



The Superintendent's Recommended
Special Education Staffing Plan

FY 2027

Operating Budget



Montgomery County Public Schools
Rockville, Maryland

Fiscal and School Year Ending June 30, 2027

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FISCAL YEAR 2027 SPECIAL EDUCATION STAFFING PLAN

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FISCAL YEAR (FY) 2027 SPECIAL EDUCATION STAFFING PLAN

Montgomery County Public Schools

December 2025

Overview

The Division of Special Education Services (DSES) provides a Free Appropriate Public Education (FAPE) to all students with disabilities requiring specialized instruction and related services. Students with disabilities receive their services—

- within a comprehensive, collaborative, and individualized support system that enables access to the Montgomery County Public Schools (MCPS) curriculum aligned to the Maryland College and Career Ready Standards or the Alternate Academic Achievement Standards as determined by the Individualized Education Program (IEP) team; and
- in the student's home school, to the maximum extent possible, in accordance with federal, state, and local mandates.

Local school systems (LSSs) are required by the *Code of Maryland Regulations* (COMAR) 13A.05.02.13D 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 (MOE) within the meaning of 34 CFR §300.231, MOE, and COMAR 13A.02.05, MOE;
- 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 2027 Special Education Staffing Plan* provides evidence of public input, professional learning opportunities (PLOs), 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 MOE. In addition, the plan recommends staffing priorities and recommendations for maintenance of initiatives for FY 2027 (Attachment C).

DSES recognizes and appreciates the Board's support of special education through previous budget initiatives and the funding of required improvements. As a result of ongoing fiscal limitations, the Special Education Staffing Plan Committee (SESPC) focused on critical areas of special education programming. Those items that were not included in the FY 2026 MCPS budget were considered by the committee, special education staff members, the Division of Facilities Management, and Division of Financial Management staff members during the FY 2027 budget process that began July 2025 (Attachment D).

As stated in the *MCPS Future Ready: Fiscal Years 2026-2030 Strategic Plan*, our vision is that all students graduate Future Ready to thrive in a changing world—with the knowledge, skills, and confidence necessary to lead, adapt, and make a positive impact in their communities and beyond. Our mission centers on unleashing each student's potential through rigorous academics, adaptability, critical thinking, and meaningful relationships. Two major pieces of federal legislation drive the delivery of special education services: the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA) and the *Every Student Succeeds Act of 2015* (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 school system and with community agencies to ensure services are provided to students with disabilities in accordance with their IEP. This includes, but is not limited to, academic, behavioral, mental health and counseling supports, and transition to post-secondary college, career, and community opportunities.

IDEA mandates that to the maximum extent appropriate students with disabilities shall be educated with children who are not disabled. Moreover, "special classes, separate schooling, or other removal of children with disabilities from the regular educational environment can occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." Furthermore, "unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled."

MCPS uses DSES leadership meetings to evaluate its 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 PLOs for schools, our strategic plan, and ultimately drives student success.

ESSA holds schools accountable for improved educational outcomes for all students. ESSA specifically mandates testing and disaggregation of test results within State, Local Education Agency (LEA), and school subgroups to show progress for children with disabilities as compared to children without disabilities and other identified student groups.

The Principal Advisory Committee and professional learning community (PLC) meetings are conducted throughout the school year as a forum for open dialogue and evaluation of strategies. Topics covered during these meetings include initial feedback on new initiatives, sharing of best practices, concerns, and staffing considerations. Staffing concerns raised during these meetings are explored for potential solutions with project teams formed by key stakeholders to address the stated

issue(s). The work of the project team is to research and identify recommendations for review by executive leadership. These recommendations are used to drive budget discussions, which in turn allow for staffing changes and enhancements.

