APPENDIX E

FISCAL YEAR 2022 SPECIAL EDUCATION STAFFING PLAN

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Special Education Staffing Plan

The Code of Maryland Regulations (COMAR) requires each local school system to submit an annual special education staffing plan to the Maryland State Department of Education (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. MSDE reviews the staffing plan and advises the local agency if there is a need for additional information or revisions. If revisions are required, the local agency must submit the revised staffing plan by September 30. The required elements of the staffing plan include the following:

- Evidence of public input
- Evidence of maintenance of effort within the meaning of 34 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort
- Staffing patterns of service providers of special education and related services
- The number and type of service providers needed to provide a free, appropriate public education (FAPE) for each student in the least restrictive environment (LRE)
- Local accountability and monitoring
- Evaluation of the local staffing plan for effectiveness
- Strategies to resolve concerns over 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.

The following resolution is recommended for your consideration:

WHEREAS, The Maryland State Department of Education (MSDE) requires each local school system to submit an annual staffing plan; and

WHEREAS, The Special Education Staffing Committee composed of parents, teachers, principals, special education staff, and special education advocates held meetings in June of 2020 and January of 2021 with recommendations submitted to the Department of Special Education; and

WHEREAS, The FY 2022 Recommended Operating Budget includes all of the staffing plan elements required by the Maryland State Department of Education; now therefore be it

Resolved, That the Board of Education approve the FY 2022 Special Education Staffing Plan as included in the FY 2022 Recommended Operating Budget; and be it further

Resolved, That upon final approval of the FY 2022 Operating Budget in June 2021, the Special Education Staffing Plan will be submitted to MSDE.

FISCAL YEAR 2022 SPECIAL EDUCATION STAFFING PLAN
Montgomery County Public Schools
June 2021

Overview
The responsibility of the Office of Teaching, Learning, and Schools–Special Education (OTLS–SE) 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 Alternate Learning Outcomes (ALOs) aligned with the curriculum;
- based on articulated curriculum targets aligned with the Maryland College and Career-Ready Standards (MCCRS) or ALO, 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 that sufficient staff members are available to meet the programming needs of students. The plan must be completed on or before July 1, with evidence of Montgomery County Board of Education (Board) 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 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort;
- staffing patterns of service providers for 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; and
- information on how the public agency will use the staffing plan to monitor the assignment of staff members 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 the Maryland State Department of Education (MSDE), the MCPS *Fiscal Year (FY) 2022 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), and 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 2022 (Attachment C).

OTLS–SE recognizes and appreciates the Board's support of special education through previous budget initiatives and the funding of required improvements. Because of ongoing fiscal limitations, the Special Education Staffing Plan Committee focused on critical areas of special education programming. Those items that were not included in the *FY 2021 MCPS Program Budget* were considered by the committee, special education program staff members, the Department of Facilities Management (DFM), and Budget and Planning staff members during the FY 2022 budget process that began August 2020. (Attachment D)

As stated in the MCPS *Strategic Plan*, our core purpose is to prepare ALL students to thrive in their future. MCPS is committed to narrowing the achievement gap for all service groups. 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 2004) and the *Every Student Succeeds Act* (ESSA). Board Policy IOB, *Education of Students with Disabilities*, further affirms the commitment of the school system to ensure the provision of FAPE.

MCPS collaborates and coordinates within the system and with agencies outside MCPS to ensure services are provided to special education students in accordance with the student's IEP. This includes, but is not limited to, behavioral, mental health, and counselor support. It also includes transition goals with work-related goals being met within the community.

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

MCPS uses OTLS–SE leadership meetings to evaluate our system's performance in alignment with the federal and state Results Driven Accountability measures. The outcome of this process drives our general supervision responsibilities for internal monitoring, targeted professional learning opportunities (PLOs) for schools, and ultimately our strategic plan, which drives student success.

ESSA holds schools accountable for improved educational outcomes for all students. ESSA specifically mandates testing and disaggregation of test results to show progress for students with disabilities and other identified student subgroups.

Principal Advisory Committee meetings and professional learning community (PLC) meetings are conducted throughout the school year as a forum for open dialogue and communication. Topics covered during these meetings include initial feedback on new initiatives, sharing of best practices, concerns, and staffing considerations. Any staffing concerns raised during these meetings are explored for potential solutions. A project team may be formed with key stakeholders. The project team's mission is to research, investigate, and develop recommendations for review by executive

leadership. These recommendations are used to drive budget discussions, which allow for staffing changes and enhancements.

During the school year, staff members from the Department of Special Education Services (DSES) and the Division of Business, Fiscal and Information Systems (DBFIS) reviewed information from student IEPs using the Maryland Online Individualized Education Program (MOIEP) and classroom observations. MSDE mandates, due process hearing decisions, and input from staff and community members are used to determine the effectiveness of the current MCPS *Special Education Staffing Plan* and to make recommendations for the next fiscal year's staffing plan.

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

MCPS Budget Review and Adoption Process
On December 15, 2020, the superintendent of schools presented his *FY 2022 Recommended Operating Budget* to the members of the Board and the community. The budget reflects input from a variety of public and private stakeholders, including input provided by the Special Education Staffing Plan Committee. Two public FY 2022 budget hearings were held on January 11, and January 19, 2021. The Board operating budget work sessions were held on January 14, 21, and 25, 2021. The Board tentatively adopted the *FY 2022 Superintendent's Recommended Operating Budget* on February 9, 2021. The Board's recommended budget was sent to each principal, Parent Teacher Association president, and public library after March 1, 2021, which is when the law requires that it be submitted to the Montgomery County executive and the County Council.

The Montgomery County executive made his recommendations for the MCPS budget on March 15, 2021, and the County Council held public hearings on all local government budgets in April 2021. The County Council's Education Committee held work sessions on the Board's recommended budget in April–May 2021 and the full County Council reviewed the school system budget in May 2021. The Montgomery County Charter, as amended by voters in November 1992, requires that the County Council act on all budgets by May 31 of each year. This year, the County Council approved the county budget on May 20, 2021. After the County Council completed its appropriation action, the Board adopted the final approved budget for FY 2022 on June 10, 2021. A timeline of budget actions can be found in Attachment D.

Public Input
Mrs. Julie S. Hall, director, DBFIS, invited members of the community, DSES/DBFIS staff members, the Special Education Advisory Committee, and other stakeholders to participate on the Special Education Staffing Plan Committee (Attachment E). The committee met on August 13, 2020, to review the *FY 2021 Special Education Staffing Plan*, receive information regarding the FY 2021 MCPS budget and public input, and to make recommendations for priorities to be considered for inclusion in the FY 2022 budget.

During the August meeting, the committee received an overview of the elements of a staffing plan, considered how the process of developing a staffing plan aligned with the new MCPS budget process, reviewed the FY 2021 Special Education Staffing Plan Committee recommendations, and the final FY 2022 special education budget allocations. Additionally, the Special Education Staffing Plan Committee was asked to participate as a focus group. The committee was asked to consider current resources and the use of those resources to support students with disabilities by providing them with the skills needed to be successful in college and career when responding to the following questions:

1. *An achievement gap exists for students with disabilities. We need to increase proficiency rates for children with IEPs against grade level, modified and alternative achievement standards.*
   - *What is currently in place that provides for effective allocation and use of the resources?*
   - *What upgrades and/or changes can be developed to improve the allocation and use of these resources to meet strategic priorities?*

2. *All students should be effectively served in the LRE. Current state indicator data demonstrates we are not meeting MSDE targets. We need to increase the number of students being served in the LRE.*
   - *What is currently in place that provides for effective allocation and use of the resources?*
   - *What upgrades and/or changes can be developed to improve the allocation and use of these resources to meet strategic priorities?*

3. *We are charged as a system to ensure all students have the academic, creative problem solving, and the social emotional competencies that they will need to be successful in the 21st century. State Indicator data, specifically discipline data, shows there is more work to be done to reduce suspensions for students with disabilities.*
   - *What is currently in place that provides for effective allocation and use of the resources?*
   - *What upgrades and/or changes can be developed to improve the allocation and use of these resources to meet strategic priorities?*

4. *Are there any resources currently in place that could be realigned to support the upgrades or changes generated by the committee today?*

The committee selected the following top priorities from the input of the group—
   - *Continue to provide professional learning for paraeducators to elevate their ability to support all students.*
   - *Provide professional learning for general education staff members and follow up coaching on de-escalation strategies and behavior management strategies to result in opportunities for more students with disabilities to be served in the LRE.*
   - *Continue to implement Orton-Gillingham (OG) intervention in Grades K–2.*
   - *Provide professional learning to build the capacity of schools to increase the access for inclusive opportunities for students being served in discrete programs.*

During the process of budget development, the committee's recommendations were considered as strategic program enhancements and incorporated into professional learning plans, as priorities emerged based on student outcomes. How the recommendations were implemented was dependent

on the types of priorities generated by the committee. Several initiatives were considered for the development of the FY 2022 budget. Funding to address professional learning goals is provided through MSDE grant funds.

