250	31.5	
Nonschool-Based Programs	52		12.0		7,500	12.0		12.0		7,500	12.0	
Program Support		1.0	4.0	2.0		4.0	1.0	3.0	2.0		3.0	1,000
Special Schools:												
Longview	53		10.0	2.9	17,500	10.0		9.0	1.9	15,750	9.0	2,875
Stephen Knolls	42		9.5	3.2	17,500	9.5		8.0	3.2	12,250	8.0	3,125
Carl Sandburg	115		16.0	6.7	17,500	16.0		16.0	6.7	17,500	16.0	3,125
Rock Terrace	116		18.0	6.3	17,000	18.0		17.3	6.3	17,250	17.3	5,250
RICA	86		20.0	7.5	19,250	20.0		20.0	7.5	19,250	20.0	3,750
Model Learning Center			1.5			1.5		1.5			1.5	
Itinerant Paraeducators					150,000					150,000		
School-Based Services Administrative Support		1.0		2.0			1.0		2.0			1,000

Continued on next page

PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS

December 2010

Continued from previous page

	FY 2011 Budget						FY 2012 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
Pre-K, Special Programs & Related Svcs												
Deaf And Hard of Hearing:												
Resource Program Services	225		15.5			33,500	225		15.5			37,000
Special Classes	110		25.5			3,000	141	1.0	31.0	2.0	21,438	3,000
Program Support		1.0		2.0								
Visual Impairments:												
Resource Program Services	235		12.0			1,000	235		12.0			1,000
Special Classes	12		1.5			1,000	6		2.0	1.0	0.875	1,750
Program Support				1.0								1,000
Physical Disabilities:												
Resource Program Services	3,375			93.5		3,000	3,400			93.5		3,000
Special Classes	38		9.2			2,000	29	1.0	8.4	2.0	12,000	2,000
Program Support		1.0		2.0					0.8			
Speech and Language Disabilities:												
Resource Program Services	9,770		2.0	181.9		0,800	9,820		2.3	182.6		0,800
Special Classes	134			7.5		2,300	134			7.5		2,300
Program Support		1.0		9.9				1.0		9.9		
InterACT:												
InterACT Services (PreK-12)	540		4.2	8.4		4,000	545		4.0	8.6		3,000
Augmentative Communication	14		3.0	0.6		1,000	12		3.0	0.6		1,000
Program Support				1.0						1.0		
Child Find/DESC:												
Program Support		1.0		15.0				1.0		15.0		
Administrative Support												
Preschool Education Programs:												
Special Classes	1,006		92.6	25.4		3,000	980		87.7	20.9		3,000
Program Support		2.0	0.2	6.5				2.0	0.2	5.5		
PEP Comprehensive			6.0	5.4					16.0	14.4		
Infants and Toddlers Services:												
Deaf and Hard of Hearing	235		4.0			4,000	235		4.0			4,000
Physical Therapy	2,145			33.5		1,000	2,145			33.5		1,000
Occupational Therapy	1,857			29.0			1,857			29.0		
Special Instruction	4,150		64.8				4,300		67.2			
Speech & Language	4,330		3.0	67.7			4,500		3.0	70.9		
Vision	190						190					
InterACT	20		0.2	4.6			20		0.2	4.0		
Program Support		4.0						5.0				
Preschool/Related Services Administrative Support												
		1.0		2.0		2,000		1.0		2.0		2,000
		11.0		15.5		26,700		10.8		15.5		26,100
Special Education Administrative Support												
Summary:												
Total Special Classroom Services	9,067	6.0	1,116.4	105.4	1,176,631	22,625	9,533	7.0	1,127.0	112.4	1,196.3	22.4
Total Resource Services	25,045	-	318.7	289.2	25,125	38,300	25,125	-	315.7	284.7	16.1	41.8
Total Infants and Toddlers Services	12,927	-	71.8	130.2	40.9	-	13,247	-	74.2	133.4	41.7	-
Total Program Support		17.0	21.4	76.5	150,875	26,300		18.0	21.2	66.9	150.9	26.3
Total Administrative Support		14.0	-	19.5	-	30,700		13.8	-	19.5	-	30.1
Total by Position Type		37.0	1,528.3	620.8	1,393,531	117,925		38.8	1,588.1	616.9	1,404,985	120,575
Grand Total												
				3,697,555						3,719,310		