During the school year, staff members from the Department of Special Education Services (DSES), the Department of Special Education Prekindergarten & Related Services (DSEPRS), and the Department of Special Education Systems & Management (DSESM) review information from student IEPs using the Maryland Online Individualized Education Program (MOIEP) system, classroom observations, MSDE mandates, due process hearing decisions, and input from staff and community members to determine the effectiveness of the current MCPS *Special Education Staffing Plan* and to make recommendations for the next FY 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

In December 2025, the superintendent of schools presented his *FY 2027 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 SESPC. The Board operating budget work sessions will be held on January 6, 20, and 29, 2026. There will be two FY 2027 budget hearings held on January 15 and 27, 2026. The Board will tentatively adopt the *FY 2027 Superintendent's Recommended Operating Budget* on February 19, 2026. By March 1, 2026, the Board's recommended budget will be sent to each principal, Parent Teacher Association president, Montgomery County executive, and the County Council (CC) as required by law.

The Montgomery County executive will make recommendations for the MCPS budget in March 2026, with the CC holding public hearings on all local government budgets in April 2026. The CC's Education & Culture Committee will hold work sessions on the Board's recommended budget in April–May 2026, and the full CC will review the school system budget in May 2026. The Montgomery County Charter, as amended by voters in November 1992, requires that the CC act on all budgets by May 31 of each year. For FY 2027, the CC will approve the county budget on June 1, 2026. After the CC completes its appropriation action, the Board will adopt the final approved budget for FY 2027 on June 25, 2026 (Attachment D).

Public Input

Mrs. Julie S. Hall, director, DSESM, invited members of the community, DSES/DSEPRS/DSESM staff members, the Special Education Citizens Advisory Committee (SECAC), and other stakeholders to participate on the SESPC (Attachment E). The committee met on July 22, 2025, to review the *FY 2026 Special Education Staffing Plan*, to receive information regarding the FY 2026 MCPS budget and public input, and to make recommendations for priorities to be considered for inclusion in the FY 2027 budget.

During the July 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 2026 SESPC recommendations, and considered the final FY 2026 special education budget allocations. Additionally, the SESPC 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 that 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?*

The committee selected the following top priorities from the input of the group—

- *Launch a "Grow Our Own" Special Education Academy aimed at nurturing future special educators.*
- *Strategically plan for the inclusion of paraeducators in system-wide training days.*
- *Create a checks and balances approach for schools and central office participants before an out-of-school disciplinary action.*
- *Revise Kindergarten staffing guidelines to improve the adult-to-student ratio and align this change with professional development initiatives.*
- *Consider Career & Technical Education (CTE) programs and provide professional development to increase access and opportunities for students with disabilities.*

During the process of budget development, the committee's recommendations were considered as strategic service enhancements and incorporated into professional learning plans. The method by which recommendations are implemented is dependent on the types of priorities generated by the committee. Several initiatives were considered for the development of the FY 2027 budget. Funding to address professional learning (PL) goals is provided through MSDE grant funds.

In January 2026, the committee will receive an update on the FY 2027 budget process and will review the special education budget that is included in the *Superintendent's FY 2027 Recommended Operating Budget*. The *FY 2027 Special Education Staffing Plan* will be available on the MCPS website.

The special education staffing plan process is aligned closely with the MCPS operating budget process, ongoing public input, and community involvement. Input received from SESPC is considered during the budget planning and development processes for the *FY 2027 Special Education Staffing Plan*. In addition, oral and written testimonies received through the Board's budget hearings are considered as final changes are being made to the *FY 2027 Superintendent's Recommended Operating Budget*.

Professional Learning (PL)

The delivery of specialized 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 Division of Teaching & Learning, special education staff members who deliver the general education curriculum to students with disabilities participate in required, voluntary, and school-specific PL activities, including webinars, that ensure the delivery of effective instructional best practices.

PL activities are aligned with the other system initiatives that focus on the provision of special education services within home or consortia schools. DSES and the Division of Teaching & Learning 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 (SETs) participate in PLOs based on best practices associated with Specially Designed Instruction (SDI), collaborative planning, differentiated instruction, and the use of technology.

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 2026-2027 school year to build their capacity in this area. The PLOs focus on building the skills that staff members need to support students with unique learning styles in accessing the curriculum. PL also will be provided in the areas needed to support prekindergarten (pre-K) services, social-emotional needs of students, and transition services.