On December 15, 2020, the committee received an update on the FY 2022 budget process and a review of the special education budget that is included in the *Superintendent's FY 2022 Recommended Operating Budget.* The *FY 2022 Special Education Staffing Plan* is available on the MCPS website.

The special education staffing plan process is aligned closely with the MCPS operating budget process, with public input and community involvement ongoing throughout the process. Input received from the Special Education Staffing Plan Committee was considered during the ongoing budget planning process and the development of the *FY 2022 Special Education Staffing Plan*. In addition, oral and written testimonies received through the Board's budget hearings were considered as final changes were made to the *FY 2022 Superintendent's Recommended Operating Budget*.

Professional Learning
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 the student with access to, and participation in, the MCPS curriculum in the LRE.

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 OTLS–Curriculum and Instructional Programs (OTLS–CIP), special education staff members who deliver the general education curriculum to students with disabilities participate in mandatory, voluntary, and school-specific professional learning activities, including webinars, that ensure the delivery of effective instructional best practices. Voluntary training modules provide PLOs for all school personnel responsible for IEP implementation including general educators, school counselors, psychologists, pupil personnel workers, administrators, and paraeducators.

Professional learning activities are aligned with the other system initiatives that focus on the provision of special education services within home or consortia schools. OTLS–SE, OTLS–CIP, and OTLS–School Support and Improvement (OTLS–SSI) continue to collaborate to ensure that students with disabilities gain access to the general education curriculum at all school levels. General and special education teachers participate in PLOs based on best practices associated with Specially Designed Instruction, collaborative planning, differentiated instruction, and the use of technology. Furthermore, professional learning is provided to support the instruction of students with Autism Spectrum Disorders (ASD) in the LRE. As technology supports have evolved for our students with vision, hearing, and communication challenges, training is provided to enhance the support for this group of students. Staff members will have multiple opportunities during the 2021–2022 school year to build their capacity. The PLOs focus on building the skills staff members need to support students with unique learning styles in accessing the curriculum. To support further skill development, professional learning also will be provided in the areas needed to support

prekindergarten (pre-K) services, social emotional needs of students, and transition services. First-year teacher training is offered annually, and there are monthly secondary resource teacher in special education (RTSE) meetings with ongoing opportunities for professional support, communication, and learning. A comprehensive list of the professional development plan is available (Attachments F and G).

Curriculum is routinely reviewed and is considered an important policy lever for change. In 2019, MCPS issued a Request for Proposal for a new curriculum, in search of externally developed evidence-based researched and reviewed instructional materials. Professional development for teachers on the new curriculum materials is critical for a successful implementation. Training for staff members started in 2019 and has continued. As of Fall 2020, all schools have received an initial training on the new curriculum and materials. PLOs also have been developed on best teaching practices, technology, differentiation, and academic interventions. This rollout of the new curriculum and professional development will continue throughout FY 2022.

Central services staff members work collaboratively with various offices to develop and present PLOs and to provide ongoing support, technical assistance, and consultation to special education and general education service providers for students from pre-K through school age as follows:
- MCPS will implement this interdepartmental collaboration to provide all educators with the knowledge and skills needed to deliver a highly effective instructional program and to provide all students with an equitable and supportive learning environment.
- Central office staff members will work closely with the Division of CARES ACT, Early Childhood, and Title I (DCAECT1) and OTLS–CIP to provide professional learning on Maryland's Early Childhood Comprehensive Assessment System, including the *Kindergarten Readiness Assessment* and the *Early Learning Assessment*, MCPS pre-K curriculum, collaboration and coteaching strategies, and the *Maryland SEFEL Pyramid Model* to address social and emotional learning. Additionally, pre-K teachers will have opportunities to build their capacity to develop standards-based high quality IEPs, differentiate their instruction, and build their skills as coteachers in the inclusive setting.
- Central office staff members will provide professional learning:
  o sessions and support for recognizing the characteristics and differentiating instruction for twice exceptional secondary students; on recognizing and serving twice exceptional elementary students
  o on reading and mathematics interventions,
  o ongoing job-embedded coaching and support of evidenced-based reading and mathematics methodologies for elementary/secondary
  o on instructional practices and strategies to ensure student access to the curriculum and increase the performance of students with disabilities on assessments to narrow the achievement gap with their nondisabled peers
  o ongoing positive behavioral management training through the Crisis Prevention Institute
  o on Functional Behavioral Assessment and Behavioral Intervention Plan development to support students in the development of positive and appropriate learning behaviors; as well as behavioral management strategies for students receiving services in the home school model (HSM) inclusive classroom

- o in Universal Design for Learning through courses focused on accessibility and assistive technology, including providing guidance for selecting and documenting accommodations and leveling the playing field through the use of accessible curriculum materials and tools
- o on multi-sensory foundational reading strategies and OG Methodologies to support acquisition of reading, spelling, and writing skills
- o on supporting students receiving services in the Hours-based Staffing (HBS) model in middle school
- o on making every day curriculum materials accessible to all learners
- o on social emotional special education for secondary students to foster the emotional growth of our students
- o on transition services awareness through an online module for middle and high school staff members in supporting students to be college and career ready
- o on *Leveling the Playing Field—Accessible Curriculum Materials and Tools*

The majority of students with IEPs are served with their peers in the general education classroom. Students are served not only by general educators but by school counselors and administrators, as well. To ensure the provision of FAPE for all students in FY 2021, 10,110 full-time equivalent (FTE) positions were budgeted for general education teachers, 548 FTE positions were budgeted for counselors, and 548 FTE positions were budgeted for building administrators to ensure the support of all students. The provision of staffing will be maintained in FY 2022 and adjusted in accordance with changes in the student population.

Evaluation of Staffing Plan for Effectiveness
MSDE has 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 40 percent of the day*—i.e., self-contained classrooms). It is assumed that as the number of students in LRE C decreases, students will transition into more inclusive environments. The LRE targets, which are closely monitored by MSDE, will ensure that established standards are met, and holds schools and local school systems accountable for student performance.

According to the October 1, 2019, census data report from MSDE, 67.32 percent of students with disabilities were served in the general education environment, LRE A, and 14.04 percent of students with disabilities were served in LRE C. MCPS did not meet the increased MSDE target of 70.90 percent of students with disabilities served in LRE A, nor the decreased MSDE target of 10.76 percent for students with disabilities served in LRE C.

The MSDE monitoring priority area is to provide FAPE in the LRE. Measurable and rigorous targets are established. The MCPS LRE performance data and MSDE targets from October 2016 through October 2019 are indicated in the chart below:

Percentage of MCPS Students with Disabilities by LRE

Inclusion Indicator	October 2016	October 2017	October 2018	October 2019
MCPS LRE A	67.10%	67.16%	67.45%	67.32%
MSDE Target for LRE A	69.90%	70.40%	70.90%	70.90%
MCPS LRE C	13.78%	13.85%	14.02%	14.04%
MSDE Target for LRE C	11.76%	11.26%	10.76%	10.76%

We continue to focus on inclusive practices for all students with IEPs through PLOs, the use of technology, and continuing to add or change elementary schools to the HSM.

With the monitoring and data collection on LRE targets and student performance, critical staffing data and staffing program changes are used to evaluate the effectiveness of our staffing plan. Critical staffing is allocated as additional staffing over the program-staffing ratio. Critical staffing paraeducators support individual students in the inclusive setting or individualized LRE settings and are allocated based on student need as indicated by the IEP. The role of this staffing is to provide the high level of support needed for some students in the LRE. In FY 2021, there were an additional 774 critical staffing paraeducator positions added to meet the individual needs of students. There has been steady annual growth of critical staffing allocations in either number of positions or total hours of support allocated or both. This ongoing increase in critical staffing allocations responds to the essential needs of students as they move from more restrictive settings into the LRE.