FY 2012 MCPS Special Education Staffing Plan and Operating Budget Timeline	
Associate superintendent for special education and student services requests public participation on FY 2012 Special Education Staffing Plan Committee	May 2010
FY 2012 Special Education Staffing Plan Committee meets to develop recommendations for special education staffing improvements and priorities	June 3, 2010
FY 2012 recommended special education staffing improvements and priorities considered during the development of the FY 2012 Operating Budget	Fall 2010
Public forums on MCPS Strategic Plan and FY 2012 Operating Budget	October 13, 2010 October 28, 2010
Superintendent's FY 2012 Budget Presentation	December 15, 2010
Sign-up begins for Board of Education Operating Budget Hearings	December 22, 2010
Board of Education Operating Budget Hearings	January 12, 2010 January 19, 2010
Board of Education Operating Budget Worksessions	January 26, 2011 January 27, 2011
Board of Education Operating Budget Action	February 8, 2011
Board of Education budget request transmitted to County Executive and County Council	March 1, 2011
County executive recommendations presented to County Council	March 15, 2011
County Council Budget Hearings	April 2011
County Council Budget Action	May 19, 2011
Final Board of Education action on FY 2012 Operating Budget, including FY 2012 Special Education Staffing Plan	June 16, 2011

FY 2012 SPECIAL EDUCATION STAFFING PLAN COMMITTEE

Name	Title
Almazan, Ms. Selene	Director of Advocacy, Maryland Coalition for Inclusive Education
Angel, Mrs. Catherine	Special Education Program Specialist, Brooke Grove Elementary School
Baumgardner, Mrs. Susan	Fiscal Specialist, Department of Special Education Operations
Butler, Ms. Yvette	Education Committee Chairperson, Montgomery County Maryland Chapter of NAACP
Daddona, Ms. Staci	President, Partnership for Extraordinary Minds
Davisson, Ms. Lisa	Instructional Specialist, School-Based Special Education Services
DeFosse, Ms. Pam	Supervisor, Speech and Language Services
Diamond, Ms. Nicola	Executive Assistant to the Chief Operating Officer
Feldman, Ms. Debra	Staff Attorney, Maryland Coalition for Inclusive Education
Flanery, Ms. Suzanne	Fiscal Supervisor, Office of Special Education and Student Services
Handy-Collins, Dr. Christine	Principal, Gaithersburg High School
Healy, Ms. Susan	The Learning Disabilities Association of Montgomery County
Hermann, Dr. Ursula	Community Superintendent, Office of School Performance
Kolan, Dr. Kathy	Supervisor, Transition Services Unit
Lertora, Mrs. Katherine	Instructional Specialist, School-Based Special Education Services
Lindsey, Ms. Ann	Instructional Specialist, Transition Services Unit
Lowery, Mrs. Nani (Vickie)	Special Education Paraeducator, Watkins Mill High School
Masline, Mr. Donald	Principal, Forest Knolls Elementary School
Mason, Mrs. Gwendolyn	Director, Department of Special Education Services
Mitchell, Ms. Gena	President, Down Syndrome Network of Montgomery County
Mohr, Ms. Diane	Executive Assistant, Office of School Performance

FY 2012 SPECIAL EDUCATION STAFFING PLAN COMMITTEE

Name	Title
Montgomery, Ms. Betty	Executive Vice President, SEIU Local 500
Murek, Mrs. Sally	Paraeducator Coordinator, Staff Development Programs Team
Patterson, Mr. David	Supervisor, Placement and Assessment Services Unit
Pattik, Ms. Judith	Director, Department of Special Education Operations
Piacente, Ms. Felicia	Director, Division of Prekindergarten, Special Programs and Related Services
Rhodes, Mr. Richard	Principal, Sligo Middle School
Richardson, Mrs. Chrisandra	Associate Superintendent, Office of Special Education and Student Services
Sabaka, Ms. Joan	Co-Chairperson, Special Education Advisory Committee
Scott-Parizer, Ms. Gail	Principal, Dr. Charles Drew Elementary School
Simmons, Dr. Darlene	Principal, John L. Gildner Regional Institute for Children and Adolescents
Smith, Dr. Paulette	Principal, Cabin John Middle School
Spatz, Dr. Marshall	Director, Department of Management, Budget and Planning
Swerdlin, Ms. Laura	Co-Chairperson, Special Education Advisory Committee
Taylor, Ms. Jeanne	Chairperson, Montgomery County Chapter Parent Teachers' Association Special Education Sub-Committee
Taylor, Mrs. Joyce	Executive Director, ARC of Montgomery County
Todd, Mrs. Christine	Management/Budget Specialist, Department of Management, Budget and Planning
Turner, Ms. Anne	Co-Chairperson, Special Education Advisory Committee
Webb, Ms. Cynthia	Supervisor, Division of School-Based Special Education Services