First-year SET PL is offered quarterly. In addition, elementary and secondary SET leaders are provided with regularly scheduled PLOs and job-embedded coaching. A comprehensive list of the PD plan is available (Attachments F and G).

Central office staff members work collaboratively with various offices to develop and facilitate PLOs and ongoing job-embedded coaching, technical assistance, and consultation to both general and special education staff members in pre-K to school-age services as follows:

- MCPS will implement an interdepartmental collaboration to provide all educators with the knowledge and skills needed to deliver highly effective instructional services and to provide all students with an equitable and supportive learning environment.
- Central office staff members will work closely with the Department of Early Childhood, Federal & Special Programs and the Division of Teaching & Learning to provide PL on Maryland's Early Childhood Comprehensive Assessment System, including the *Kindergarten Readiness Assessment*, the *Early Learning Assessment*, the MCPS pre-K curriculum, collaboration and coteaching strategies, and the *Maryland Pyramid Model* via our own initiative, *Be Well 365*, to address social and emotional learning with job-embedded coaching. Additionally, pre-K teachers will have opportunities to build their capacity to develop standards-based high-quality IEPs, de-escalate challenging behaviors, differentiate their instruction, and build their skills to coteach in the inclusive setting.
- Central office staff members will provide PL on:
 - recognizing the characteristics of and differentiating instruction for twice exceptional elementary and secondary students
 - job-embedded coaching and support of evidenced-based reading and mathematics interventions and strategies
 - 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
 - positive behavioral management training and nonviolent crisis intervention in the form of de-escalation training through the Crisis Prevention Institute (CPI)
 - Functional Behavioral Assessment and Behavioral Intervention Plan development to support students in the development of positive and appropriate learning behaviors
 - Universal Design for Learning through courses focused on accessibility and assistive technology (AT), including providing guidance for selecting and documenting accommodations and creating and using of accessible curriculum materials and tools
 - multi-sensory foundational reading strategies and Orton-Gillingham (OG) methodologies to support acquisition of literacy skills
 - supporting students receiving services in the Learning and Academic Disabilities (LAD)/Resource model in secondary schools
 - social-emotional special education for secondary students to foster the emotional growth of our students
 - transition services awareness through an online module for middle and high school staff members in supporting students to be college, career, and community ready
 - supporting all students in the LRE

The majority of students with disabilities are served with their peers in the general education classroom. In addition to general education and SETs, related service providers, and paraeducators, students with disabilities receive support from school counselors, school psychologists, and administrators. To ensure the provision of FAPE for all students in FY 2026, 9,843 full-time equivalent (FTE) positions were budgeted for general education teachers, 575 FTE positions were budgeted for counselors, 136 FTE positions were budgeted for school psychologists, and 575 FTE positions were budgeted for building administrators. The provision of staffing will be maintained in FY 2026 and adjusted in accordance with changes in the student population.

Evaluation of Staffing Plan for Effectiveness

MSDE has established LRE targets for LSSs 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 hold schools and LSSs accountable for student performance.

According to the October 1, 2024, census data report from MSDE, 71.05 percent of students with disabilities were served in the general education environment, LRE-A, and 14.98 percent of students with disabilities were served in LRE-C. MCPS did not meet the MSDE target of 71.75 percent of students with disabilities served in LRE A, nor the MSDE target of 11.00 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 2021, through October 2024, are indicated in the chart below:

Percentage of MCPS Students with Disabilities by LRE

Inclusion Indicator	October 2021	October 2022	October 2023	October 2024
MCPS LRE-A	67.29%	69.44%	69.58%	71.05%
MSDE Target for LRE-A	71.000%	71.25%	71.50%	71.75%
MCPS LRE-C	15.55%	15.44%	15.11%	14.98%
MSDE Target for LRE-C	11.75%	11.50%	11.25%	11.00%

With the monitoring and data collection on LRE targets and student performance, critical staffing data and staffing changes are used to evaluate the effectiveness of our staffing plan. Critical staffing is allocated as additional staffing over the service-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. 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 2026, we have continued 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 2027, these successful staffing processes will continue to be implemented and monitored.