In FY 2021, we are continuing to maintain a high level of accuracy in staffing projections. Greater accuracy in the projection of staffing is the result of process improvements used to develop the special education budget. This includes accurate enrollment projections and increased transparency through the active participation of the central office special education staff members in the budget development process. The data collected on staffing changes after the initial allocation has been steadily improving. In FY 2022, these successful staffing processes will continue to be implemented and monitored.

OTLS–SE oversees the process of staffing allocations, changes, and budget. The staffing plan is reevaluated annually during the summer after receiving input from the Special Education Staffing Plan Committee and other key stakeholders; however, staffing is monitored throughout the school year. In the event that student enrollment does not justify the allocated staffing, the staff member is reassigned to an area of need. Whenever possible, reassignment of the staff member is to a similar classroom. It is not the practice of MCPS to move students to accommodate for staffing concerns.

We are consistently making upgrades to monitoring methods to provide for the most accurate and timely data. MCPS has moved to a single-data system platform using *Performance Matters*. We have flagged key identifiers as special education program codes. Supervisors and schools are able to analyze special education programs as they relate to our system's accountability system—

Evidence of Learning Outcomes. Student data is another measure that is considered in the ongoing review of our staffing models and understanding the patterns of staffing needs in supporting students. Data obtained from critical staffing patterns also provides valuable insight into the staffing needs of supporting students in the LRE. It is through these review processes that OTLS–SE ensures the staffing models are aligned with the MCPS strategic priorities and the needs of our students receiving special education services.

MCPS uses multiple tools to refine and upgrade how staffing is implemented to improve student outcomes. Evaluation of staffing is an ongoing focus as there is a direct correlation between appropriate student support for access to LRE, rigorous and high-quality instruction, and student performance. Staffing is dispersed throughout the school year to meet changes in enrollment and to provide additional support as needed through the allocation of building staffing and critical staffing support. Staffing changes also are made after careful consideration has been given by the staffing team as a result of building administrator requests. These staffing requests and changes are usually the result of changes in student enrollment or to meet specific needs of students and programs.

Special Education Facilities and Staffing Patterns
According to the October 2020 unofficial Child Count data submitted to MSDE for the Maryland Special Education Census Data, 20,563 MCPS students, ages 3 to 21, received special education services. This number included students receiving the Extended Individualized Family Services Plan Option. Of those students, 410 received services in a public separate special education day school and 587 students received services in a nonpublic special education school. This data has not yet been verified by MSDE.

Participation in the LRE requires access to general education classrooms. DSES, DBFIS, the Department of Transportation, DFM, and OTLS–SSI are engaged in long-range planning to provide increased options for students with disabilities to access the general education environment throughout the system. The distribution of cluster and countywide services is based on the assumption that all students will be educated in their home school or home school cluster, if possible. For example, programs for high incidence disabilities, such as learning disabilities, are available in all elementary schools and at all secondary levels. In contrast, highly specialized programs for students who are Deaf/Hard of Hearing (D/HOH) are provided on a countywide basis in centralized locations. However, many students who need D/HOH support can be served in their home school. A benefit of being such a large school system is the ability to serve students with special needs in multiple environments and in diverse discrete programs designed to focus on the students' strengths while meeting individual needs.

Special education students may be served by the general education teacher or a coteaching team (a general education teacher and a special education teacher) in the inclusive-school environment. The general education teacher, special education teacher, and related service providers are responsible for supporting all of their assigned students. The general education teacher, in collaboration with the special educator and related service providers, is responsible for implementing the IEP and ensuring that students with special needs receive designated accommodations and are provided with the supports required to access instruction.

In collaboration with the special educator, the general educator reports on progress, implements and discusses strategies, supports IEP development, and is a member of the IEP team. Teachers and service providers are provided with adequate planning time and time for parent/guardian meetings and communication as specified by the teacher contact. Information also has been disseminated across the county to support administration in designing schedules that provide for common planning time for coteaching teams whenever possible.

The HBS model considers each school's total number of students with IEPs, the total number of instructional IEP hours needed within the school, the number of grade levels being taught, the number of IEP hours a special educator is responsible for in a given week, and a minimum-base teacher allocation. This staffing model is implemented in the HSM and HBS but does not incorporate staffing for discrete program services such as School Community-based (SCB), Learning for Independence (LFI), Autism, Extensions, and Social Emotional Special Education Services (SESES). Since the implementation of the elementary HSM, the number of elementary schools providing this staffing model has increased. Prior to FY 2017, there were 68 elementary schools offering HSM services. In FY 2021, there are only 12 elementary schools remaining that have not transitioned to HSM. Three additional schools have been converted to HSM for FY 2022. The purpose of this transition to HSM is to provide increased access for students to special education services and inclusive opportunities within their neighborhood school. Data indicates that continuing our efforts to increase the number of elementary schools with the HBS model benefits students.

The HBS model implemented in all MCPS middle schools allows for more flexible programming options, including coteaching. In addition, this staffing model ensures that students with disabilities have access to a continuum of services, including consultation, resource support, cotaught classes, and self-contained classes in their home or consortia schools without having to be placed into more restrictive centralized services.

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 goal of OTLS–SE is to increase the percentage of students receiving special education services in their home school or cluster. The following special education services are available in MCPS:
- Special education services are offered in all comprehensive schools, kindergarten (K)–12.
- Starting in FY 2022, 126 elementary schools will provide HSM services through the HBS model. A continuing goal is to provide equitable staffing in the schools implementing this approach. The HBS model is used in middle schools and provides sufficient staffing to support all students. Learning and Academic Disabilities (LAD) services are offered in each high school. The elementary model of LAD services and resource services are still provided in schools that have not yet been designated as HSM.
- Autism Resource Services are based in selected comprehensive middle and high school buildings. Students served by this model have a diagnosis of an ASD. These students are accessing the general education curriculum with modifications and accommodations; specifically, these students are approximately two-to-three years below grade level. Students have documented social and emotional needs that significantly interfere with their ability to participate in other educational environments despite a variety of special and

individualized supports. Students are included for academic classes in the general education environment with accommodations and modifications.

- Instruction to students with Autism at Darnestown Elementary Learning Center (LC) continues to be provided in alignment with evidence-based practices that have proven to be highly effective for students with Autism.
- Special education services are cluster-based for students in need of an elementary LC, LFI, or SCB class.
- Special education services are available regionally for students with disabilities through the Preschool Education Program, pre-K language classes, classes for students with ASD, the Extensions Program, cluster-based SESES for students in K–12, Gifted and Talented/Learning Disabled Services, and Longview and Stephen Knolls schools.
- Countywide special education service models are available for students in the following areas: D/HOH Program, pre-K Vision Services, Physical Disabilities classes, Augmentative and Alternative Communication classes, Carl Sandburg Learning Center, John L. Gildner Regional Institute for Children and Adolescents, and Rock Terrace School.
- At Magruder High School, a specially designed SESES cluster model continues to address the instructional and mental health needs of students with emotional disabilities. All SESES services for elementary and middle schools are staffed based on a teacher station model. In FY 2020, a social worker was assigned to each SESES school site to promote additional social emotional supports for students. In FY 2021, an additional site was added at Springbrook High School to the specially designed SESES cluster model to address increased enrollment.
- Extensions services are provided at the elementary, middle, and high school levels. The number of schools offering these services has expanded over time. These services are provided for students with Autism and complex emotional and behavioral needs.
- Since FY 2020, the SESES program has held a partnership with Foundations to provide professional learning, with a focus on the collection of behavioral data in order to guide the delivery of specially designed instruction, focusing on the improvement of behavioral plans, the delivery of services, and the monitoring of student progress. In FY 2022, Snowden Farm Elementary School SESES program will be the focus of this professional learning and support.

Special education classes and program locations are identified in the MCPS *Educational Facilities FY 2021 Master Plan* and the *FY 2021–2026 Capital Improvements Program* published annually in June. However, as enrollment projections and program needs are refined during the year, the location of some classes and programs may change.