Committee Support: Barbara Haste, administrative secretary, Department of Special Education Operations

Phone: 301-279-3166

E-Mail: Barbara_Haste@mcpsmd.org

Department of Special Education Services
 Department of Special Education Operations
 Professional Development Plan

Fiscal Year 2012

Paraeducator Sessions

Attachment F

November, 2011 (AM and PM sessions)	January, 2012 (AM and PM Sessions)	April, 2011 (AM session)
Supporting Alt-MSA	Intensive Instruction For Students With Autism Spectrum Disorders	Intensive Instruction For Students With Autism Spectrum Disorders
Autism: Elementary: Autism Staff Only	Beyond The Basics: Student Workers In Community Work Sites	Instructional & Testing Accommodations For Elementary School Staff In General Education Classrooms
Autism: Secondary: Autism Staff Only	<i>Kurzweil</i>	Surface Management Strategies
Autism: Supporting Students with Autism Spectrum Disorders	<i>Kurzweil- Advanced</i>	Best Instructional Practices For Students With Intellectual Disability
Basic Computer Skills	Fading Paraeducator Support/Building Independence/Self Advocacy/Self-Confidence	Strategies To Encourage Functional Communication For Students With Intellectual Disability and Autism
Fading Supports and Building Independence	Supporting Students With High Functioning Autism/Aspergers In the general education setting	Data Collection Tools (One Session For Elementary Staff And One Session For Secondary Staff)
Introduction to the Promethean Board	Supporting Alt-MSA	Assistive Technology For Students In The General Education Or Special Education Classroom Setting
Introduction to WORD and PowerPoint	Digital Tools For The Secondary Student	Proactive And Response Intervention
Pre-Kindergarten: Supporting Emergent Literacy	Proactive And Response Intervention	Strategies To Promote Improved Behavior And Communication In The Autism Program
Proactive and Responsive Intervention for students with Intellectual Disability and Autism	Functional Communication	Teaching Information Specific To Working With Students With Autism Spectrum Disorder
Safe Lifting Training	Supporting Students With Autism In The General Education Setting	Digital Reading And Writing Support
Supporting Math Interventions	Digital Reading And Writing Support	Working With Students With Severe Disabilities
Supporting Reading Interventions	Working With Students With Severe Disabilities	Clicker 5 (Technology)
Supporting Student Workers on Jobsites	Clicker 5 (Technology)	Tools For The Early Childhood Paraeducator
Supporting students with Aspergers	Tools For The Early Childhood Paraeducator	Proactive and Responsive Intervention for students with Intellectual Disability and Autism
Surface Management Techniques		Best Instructional Practices For Students With Intellectual Disability
Working with students with severe disabilities		

**Department of Special Education Services
 Department of Special Education Operations
 Professional Development Plan**

Fiscal Year 2012

Teacher Sessions

Above and Beyond Math with Digi Blocks
Corrective Reading Training
FASTT Math Manager Training for ES Fastt Math Administrators
FASTT Math Webinar Training for Elementary Schools
Horizons Reading Training
O/SS Special Ed Training
Proactive and Responsive Intervention (Physical Restraint Training- 3.5 hour session)
Proactive and Responsive Intervention for unique populations
Read Naturally Initial Training
Read Well Question and Answer Session
Reading Assistant Initial Training
Reading Assistant Refresher Webinar
Rewards/Rewards Plus Social Studies Initial Training
Special Education Services Delivery Model For Kindergarten And First Grade Teachers
Effective Co-Teaching Practices For Students With Disabilities In The Least Restrictive Environment
Preschool Assessment Practices For Elementary Special Education Teachers
New Educator Orientation For Special Education Teachers
Materials Sharing For Teachers Of Students With Severe Disabilities
Clicker 5: Supporting Emergent Readers And Writers
Co:Writer And Write:Outloud
Digital Reading : Building A Text-To-Speech Library To Support Student Learning
Internet Searches To Support Instruction
Math Strategies ES: Teaching With Technology
Universal Design For Learning: Introduction To Creating Digital Materials For All Learners
Engineering Learning Environments For Students With Severe Intellectual Disabilities/Autism
Positive Behavioral Strategies For Students With Autism Or Intellectual Disabilities
Best Instructional Practices In The Natural Environment For Students With Intellectual Disabilities/Autism
IntelliTools Classroom Suite V 3.2: Focus On Reading/Language Arts
Fundamental Life Skills Curriculum Training