DSES oversees the process of staffing allocations, changes, and budget. The staffing plan is reevaluated annually during the summer after receiving input from the SESPC 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 incorporated key identifiers, such as interventions or student attributes related to special education, so that supervisors and schools may analyze special education services as they relate to our 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 DSES 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 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 services.

Special Education Facilities and Staffing Patterns

According to the October 2025 unofficial Child Count data submitted to MSDE for the Maryland Special Education Census Data, 23,686 MCPS students, ages 3 to 21, received special education services. This number includes students receiving the Extended Individualized Family Services Plan option. Of those students, 300 received services in a public separate special education day school, and 602 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, DSEPRS, DSESM, the Division of Transportation Services, the Division of Facilities Management, and the Division of Teaching and Learning 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, services for high incidence disabilities, such as learning disabilities, are available in all elementary schools and at all secondary levels. In contrast, highly specialized services 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 with diverse discrete services designed to focus on the student strength while meeting individual need.

Students receiving special education services may be served by the general education teacher or a coteaching team (a general education teacher and/or a SET or paraeducator) in the inclusive school environment. The general education teacher, SET, related service providers, and paraeducators are responsible for supporting their assigned students. The general education teacher, in collaboration with the special educator, related service providers, and paraeducator, is responsible for implementing the IEP and ensuring that students with disabilities receive their supplementary aids, services, and accommodations during instruction and assessment, as applicable.

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 contract. 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.

LAD and Resource models consider 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 that a special educator is responsible for each week, and a minimum-based teacher allocation. This staffing model is implemented in the HSM and LAD/Resource model but does not incorporate staffing for discrete 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, and now all elementary schools have transitioned to HSM because data indicated that continuing our efforts to increase the number of elementary

schools with the HSM directly benefited students. The purpose of this transition to HSM was to provide increased access for students to special education services and inclusive opportunities within their neighborhood school. See Attachment A for special education and related service descriptions.

The LAD/Resource model implemented in all MCPS secondary 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 services. The goal of DSES 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.
- All elementary schools provide HSM services. A continuing goal is to provide equitable staffing in the schools implementing this approach. The LAD/Resource model is used in all secondary schools.
- Special education services are cluster-based for students in need of LFI or SCB services.
- Special education services are available regionally for students with disabilities through Preschool Education (Pre-K) Services, pre-K language classes, elementary learning centers (LC), classes for students with autism Twice Exceptional Services, and at Longview and Stephen Knolls Schools.
- Countywide special education service models are available for students in the following areas: D/HOH Services, pre-K Vision Services, Physical Disabilities classes, Augmentative and Alternative Communication (AAC) classes, the Carl Sandburg LC, John L. Gildner Regional Institute for Children and Adolescents (RICA), and Rock Terrace School.
- SESES are provided at elementary, middle, and high schools in each area or countywide. At Colonel Zadok Magruder High School and Sherwood High School, a specially designed SESES cluster model continues to address the instructional and mental health needs of students with emotional disabilities. All SESES are staffed based on a teacher station model. Social workers are assigned to each SESES school site to provide additional social emotional support for students.
- Services through Extensions are provided regionally 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 significant cognitive difficulties and complex emotional and behavioral needs.
- Autism Spectrum Services are offered regionally at the Pre-K level to increase language, learning and adaptive skills. Autism Services for students, elementary through age 21, provide access to ALOs aligned with MCPS curricula. Secondary Resource Services (ARS), located in 5 middle and 3 high schools, are designed for students with autism who are working toward a high school diploma. Autism Connections is offered regionally in elementary and secondary schools for those who require specialized instruction to address social and/or executive functioning needs.

Special education classes and service locations are identified in the *MCPS Educational Facilities FY 2027 Master Plan* and the *Amendments to the FY 2027-2032 Capital Improvements Program* published annually in June. However, as enrollment projections and programming needs are refined during the year, the location of some classes and services may change.