MCPS is committed to increasing inclusive opportunities for pre-K students with disabilities despite challenges due to the limited number of general education pre-K programs and services available in MCPS. The Division of Prekindergarten, Special Programs, and Related Services (DPSPRS) and DCAECT1 continue to collaborate to provide services for students with disabilities in regular early childhood settings. The Division of Long-range Planning and OTLS–SSI also are involved in this process, as it has an impact on elementary facilities and requires careful coordination of long-range facilities and program planning. For many years, the goal has been to collocate general and special education pre-K classes where general and special educators use coteaching and collaborative planning strategies to provide instruction to pre-K students with and

without disabilities. The collaborative teaching model is located in 17 MCPS elementary schools, and more work is being done to seek additional inclusive opportunities for pre-K students. The focus is on developing new models and expanding existing models of pre-K special education services while growing community partnerships to capitalize on inclusive opportunities. In FY 2019, MCPS opened the MacDonald Knolls Early Childhood Center, introducing a new pre-K inclusive model that provides special education pre-K services to students with disabilities in full-day general education classes. A pre-K inclusive model also was introduced at one elementary school. An early childhood special education teacher is the primary provider for services, coteaching in the general education classroom and providing services outside of the regular early childhood setting only as deemed necessary by an IEP team. General educators and paraeducators also may provide specialized instruction. Due to the success of the new models, a second early childhood center, the Up County Early Childhood Center at Emory Grove, opened in FY 2020. The inclusive pre-K model also was expanded to an additional five elementary schools, three additional locations were added in FY 2021, and three more schools will become inclusive pre-K sites in FY 2022. DPSPRS also will increase the number of classes that enroll nondisabled community peers, with a focus on classes for the youngest pre-K students with IEPs.

Ongoing Review and Adjustments to Staffing
The process of allocating staff members for the following school year begins with reviews of student enrollment as reported in the MOIEP 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 pre-K, Grade 5, and Grade 8 students who will articulate to elementary, middle, and high schools the following year. This process enables central office special education staff members to 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 of staffing, and student articulation information, preliminary staffing allocations are made in conjunction with the OTLS–SSI area associate superintendents in early spring.

Reports from MOIEP are used to confirm services recommended for the coming year. Central office special education staff members review the MOIEP data system, visit schools, and consult with service providers, program staff members, and OTLS–SSI associate superintendents and directors of learning, achievement, and administration (DLAAs) to ensure that the information is accurate before any adjustments to preliminary staffing allocations are made.

When a school makes a request for additional staffing, the central office special education staff members consult with school staff members and OTLS–SSI DLAAs to ensure that current staff members are being utilized effectively to address students' services on IEPs. As appropriate, requests for additional staffing are sent to central services special education leadership. When necessary, recommendations for staffing changes may be submitted and are reviewed by the OTLS–SSI DLAAs, DSES, and DBFIS with the OTLS–SE associate superintendent.

Every effort is made to allocate staffing to meet anticipated needs for the upcoming school year. In addition, staffing issues arise throughout the year due to many factors, including student mobility, changing needs, student change of program placement, and individual class makeup.

Another factor that could affect staffing is the result of a due-process decision that requires additional support. There were no permanent building staffing changes resulting from due-process hearing decisions in FY 2021. If concerns arise, staff members or parents/guardians may make requests for additional staffing or for a staffing review. Principals submit requests for additional staffing through the defined process. The central office staff member assigned to the program or cluster completes a staffing request form in collaboration with the school administrator. In FY 2021, 44 schools requested additional permanent staffing. The special education staffing review team, composed of the OTLS–SSI DLAAs, DSES and DBFIS directors, central office special education staff members, and the associate superintendent of OTLS–SE, reviews all requests to determine the appropriate recommendations.

The Office of Human Resources and Development uses vacancy reports to monitor staffing needs and continuously works to hire qualified staff members. Despite efforts to ensure that all positions are filled, vacancies do occur due to an emergency, medical leave, child-care leave, or a lack of available qualified personnel. In most cases, staff members have enough advanced time to plan for coverage using substitute personnel, temporary part-time staff members, contract providers, or redistribution of existing staff members. Parents/guardians 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 that have been impacted by the vacancy of a teacher or service provider.

Maintenance of Effort
Each year, to receive IDEA funding, MCPS must submit forms to demonstrate Maintenance of Effort (MOE) eligibility. MOE eligibility is achieved when budgeted expenditures for the upcoming fiscal year (column E) equal or exceed the actual expenditures of the preceding fiscal year for which actual expenditures are available (column C). The MOE compliance is achieved when the actual total expenditures for the grant year (column C) equal or exceed the actual expenditures of the preceding year (column B).

The following table shows the MOE for special education from FY 2019 to FY 2022, including transportation and fixed charges.

A	B	C	D	E
Funding Source	FY 2019 Actual	FY 2020 Actual	FY 2021 Approved Budget	FY 2022 Approved Budget
State	$58,949,605	$70,089,611	$72,837,830	$63,420,239
*Local	$232,712,308	$242,481,549	$249,469,041	$257,589,798
Transportation	$72,817,797	$71,488,504	$73,802,875	$79,365,165
Fixed Charges/ Benefits	$83,397,501	$80,822,517	$78,228,126	$79,237,690
TOTAL	$447,877,211	$464,822,181	$474,337,872	$479,612,892

*Local excludes expenditures for Infants and Toddlers

FY 2022 MCPS Special Education and Related Services Budget Guidelines

The number and type of staff members incorporated into the Montgomery County Public Schools (MCPS) special education budget meets the diverse needs of students with disabilities. The allocation of special education staffing begins with a projection of the number of students and services for the coming fiscal year. Each year, staff members from the Department of Facilities Management, the Department of Special Education Services, and the Division of Business, Fiscal and Information Systems 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 members 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 members needed to provide a Free Appropriate Public Education. Sometimes it is necessary to open a new special education classroom, or site, in a particular location to limit the time students spend being transported, thereby allowing them to attend school in their home cluster. Consequently, the location of special education classrooms and services and models may require additional staffing.

Enrollment; class size guidelines; distribution of classes; nature of the disability; specific disability service models; time requirements for staff members to fulfill indirect service responsibilities such as planning, case management, participation in meetings, completing assessments; and legal considerations are reviewed and balanced to determine the number and type of staff members required. The *FY 2022 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 staffing required.

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

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Resource Services	Resource room services are available in all MCPS schools. Secondary resource services provide students with disabilities, general education students, and students with 504 Plans with the support they need to be academically successful in the general education environment. Resource teachers provide an array of services to students with disabilities including strategy-based instruction; direct instruction aligned with the Maryland College and Career-Ready Standards in reading/language arts, writing, mathematics, and organizational skills in preparation for the Partnership for Assessment of Readiness for College and Careers. Most elementary and all middle schools are staffed with an hours-based staffing model and include the resource teacher in the special education staffing allocation.	Available in all schools	**Elementary Schools** Based on school enrollment, schools with Learning and Academic Disabilities (LAD) classes projected to have an enrollment of fewer than 591 students receive 1.0 resource room teachers. Schools projected to have an enrollment greater than 591 students but fewer than 740 students receive 1.5 resource room teachers. Schools projected to have an enrollment greater than 740 students receive 2.0 resource room teachers.	N/A

FY 2022 MCPS Special Education and Related Services Budget Guidelines

Service Description	Services	Instructional Models	
		Professional Staff	**Paraeducators**
Resource Services (cont.)		**Middle Schools** Schools are staffed using a formula based on the total number of special education classroom service hours. **High Schools** Schools projected to have an enrollment of fewer than 991 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 991 or more students, but fewer than 1,190 students, receive 1.6 resource room teachers. Schools projected to have an enrollment of 1,491 students or more receive 2.0 resource room teachers.	N/A
Learning and Academic Disabilities (LAD)	Elementary LAD classes provide services to students with a disability that impacts their academic achievement. Students served by this model receive considerable amounts of special education support in the general education environment, but require additional services to demonstrate progress toward Individualized Education Program (IEP) goals and objectives. Selected elementary schools provide this service. Secondary LAD services, available in all secondary schools in MCPS, provide services to students with a disability that impacts their academic achievement. Students served by this model receive a considerable amount of special education support, but need additional services to demonstrate progress toward their IEP goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, cotaught general education classes, and other opportunities for participation with nondisabled peers.	Elementary—Designated sites Available in all middle and high schools	1 Tchr:TS 1 Tchr:TS	0.875 0.875

FY 2022 MCPS Special Education and Related Services Budget Guidelines

Service Description		Services	Instructional Models	
			Professional Staff	Paraeducators
Learning for Independence (LFI)	LFI services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes (ALO) aligned with the curriculum. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. They learn to apply academic concepts in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from MCPS.	Designated elementary, middle, and high schools in clusters	1 Tchr:TS	0.875
Gifted and Talented/ Learning Disabled Services (GT/LD)	Twice exceptional 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. GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the least restrictive environment, which may include placement in Honors or Advanced Placement classes, and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.	Regional designated elementary Regional designated middle and high schools	1 Tchr:TS 1 Tchr:TS	0.875 0.875
Elementary School-based Learning Center (LC)	Elementary school-based LCs provide comprehensive special education and related services for students in Grades kindergarten (K)–5. The program offers a continuum of services in self-contained classes, with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.	Designated elementary schools within each cluster	1 Tchr:TS	0.875
Home School Model (HSM)	Elementary HSM supports students in Grades K–5 with a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.	Designated elementary schools	Hours-based Staffing	

FY 2022 MCPS Special Education and Related Services Budget Guidelines

Service Description	Services	Instructional Models	
		Professional Staff	**Paraeducators**
Carl Sandburg Learning Center	Carl Sandburg LC is a Grades K–5 special education school that serves students with multiple disabilities, including intellectual disabilities, Autism Spectrum Disorders (ASD), language disabilities, emotional, and other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS general education curriculum or ALOs aligned with the curriculum. Modification of curriculum materials and instructional strategies, based on student needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through a trans-disciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavioral management system and psychological consultation.	Separate special education day school colocated with Maryvale Elementary School	1 Tchr:TS	1.750
School Community-based (SCB) Program	SCB program services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavioral management, and socialization. The program emphasizes individualized instruction, utilizing ALOs aligned with the curriculum in comprehensive schools and related community and work environments. The SCB model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, community instruction, and transition. The program is available in all clusters. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduation with a certificate from MCPS.	Designated elementary, middle, and high schools in or clusters	1 Tchr:TS	1.500
Rock Terrace School	Rock Terrace School is comprised of a middle school, a high school, and an upper school which implements school-to-work programs. The instructional focus of the middle school is the implementation of ALOs aligned with the curriculum to prepare the students for transition to the high school program. The high school program emphasizes Alternate ALOs aligned with the curriculum and community-based instruction activities that enable students to demonstrate skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career and community readiness.	Separate special education day school	1 Tchr:TS	1.000
Stephen Knolls School	Stephen Knolls School provides services for students ages K–21 with severe to profound intellectual and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the areas of communication, mobility, self-help, modified academics, and transition services.	Separate special education day school	1 Tchr:TS	1.750

FY 2022 MCPS Special Education and Related Services Budget Guidelines

Service Description		Services	Instructional Models	
			Professional Staff	**Paraeducators**
Longview School	Longview School provides services to students ages K–21 who have severe to profound intellectual and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the areas of communication, mobility, self-help, modified academics, and transition services.	Separate special education day school colocated with Spark M. Matsunaga Elementary School	1 Tchr:TS	1.750
Extensions Program	The Extensions Program serves students of elementary, middle, and high school age with the most significant cognitive disabilities, multiple disabilities, and/or Autism. These are students with a history of receiving systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire appropriate social and communication skills to facilitate their access to Alternate ALOs aligned with the curriculum, and post-secondary opportunities including readiness for career and community.	Designated elementary, middle, and high schools	1 Tchr:TS	2.625
Social Emotional Special Education Services (SESES)	SESES are provided to students who demonstrate significant social-emotional learning and/or behavioral difficulties that adversely impacts their success in school. These students access the MCPS general education curriculum, but emotional and behavioral challenges often interfere with their ability to achieve academic success and participate appropriately in an educational environment. These students are served in a continuum of settings including general education environments with opportunities for participation with nondisabled peers or separate classes, as appropriate.	Designated elementary, middle, and high schools in each area or countywide	1 Tchr:TS	1.500
Bridge Services	Bridge Services serve students who demonstrate significant social emotional learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students require social and emotional supports to access their academic program. Comprehensive behavioral management strategies include proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings, which may include separate classes with opportunities for participation in general education environments with nondisabled peers, as appropriate.	Designated middle and high schools serve students countywide	1 Tchr:TS	1.250

FY 2022 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
John L. Gildner Regional Institute for Children and Adolescents (RICA)—Rockville	RICA, in collaboration with the Maryland State Department of Health, provides appropriate educational and treatment services to all students and their families through highly structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential, and related service providers develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff.	Separate special education day school	1 Tchr:TS	1.250
	RICA offers fully accredited special education services which emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade- and age-appropriate social and emotional skills and allows students to be college and career ready.			
Services for Students with ASD	The Comprehensive Autism Preschool Program provides highly intensive and individualized services for students ages 3 to K. Students receive instruction in the general education curriculum to prepare them for elementary school. Evidence-based practices are utilized to increase academic, language, social, and adaptive skills, maximize independence in all domains, and provide access to a variety of school-age services.	Prekindergarten (pre-K)—designated elementary schools serve pre-K students throughout the county	1 Tchr:TS	3.440
	Autism services for students, elementary through age 21, provide access to ALOs aligned with the curriculum. To improve learning and communication, students receive intensive instruction based on the principles of applied behavior analysis in a highly structured setting, which provides opportunities for participation with nondisabled peers. At the secondary level, students also receive vocational and community support.	School-aged—designated elementary, middle, and high schools located regionally throughout the county	1 Tchr:TS	1.750
	Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with ASD who are diploma-bound and have difficulty mastering grade-level curriculum. These students require a modified pace and individual accommodations representative of the needs and characteristics of students with ASD. Students receive instruction in the general education curriculum with the supports indicated on their IEPs. Access to the general education curriculum with enrichment is reinforced.	Secondary School Autism Resource Services—three middle and three high schools located regionally	1 Tchr:TS	1.750

FY 2022 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	**Paraeducators**
Transition Services	Transition services are provided to students receiving special education, ages 14 or older, to facilitate a smooth transition from school to college, career, and/or community. These activities include, but are not limited to, postsecondary education, workforce experiences, continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.	Services available in secondary schools throughout the county	1.0 Tchr	
Services for Deaf/Hard of Hearing (D/HOH)	D/HOH services provide comprehensive educational supports and audiological services to students who are deaf or have a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education curriculum. Students with more significant needs may receive services in special centrally located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.	Resource services available throughout the county Special classes: one pre-K, three elementary, one middle, and one high school serve students throughout the county	1 Tchr:17 1 Tchr:TS	N/A 0.875
Physical Disabilities Program	Related services of OT and PT are provided to students with disabilities throughout MCPS in their home school or assigned location. The type and frequency of services are based on individual needs and include direct therapy and consultation to team members. Pre-K and elementary students with significant physical needs receive services in one of two countywide inclusive locations.	Resource services available throughout the county Special classes: two elementary schools One pre-K class	36:1 1 Tchr:TS 1 Tchr: TS	N/A 1.5 0.875
Services for the Visually Impaired	Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory skills and provide them with access to the general education environment. A pre-K class prepares students who are blind or have low vision for entry into K. Itinerant vision services are provided to school-age students in their assigned school. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support, as appropriate.	Resource services available throughout the county Special class: one elementary school serves preschoolers throughout the county	Orientation and Mobility 20:1 Resource 20:1 1 Tchr:TS	0.875

FY 2022 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Speech and Language Services	Speech and Language Services provide comprehensive services for the assessment, diagnosis, and intervention of communication disabilities related to educational success. The goal of speech/language pathologists is to support the development of students' language, vocabulary, and expressive communication skills and their access to the general education curriculum. Services focus on oral, gestural, and/or augmentative communication skills. The type and frequency of services provided are determined by individual student needs.	Resource services available throughout the county's preschool school-age private/religious schools Special classes: designated elementary schools serve pre-K students throughout the county, two or five days per week	40:1.0 57.6:1.0 57.6:1.0 1 Tchr:TS	N/A N/A N/A 0.875
Augmentative and Alternative Communication (AAC) Classes	AAC classrooms provide intensive support for students who are not verbal 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 to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language and vocabulary development, and expressive communication skills. Services and supports are provided primarily within the general education environment.	Special classes located in two elementary schools serve students throughout the county	1 Tchr:TS	1.750
Interdisciplinary Augmentative Communication and Technology Team (InterACT)	Assistive technology services provide support for students from birth–21 years old. InterACT services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. InterACT focuses on the use of augmentative communication and assistive technology devices to increase and expand students' communication skills. InterACT also addresses the provision of adapted technology for students with physical disabilities to access curricular materials. Services are provided in the natural environment for children birth through 3 years old, or in the elementary, middle, or high school classroom setting for students pre-K through age 21.	Services available throughout the county	SLP–1/68 Services Tchr–1/135 Services OT–1/338 Services PT–1/680 Services	0.875/472 Services