MCPS is committed to increasing inclusive opportunities for pre-K students receiving special education services. The Department of Special Education Prekindergarten & Related Services (DSEPRS), and the Department of Early Childhood, Federal & Special Programs continue to collaborate to provide services for students who have an IEP in regular early childhood settings. The Division of District Operations and Division of Teaching & Learning are also involved in this process due to the impact on elementary facilities. The goal is to place general and special education pre-K classes where general and special educators will use coteaching and collaborative planning strategies to provide instruction to pre-K students who receive special education services alongside their non-disabled peers. The inclusive collaborative teaching model is located in 30 MCPS elementary schools and two early childhood centers, and the work continues to create additional inclusive opportunities. An early childhood SET 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. Additionally, there are 12 full-day collaboration classrooms in 11 schools and eight part-day collaboration classes in five schools. Heterogeneous groups of general and special education students receive instruction delivered by both general and special education teachers and paraeducators. Students are also served through an itinerant model where special education teachers provide specially-designed instruction in community preschools and child care centers. This work fosters community partnerships while also creating more inclusive opportunities for students. DSEPRS also increased the number of classes that enroll nondisabled community peers with a focus on classes for the youngest pre-K students with IEPs. In FY26, there are 57 part-day classes where students with disabilities learn alongside peers from the community.

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 current 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 where the student will most likely attend and add the student to that school's projected enrollment. 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 by area special education coordinators 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, special education staff members, rea associate superintendents, and directors to

ensure that the information is accurate before any adjustments to preliminary staffing allocations are made.

When a school requests additional staffing, the central office special education staff members consult with school staff members to ensure that current staff members are being effectively used 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 DSES and DSESM for allocation adjustments.

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, change of placement, and individual class makeup. A due process hearing decision could result in additional support being required. If concerns arise, staff members or parents/guardians may request 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 service or cluster completes a staffing request form in collaboration with the school administrator. To determine the appropriate recommendations, all requests are reviewed by the special education staffing review team which is composed of DSES and DSESM central office special education staff members.

The Division of Human Resources & Talent Management (DHRTM) 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 qualified personnel. In most cases, staff members have enough advanced time to plan for coverage using substitute personnel, 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. Staffing shortages are being addressed through recruitment fairs, contractor candidates, and collaboration with DHRTM to identify paid teacher certification partnerships for employees seeking teacher certification or licensure.

Maintenance of Effort

Each year, to receive IDEA funding, MCPS must submit forms to demonstrate MOE eligibility. MOE eligibility is achieved when budgeted expenditures for the upcoming FY (column E) equal or exceed the actual expenditures of the preceding FY 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 2024 to FY 2027, including transportation and fixed charges.

A	B	C	D	E
Funding Source	FY 2024 Actual	FY 2025 Actual	FY 2026 Approved Budget	FY 2027 Tentatively Adopted Budget
State	\$ 88,579,108	\$ 98,094,064	\$ 104,769,824	\$ 109,719,124
*Local	277,013,607	292,345,946	358,656,704	400,941,517
Transportation	94,792,580	93,089,075	109,311,136	110,547,543
Fixed Charges	98,733,015	102,148,668	133,929,958	148,221,739
TOTAL	\$ 559,118,310	\$ 585,677,753	\$ 706,667,622	\$ 769,429,923