FY 2022 MCPS Special Education and Related Services Budget Guidelines

Service Description	Services	Instructional Models	
		Professional Staff	**Paraeducators**
Preschool Education Program (PEP) PEP provides a continuum of pre-K services and classes for children with disabilities ages three to K. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn and access the pre-K curriculum. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Two early childhood centers and selected pre-K general education classrooms include students with disabilities in the regular education setting. PEP PILOT provides an early childhood setting for students with mild delays; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a coteaching model. Special education classes are provided for children who need a specialized comprehensive approach to learning. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP full-day classes serve students with moderate-to-severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more administrative areas.	PEP 2.5-Hour: Classic, PILOT, and Collaboration classes (half-day)	1.0 Tchr/TS 0.3 SP	0.875/TS
		1.0 Tchr/TS	
	Intensive Needs Speech/Language OT and PT	0.3SP 0.2 OT	
	PEP Itinerant/ Medically Fragile	8.0Tchr 3.2 SP 2.4 OT 0.8 PT	
	PEP 5-Hour	1.0 Tchr 0.2 SP 0.2 OT 0.3 PT	0.75/TS
	Early Childhood Center	1.0 Tchr 0.2 SP 0.2 OT 0.3PT	0.875/TS
	Inclusive pre-K sites	0.5 Tchr 0.1 SP	0.5625/TS
Montgomery County Infants and Toddlers Program (MCITP) MCITP provides early intervention services to families of children with developmental delays from birth–3 years old, or until the start of the school year after the child's fourth birthday under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and may include specialized instruction, auditory and vision instruction, and PT, OT, and speech-language services. Services are provided using an adult/caregiver coaching model. Families and providers work as a team to define priorities, learn about available resources, and discuss the child's strengths and needs.	Home-based for individual students MCITP teacher	1.0 Tchr/68 services	N/A
	Speech/Language	1.0 SP/68 services	
	OT PT	1.0 OT/68 services 1.0 PT/68 services	
	Vision D/HOH	1.0 Tchr/68.0 services 1.0 Tchr/68.0 services	

FISCAL YEAR 2022 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS
December 2020

Department of Special Education Services	FY 2021 Budget						FY 2022 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
Learning Disabilities:												
Resource Only	1,459		-		-		2,380		-		-	
Learning Centers, Elementary	778		84.5	6.5	71.750		789		88.5	6.5	75.250	
Learning and Academic Disabilities	2,634		240.9	5.2	136.275		3,138		244.9	5.0	140.700	
Hours Based Staffing	3,396		278.0	8.0	189.437		3,434		259.0	8.0	186.812	
Home School Model	3,777		395.0		194.250		3,648		389.0		221.000	
GT/LD	161		11.8		10.325		158		11.8		9.375	
Secondary Intensive Reading												
Intellectual Disabilities (ID):												
School/Community Based Programs	389		67.0		100.500		404		71.0		106.500	
Extensions	73	1.0	18.5	5.5	39.375		87	1.0	20.5	7.0	44.625	
Learning for Independence	807		84.3		73.500		910		90.5		79.188	
LD/ID Program Support		3.0	4.0	5.0		2.000		3.0	4.0	5.0		2.000
Social Emotional Support Services:												
Special Classes	640		104.5	37.2	145.250		704		103.7	38.2	145.250	
Program Support		1.0	8.0	2.5		4.000		1.0	9.0	2.5		4.000
Autism:												
Special Classes	901		136.9	10.7	269.090		818		144.7	13.7	281.290	
Program Support		1.0	3.7			1.000		1.0	2.7			1.000
Transition Services:												
School-Based Resource Services	6,298		28.0		8.750		6,886		28.0		8.750	
Nonschool-Based Programs	52		11.5		7.500		54		11.5		7.500	
Program Support			6.0	1.5	2.375				6.0	1.5	2.375	
Special Schools:												
Longview	59	1.0	11.9	0.5	16.250	2.875	62	1.0	12.5	0.5	19.250	2.000
Stephen Knolls	44	1.00	9.80	0.50	14.00	2.38	46	1.00	10.80	0.50	14.00	2.38
Carl Sandburg	99	1.0	17.2	4.0	24.500	2.875	93	1.0	17.2	4.0	24.500	2.875
Rock Terrace	92	2.0	18.2	2.4	16.875	3.500	92	2.0	19.2	2.4	16.875	3.500
RICA	103	2.0	22.1	4.0	17.500	5.500	119	2.0	22.3	4.0	17.500	5.500
Model Learning Center			1.5						1.5	1.5		
Itinerant Paraeducators					200.325						200.325	
School-Based Services Administrative Support		1.0	16.6	3.0		1.000		1.0	17.0	3.0		1.000

Continued on next page

FISCAL YEAR 2022 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS
December 2020

Prekindergarten, Programs and Services	FY 2021 Budget						FY 2022 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs	Other Support
Deaf And Hard of Hearing:												
Resource Program Services	312		13.5	0.2		36.500	275		13.3	-		36.500
Special Classes	159		23.0	7.0	19.425		139		21.8	7.5	18.375	
Program Support		1.0		4.0		1.000		1.0		4.0		1.000
Visual Impairments:												
Resource Program Services	316		12.5		0.500	2.000	285		13.5		1.375	2.000
Special Classes	22		3.0	0.2	3.500		29		3.0	0.2	3.500	
Program Support				1.0		1.000				1.0		1.000
Physical Disabilities:												
Resource Program Services	3,100			92.2			3,100			92.2		
Special Classes	36		5.9	2.0	7.625	2.750	35		5.9	2.0	7.625	2.750
Program Support		1.0						1.0				
Speech and Language Disabilities:												
Resource Program Services	10,826		193.9	1.7	4.813		10,300		197.0	1.7	4.813	
Special Classes	102		5.5			2.000	123		5.5			2.000
Program Support		1.0	6.0					1.0	15.7			
InterACT:												
InterACT Services (PreK-12)	540		4.0	8.6	0.875		530		4.0	8.6	0.875	
Augmentative Communication	12		2.0	0.4	3.500		10		2.0	0.4	3.500	
Program Support						1.000						1.000
Child Find/DESC:												
Program Support				13.2		2.000				13.2		2.000
Administrative Support		1.0				2.000		1.0				2.000
Preschool Education Programs:												
Special Classes	1,673		149.6	67.95	143.750		1,736		160.1	73.20	158.375	
Program Support		1.0	3.2	6.00		1.000		1.0	3.2	6.00		1.000
Arc of Montgomery County			2.2	0.85	2.250				2.2	0.85	2.250	
Infants and Toddlers Services:												
Deaf and Hard of Hearing	180		3.0	34.0			115		3.0	34.0		
Physical Therapy	2,450			26.4			2,450			26.4		
Occupational Therapy	1,900						1,900					
Special Instruction	5,450		73.6		37.200		5,450		74.8		37.200	
Speech & Language	5,225			72.6			5,225			72.6		
Vision	135		2.5				160		2.5			
Program Support		5.0		3.1		5.000		5.0		3.1		5.000
Preschool/Related Services Administrative Support		1.0	1.0	3.0		2.000		1.0	1.0	3.0		2.000
Special Education Administrative Support		7.0		21.5		18.600		6.0		21.5		19.000
Summary:												
Total Special Classroom Services	16,009	8.0	1,704.8	151.9	1,511.2	17.1	16,628	8.0	1,719.1	160.0	1,588.1	16.3
Total Resource Services	22,851	-	251.9	101.0	10.1	38.5	23,756	-	255.8	100.8	11.0	38.5
Total Infants and Toddlers Services	15,340	-	79.1	133.0	37.2	-	15,300	-	80.3	133.0	37.2	-
Total Program Support		14.0	32.9	49.0	202.7	22.8		14.0	42.6	52.0	202.7	22.8
Total Administrative Support		10.0	17.6	27.5		23.6		9.0	18.0	27.5		24.0
Total by Position Type		32.0	2,086.3	462.4	1,761.264	101.975		31.0	2,115.8	473.3	1,838.952	101.500
Grand Total			4,443.94						4,560.50			

Fiscal Year (FY) 2020–2022 Special Education Improvement and Priorities Based on Staff and Community Member Input

FY 2020 Recommendations for Maintenance * Description in Priority Order	FY 2021 Recommendations for Maintenance * Description in Priority Order	FY 2022 Recommendations for Maintenance * Description in Priority Order
Continue with social emotional supports and add to current supports. Leverage community partnerships to support students in the Social Emotional Special Education Services with transition activities.	PLOs to promote collaboration among special education teachers, general education teachers, and paraeducators to support all students with their behavioral and academic achievement.	Continue to provide professional learning for paraeducators to elevate their ability to support all students.
Transition the remaining Learning and Academically Disabled and Resource schools to Home School Model.	PLOs focused on consistency in writing, comprehending, interpreting, and implementing Individualized Education Programs and behavioral plans.	Provide professional learning for general education staff and follow up coaching on de-escalation strategies and behavior management strategies to result in opportunities for more students with disabilities to be served in the LRE.
Provide PLOs for all staff members (including front office) helping students with emotional regulation supports, techniques, and de-escalation strategies.	PLOs for all staff members so that they may build skills to assist students with emotional supports, techniques, and de-escalation strategies.	Continue to implement Orton Gillingham intervention in Grades K-2.
		Provide professional learning to build the capacity of schools to increase the access for inclusive opportunities for students being served in discrete programs.

* Due to the challenging economic situation, the discussions of the staffing plan committee focused on critical areas of special education programming. The committee expressed a desire that the level of service in identified areas be maintained. This budget reflects the preservation and maintenance of those items.

FISCAL YEAR (FY) 2022 MCPS Special Education Staffing Plan and Operating Budget Timeline	
Associate Superintendent for Special Education Requests Public Participation on FY 2022 Special Education Staffing Plan Committee	June 1, 2020
FY 2022 Special Education Staffing Plan Committee Meets to Develop Recommendations for Special Education Staffing Improvements and Priorities	August 13, 2020
FY 2022 Recommended Special Education Staffing Improvements and Priorities Considered During the Development of the FY 2022 Operating Budget	Fall 2020
Superintendent's FY 2022 Recommended Budget Presentation	December 15, 2020
Registration begins for Montgomery County Board of Education (Board) Operating Budget Hearings (Check the Board web page for information about the registration period for public hearings.)	December 2020 through January 2021
Board Operating Budget Hearings	January 11, and January 19, 2021
Board Operating Budget Work Sessions	January 14, 21, and 25, 2021
Tentative Adoption of the FY 2022 Operating Budget	February 9, 2021
Board Budget Transmittal to County Executive and County Council	February 26, 2021
County Executive Releases the FY 2022 Operating Budget	March 15, 2021
County Council Budget Public Hearings	April 2021
County Council Work Sessions	April–May, 2021
County Council Budget Action	May 27, 2021
Final Adoption of the FY 2022 Operating Budget	June 10, 2021

Fiscal Year 2022 Special Education Staffing Plan Committee

Name	Title
Alfonso Windsor, Ivon	Supervisor, Budget Unit
Blaeuer, Maria	Chair, MCCPTA Special Education Committee
Breen, Ali	Board President, GTLD Network
Brown, Jamie	President, The Learning Disabilities Association of Maryland
Brown, Kalani	Education Co-Chair, Down Syndrome Network of Montgomery County
Byrd, Robbie M.	Fiscal Specialist, Office of Teaching, Learning and Schools—Special Education (OTLS—SE)
Catena, Mary Rose	Instructional Specialist, Division of Prekindergarten, Special Programs, and Related Services (DPSPRS)
Collins, William J.	Assistant Principal, Poolesville Elementary School
Cropp, Amy S.	Director, DPSPRS
Dawedeit, Mary Ann	President, Down Syndrome Network of Montgomery County
DeFosse, Pamela A.	Supervisor, Speech and Language Services
Dimmick, Cary D.	Principal, Gaithersburg High School
Dinga, Stephanie R.	Principal, Goshen Elementary School
Dorner, Martha F.	Management/Budget Specialist, Budget Unit
Forbes, Elka	Director, The Arc of Montgomery County
Frumkin, Stephanie	Vice Chair, MCCPTA Special Education Committee
Geness, Simone A.	Supervisor, Transition Services Unit (TSU)
Hall, Julie S.	Director, DBFIS
Heatwole, Kyle J.	Principal, Flora M. Singer Elementary School
Heck, Lisa M.	Instructional Specialist, DBFIS
Hoffman, Joanne C.	Supervisor, Central Placement Unit
Kannan, Amuthan	Parent, Wootton High School
Keisler, Susan	Executive Director, Partnership for Extraordinary Minds
LaBatt, Arronza M.	Executive Director, OTLS
Leety-Weinstein, Jessica K.	Teacher, Special Education Program Specialist, Little Bennett Elementary School
Lertora, Katherine W.	Assistant Principal, Roberto W. Clemente Middle School
Levey, Brooke	Executive Director, Down Syndrome Network of Montgomery County
Levy, Janet E.	Teacher Special Education, Brooke Grove Elementary School
Lowndes, Kevin E.	Associate Superintendent, OTLS-SE
Lynch, Philip A.	Director, Department of Special Education Services (DSES)
Marella, Daniel K.	Associate Superintendent, Finance
Munsey, Joshua H.	Principal, RICA–John L. Gildner Regional Institute for Children and Adolescents
Murek, Sally R.	Coordinator, Paraeducator Program, OTLS-SE
Nardi, Christopher B.	Principal, Thomas W. Pyle Middle School
Parrott, Margaret A.	Instructional Specialist, TSU
Redgrave, Kim M.	Principal, Stephen Knolls School
Smith, Claudette R.	Supervisor, DSES
Staton, Craig W.	Principal, Julius West Middle School
Strouble, Jennifer R.	Instructional Specialist, DSES
Swann, Carrie	Education Co-Chair, Down Syndrome Network of Montgomery County
Tanzi, Kelly	President, The Learning Disabilities Association of Montgomery County
Taylor, Jeanne M.	Special Education Paraeducator, Farquhar Middle School
Thomas, Beth F.	Assistant Principal, Hallie Wells Middle School
Wantanabe-Tate, Rachel	Chair, MCCPTA, Special Education Committee
Whitfield, Donald	Parent, John T. Baker Middle School

Committee Support: Ruth M. Campbell, administrative secretary, DBFIS, 240-740-3850; Ruth_M_Campbell@mcpsmd.org

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Teacher Sessions

Academic Interventions: *Math 180*
Academic Interventions: *Really Great Reading*
Academic Interventions: *Systems 44*
Academic Interventions: REWARDS
Academic Interventions: Read Naturally Live
Academic Interventions: *iReady Math*
Academic Interventions: *iReady Reading*
Augmentative and Alternative Communication: Functional Communication: Using Picture Exchange Strategies
Augmentative and Alternative Communication: Strategies and Operation of Specific AAC Devices
Augmentative Communication and Assistive Technology: Strategies to Support Language Development using your AAC Toolkit
Augmentative Communication and Assistive Technology: *Boardmaker Studio-Basics*
Autism: Supporting the Development of Social Skills in Students Attending Autism Services Diploma Programs
Autism: Supporting Positive Behaviors and Social Skills in Students Attending Autism Services Diploma Programs
Autism: Best Practices for Teaching Elementary Students Who are Served in the Classic Autism Program
Autism: Best Practices for Teaching Secondary Students Who are Served in the Classic Autism Program
Deaf and Hard of Hearing (D/HOH): Addressing the needs of D/HOH students with behavioral or mental health concerns (*Be Well 365*)
D/HOH: Math Talk: Using Classroom Discussions in Teaching Math with D/HOH Students
Alternate Learning Curriculum Resource—Unique Learning Systems
Alternate Learning Curriculum Resources: Attainment Company and First Author Writing Program
Crisis Prevention Institute Nonviolent Crisis Intervention Training—without physical interventions
Evidence-based Practices for Maximizing Literacy for Students with Significant Cognitive Disabilities
Unique Learning Systems and alignment to MCPS curriculum
Attainment Company and First Author Writing Program and alignment to MCPS Curriculum
Functional Behavioral Assessment and Behavioral Intervention Plan Development and Implementation
Lead Elementary Special Education Teachers—Specially Designed Instruction
First Year Teacher Training
High Incidence Accessible Technology (HIAT): Assistive Technology Consideration
HIAT: Assistive Technology Implementation and Documentation
HIAT: Assistive Technology in School and on the Individualized Education Program (IEP)
HIAT: Accessible Reading Tools
HIAT: Accessible Writing Tools
HIAT: Accessibility 101
HIAT: Using EquatIO to Make Math Accessible—Elementary
HIAT: Using EquatIO to Make Math Accessible—Secondary