*Local excludes expenditures for Infants and Toddlers

FY 2027 MCPS Special Education and Related Services Budget Guidelines

The number and type of staff members incorporated into the 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 Division of Facilities Management, the Department of Special Education Services, and the Department of Special Education Systems and Management 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 FAPE. 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 2026 Special Education Staffing Plan incorporates input from SESPC 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	Instructional Models	
		Services	Professional Staff
Augmentative and Alternative Communication (AAC) Classes	AAC classrooms provide intensive support for students in kindergarten through Grade 2 who are nonverbal 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 development, vocabulary development, and expressive communication skills. Services and supports are primarily provided within the general education environment.	Special classes located in two elementary schools serve students throughout the county	1 Tchr:TS 1.750
Autism Services- Comprehensive Autism Preschool Program (CAPP)	Comprehensive Autism Preschool Services provide highly intensive and individualized services for students ages 3 to K. Evidence-based practices are utilized to increase academic, language, social, and adaptive skills, and maximize independence in all domains.	Pre-K—designated elementary schools serve pre-K students throughout the county	1 Tchr:TS 3.440
Autism Services- Autism K-12	Autism K-12 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 pre-employment training and community support.	School-aged—designated elementary, middle, and high schools located regionally throughout the county	1 Tchr:TS 1.750
Autism Services- Secondary Autism Resource Services (ARS)	Secondary Autism Resource Services, located in five middle and three high schools, are designed for students with autism 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 autism. Students receive instruction in the general education curriculum with the supports indicated on their IEPs. Students also have needs in social interactions and require discrete social skills instruction within-the- moment support, and feedback across the school day.	Secondary School Autism Resource Services—five middle and three high schools located regionally	1 Tchr:TS 1.500

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	Service Description	Services	Instructional Models		1.500
			Professional Staff	Paraeducators	
Autism Services--Connections	Connects classes are based in comprehensive school buildings. Students served by this model are diagnosed with a high-functioning autism. The students function in the average to high average range of intellectual ability and receive instruction on the general education curriculum, with enrichment as appropriate. Students have documented social and behavioral needs that have significantly interfered with their ability to participate in other educational environments, despite a variety of special and individualized supports. Initially, at the elementary level, students typically receive their academic and social skills instruction within the self-contained classroom with an eventual goal of the student being included for academics in the general education classroom. Individual and classroom motivation systems reinforce appropriate social behavior across the school day. Secondary students are included in all academic classes in the general education environment with supports for their social, behavioral, and organizational needs.	Designated elementary, middle, and high schools	1 Tchr:TS		
Bridge Services	Students receiving Bridge services demonstrate significant social emotional learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Students exhibit internalizing behaviors related to anxiety, depression, frustration, tolerance, emotional regulation, problem solving, perspective taking, sensory integration and social interactions, and some learning needs. 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
Carl Sandburg LC	Carl Sandburg LC is a Grades K-5 special education school that serves students with multiple disabilities, including intellectual disabilities, autism, language disabilities, 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 or ALO curriculum 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 Mayvale Elementary School	1 Tchr:TS		1.750

FY 2027 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Deaf and Hard of Hearing (D/HOH) Services	D/HOH services provide comprehensive educational supports and audiological services to students who are deaf or hard of hearing with a documented 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 are also provided to students and school staff members.	Resource services available throughout the county Special class locations; 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
Elementary Learning Center (LC)	Elementary LCs provide comprehensive special education and related services for students in Grades K-5. These services provide specialized, scaffolded instruction 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 specially designed instruction.	Designated elementary schools within each cluster	1 Tchr:TS	0.875
Extensions	Extensions Services support students from Kindergarten through age 21 with significant cognitive disabilities, multiple disabilities, and/or Autism. Students in the program may exhibit behavioral challenges that interfere with learning and require intensive behavioral and staff support to maintain safety. They receive specially designed instruction to build skills in communication, self-care, and social interaction. Instruction is aligned with the Maryland Alternate Achievement Standards, ensuring meaningful access to curriculum. The ultimate goal is to increase students' independence, support transitions to less restrictive settings, and prepare them for post-secondary opportunities, including career and community readiness upon graduation with a Certificate of Completion from MCPS.	Designated elementary, middle, and high schools	1 Tchr:TS	2.625
Home School Model (HSM)	Home School Model services are provided in all MCPS elementary schools primarily in the general education setting where students receive specially designed instruction (SDI) with their nondisabled peers. SDI is delivered by general education teachers in collaboration with special education teachers and paraeducators through the implementation of coteaching and supported service delivery models. 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.	Available in all elementary schools	Schools are staffed for Resource services based on an hours-based staffing model.	N/A

FY 2027 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Interdisciplinary Augmentative Communication and Technology Team (InterACT)	InterACT provides a continuum of direct and consultative services, along with AAC and assistive technology tools and supports, for our most complex students—birth through age 21—who face the most significant verbal and written communication challenges, often related to physical disabilities. Consultative services support and build the capacity of educational teams to integrate AT/AAC into students' specially designed instruction, enhancing access to the curriculum and promoting meaningful participation in home, school, and community environments. We work closely with families and educational teams to ensure that the use of assistive technology and AAC is consistent, individualized, and developmentally appropriate across all settings. Consultative services are provided in the natural environment for children from 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
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. RICa offers fully accredited special education services which emphasize rigorous academic and pre-employment training/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.	Separate special education day school	1 Tchr:TS	1.250
Learning and Academic Disabilities (LAD)/Resource Services	LAD and Resource services are available in all middle and high schools. Secondary resource services provide the support that students with disabilities 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. LAD services 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.	Available in all middle and high schools	Middle Schools Schools are staffed using a formula based on the total number of special education classroom service hours High Schools High schools are staffed on a formula that combines hours of service and school enrollment.	N/A N/A

FY 2027 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Learning for Independence (LFI)	Learning for Independence (LFI) Services support students with complex learning and cognitive needs, including those with mild to moderate cognitive disabilities. Students in LFI benefit from specially designed instruction that emphasizes the application of modified and adapted academic concepts in meaningful contexts, both within the general school environment and in community settings. Specially designed instruction is guided by the Alternate Framework, which encompasses significantly modified instruction based on Alternate Learning Outcomes (ALOs) and participation in alternate assessments aligned with the MCPS curriculum and delivered through strategies that promote independence, engagement, and generalization of skills. LFI services provide students with frequent opportunities for interaction with general education peers through participation in inclusive classes, peer tutoring, schoolwide activities, and extracurricular programs. At the secondary level, instruction expands to include community-based experiences and vocational training, with an emphasis on building independence and readiness for adult life. The overarching goal of the program is to prepare students for successful transitions to post-secondary opportunities, including employment, community participation, and continued personal growth, upon graduation with a Certificate of Completion from MCPS.	Designated elementary, middle, and high schools in clusters	1 Tchr:TS	0.875
Longview School	Longview School provides comprehensive educational services to students 5 to 21 years of age with severe to profound intellectual and/or multiple disabilities. ALOs aligned with the curriculum are used to provide students with skills in the areas of communication, mobility, self-help, modified academics, and transition services.	Separate special education day school collocated with Spark M. Matsunaga Elementary School	1 Tchr:TS	1.750
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 Speech/Language	1.0 Tchr/76 services 1.0 SP/73 services 1.0 OT/73 services 1.0 PT/73 services 0.5 FTE per site 0.5 FTE per site	N/A N/A N/A N/A N/A

FY 2027 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 3 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 inclusive early childhood setting for students with mild to moderate delays; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a co-teaching 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) Intensive Needs Speech/Language OT and PT PEP Itinerant/ Medically Fragile PEP Full Day Early Childhood Center Inclusive pre-K sites	1.0 Tchr/TS 0.3 SP 1.0 Tchr/TS 0.3 SP 0.2 OT 8.0 Tchr 3.2 SP 2.4 OT 0.8 PT 10 Tchr 0.2 SP 0.2 OT 0.3 PT 1.0 Tchr 0.2 SP 0.2 OT 0.3 PT 0.5 Tchr 0.1 SP	0.875/TS N/A N/A 0.75/TS 0.75/TS 0.5625/TS
Physical Disabilities Services	Related services of occupational therapy (OT) and physical therapy (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 Two pre-K classes	36:1 1 Tchr:TS 1 Tchr:TS	N/A 1.500 0.875