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HIAT: Introduction to *Read &Write* for Google
HIAT: Leveling the Playing Field—Accessible Curriculum Materials and Tools
HIAT: Using Universal Protocol for Accommodations in Reading to Determine Reading Accommodations
HIAT: MCPS AT Guide Four Part Series
HIAT: Making Every day Curriculum Materials Accessible for All Learners
HIAT: Coaching Students to Write with Speech to Text and Word Prediction
HIAT: Technology–Supporting Writers with Clicker Software
HIAT: Accessible Design Series for Alternate Learning Outcomes (ALO) Teachers
HIAT: Accessible Design in Canvas
HIAT: Executive Functioning Series: Planners, Materials Management, and Notetaking
HIAT: Grammarly: Teaching Editing One Piece at a Time
HIAT: Ways to Write: Developing a Method to Support Struggling Writers - three parts
Physical Disabilities: Occupational Therapists (OT)/Physical Therapists (PT) Professional Learning Community Sessions
Physical Disabilities: Perspectives on Practice for OTs and PTs
Physical Disabilities: Documenting Safe Meal Time Support
Physical Disabilities: Data Collection Methods for OTs and PTs
Physical Disabilities: Handwriting: The Role of the OT
Physical Disabilities: Use of PT Equipment: Bootcamp and Refresher for School-age PTs
Physical Disabilities: Professional Learning Day: Evidence Based Practices in School-based Therapy
Home School Model: Behavior Management Strategies
Hours-based Staffing
Medical Assistance: Certification Training
Multi-Sensory Foundational Reading Strategies
New Teacher Orientation
Nonviolent Crisis Intervention: Initial and Refresher Courses
Orton–Gillingham Methodologies
Orton–Gillingham Methodologies: Students Pursuing ALO Learning for Independence (LFI) Programs
Prekindergarten (pre-K): Maryland's Child Outcomes Summary Process
Pre-K: Maryland's Early Learning Assessment
Pre-K: Maryland Social Emotional Foundations for Early Learning Pyramid Model
Pre-K: Developing Standards-based, High-quality IEPs and Progress Monitoring
Pre-K: Performance Matters/Data Collection in the Pre-K Classroom
Pre-K: Coteaching Practices for Pre-K Inclusive Settings
Pre-K: Benchmark Curriculum Training
Resource Teacher in Special Education secondary meetings
Section 504 Basics: Determination of Eligibility and Development of Appropriate Accommodations

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Teacher Sessions

Speech and Language Services: Effective Strategies to Address Communication Skills in Students with Autism
Speech and Language Services: Best Practices in Working with Students with Speech-Language Disorders from Diverse Communities
Speech and Language Services: The Use of Multi-Faceted Assessment Measures with Culturally and Linguistically Diverse Students
Social Emotional Special Education: Secondary programwide training
Standards-based Mathematics Instruction for Students with Significant Cognitive Disabilities
Transition Services: Transition Services Updates for Nonpublic Schools (September 2020, January 2021, and April 2021)
Transition Services: Transition Services Awareness for Middle and High School (Online Module)
Transition Services: Transition Support Teachers Summit and Professional Learning Communities (August 2020–May 2021)
Twice Exceptional Students: Recognizing and Serving Elementary Students
Twice Exceptional Students: Differentiating Elementary Instruction
Twice Exceptional Students: Recognizing Characteristics and Differentiating Instruction for Secondary Students
Vision Services: Teaching Strategies and Resources for Sensorimotor Stage Learners (as part of the ongoing Cortical Visual Impairments (CVI) training)
Vision Services: Building the Capacity of Vision Staff in Assessing and Selecting Appropriate Technology for Accessing Curriculum Materials
Vision Services: Strategies for Phase III CVI Learners *What's the Complexity? Weighing the Task vs. the Environment*
Eureka Math training for elementary teachers
Benchmark training for elementary teachers
Studysync training for secondary teachers
Illustrative Mathematics training for secondary teachers
Utilizing Specially Designed Instruction in Mathematics
Curriculum training for Learning Center teachers
Curriculum training for teachers of students on the Alternate Learning Outcomes
Extensions: Introduction to Evidence-Based Instructional Practices Through the Lens of Applied Behavior Analysis
Introduction to Evidence-Based Data Collection Methodologies for LFI and SCB

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Paraeducator Sessions

Adapting and Differentiating Materials
Elementary Paraeducators: Fading Supports and Building Independence
Autism: Best Practices for Teaching Elementary Students with Autism
Autism: Best Practices for Teaching Secondary Students with Autism
Autism: Best Practices for teaching students in-Autism Services' diploma programs
Augmentative Communication and Assistive Technology: *Boardmaker Studio-Basics*
Augmentative Communication and Assistive Technology: Strategies to Support Language Development using your AAC Toolkit
Collaboration with Clinicians for Paraeducators at the Regional Institute for Children and Adolescents
Collaboration with teachers
Data Collection and Analysis
Resources and Materials to Support the Instruction of Elementary Non-diploma-bound Students
Resources and Materials to Support the Instruction of Secondary Non-diploma-bound Students
Accommodations and Modification: Hands-on Applications: Elementary Paraeducators
Accommodations and Modification: Hands-on Applications: Secondary Paraeducators
Reading and Writing Technology Tools to Support Struggling Students
Activinspire Beginner
Activinspire Intermediate
Activinspire Advanced
Deaf and Hard of Hearing (D/HOH): Basic Sign Language for Paraeducators
D/HOH: Intermediate Sign Language for Paraeducators
D/HOH: Math Talk: Using Classroom Discussions in Teaching Math with D/HOH Students
D/HOH/Vision: Supporting the Special Educator in the Maryland Online Individualized Education Program Process
Vision: Strategies and Materials for Phase III Cortical Visual Impairments Learners.
Strategies for Paraeducators Working Effectively with Students with Special Needs in Physical Education
Language Development Strategies
Nonviolent Crisis Intervention: Initial and Refresher Courses
Prekindergarten (pre-K): Maryland Social Emotional Foundations for Early Learning Pyramid Model
Pre-K: Data Collection in Pre-K Classrooms
Pre-K: Benchmark Curriculum Training
Really Great Reading
iReady Math
iReady Reading
Secondary Research Tools
Rational Detachment Training

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Paraeducator Sessions

Developing Positive Behavioral Interventions for Students with Intellectual Disabilities
Social Emotional Special Education Services (SESES): Elementary Programwide Training
SESES and Bridge: Planning for resource room middle and high school special educators and resource teachers, special education (RTSEs)
SESES and Bridge: PEERS Training (ages 11–18) for special educators, RTSEs, social workers, and psychologists in middle and high school programs
SESES elementary and middle: Ongoing Zones training for new and existing staff as needed
Transition Services: Transition Services in a Virtual Platform (Paraeducator Professional Day)
Transition Services: Job Coaching and Travel Training (Paraeducator Professional Day and High School Discrete Alternate Learning Outcomes programs)
Twice Exceptional Students: Support in the General Education Classroom
Zones of Regulation
Eureka training for elementary paraeducators
Benchmark training for elementary paraeducators
Extensions: Introduction to Evidence-based Instructional Practices Through the Lens of Applied Behavior Analysis
Introduction to Evidence-based Data Collection Methodologies for Learning for Independence and School Community=based for Paraeducators
Accessible Technology Tools to Support Students with Reading and Writing