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Rock Terrace School	Rock Terrace School is a separate public day school which provides special education services for students who range in age from 11-21 years, with a wide range of cognitive disabilities. The school provides an instructional program that pursues specific, measurable, and personally meaningful learning outcomes for every student, while maximizing opportunities for diverse experiences and positive relationships. Rock Terrace School prepares students for independent living, integrated employment, and participation in the community. Our educational program provides students with a modified set of courses from the MCPS program of studies based on the curriculum and ALOs. Our school is comprised of middle school, high school and upper school .Community-Based Instruction (CBI) is once a week and incorporates meaningful, functional, age-appropriate skills in inclusive community settings. The Upper School is the final phase of the curriculum which combines academics with on-the-job training skills and focuses on apprenticeships in real work environments and on-the-job training, community travel, and finally the transition to postsecondary options including state and county support and service agencies.	Separate special education day school colocated with Tilden Middle School	1 Tchr:TS	1,000
School Community-based (SCB) Services	School Community-Based (SCB) Services support students with significant cognitive disabilities and/or multiple disabilities in the moderate to severe range. These students often have intensive needs in communication, personal management, behavioral support, complex medical needs, and socialization. Specialty designed instruction within SCB is individualized and emphasizes naturalistic teaching strategies and methods, allowing students to build skills in meaningful, functional contexts rather than through highly structured or rote procedures. Instruction is guided by the Alternate Framework, which encompasses significantly modified instruction based on Alternate Learning Outcomes (ALOs) and participation in alternate assessments. These are aligned with the MCPS curriculum and extend across comprehensive schools, community settings, and work-based environments. The overarching goal of the program is to increase independence, foster communication and social competence, and prepare students for meaningful post-secondary opportunities, including active participation in their communities and adult life, upon graduation with a Certificate of Completion from MCPS.	Designated elementary, middle, and high schools in or clusters	1 Tchr:TS	1,500
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, and emotional, social and behavioral challenges interfere with their ability to achieve academic success and participate appropriately in an educational environment. Some of the challenges include, frustration tolerance, lack of appropriate coping strategies, challenges with peers, elopement, and aggression towards self and others. They require intensive mental health support by a licensed clinical social worker and psychologist. 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

FY 2027 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Enhanced SESES (E-SESES)	Enhanced social emotional special education services at Shenandoah and Magruder High Schools are designed to serve students with significant mental needs including anxiety, depression and other mental health disorders. Due to the impact of these challenges, these students are unable to attend school and have a history of non-attendance. These students require a fully self-contained day for all subjects with low student to teacher ratio. They require intensive counseling services from a licensed clinical social worker, and support from a behavior support teacher. E-SESES strives to foster student creativity with a flexible scheduling design, providing counseling services and direct access to a social worker and BST at any time. In order to support students in grades 9-12, who are all on individual paths to graduation, the program offers individualized supports which requires high number of classroom teachers, paraeducators, and a social worker, psychologist, and BST in a small setting located in a suite within the large comprehensive high school.	Designated high schools	1 Tchr:TS	1.500
Speech and Language Services	Speech and Language Services provides comprehensive support for students whose communication needs impact their ability to learn and participate in the school environment. Speech-language pathologists conduct assessments, make diagnoses, and deliver targeted interventions to develop communication skills essential for accessing the general education curriculum. Areas of focus may include language development, speech sound production, fluency, voice, pragmatic (social) language, and/or the use of augmentative and alternative communication. The type and frequency of services are determined on an individual basis and may include direct intervention as a primary or related service, as well as consultation or collaborative support within the classroom setting.	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	PreK:40:1:0 K-12:57:6:1:0 1 Tchr:TS	N/A N/A 0.875
Stephen Knolls School	Stephen Knolls School provides services for students ages 5-21 with severe to profound intellectual and multiple disabilities. ALOs aligned to 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
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.	All secondary schools including comprehensive high schools, alternative high schools, Model Learning Center and special school. Support to ITP teams for all middle schools.	1.0 Tchr	

FY 2027 MCPS Special Education and Related Services Budget Guidelines

	Service Description	Services	Instructional Models	
			Professional Staff	Paraeducators
Twice Exceptional	Twice exceptional students are identified as gifted and talented and also have met criteria for an individualized Education Program (IEP) or 504 Plan. Students demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. Students receive specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the LRE, 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
Vision Services	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 1:20 Resource 1:20 PreK Class 1:6 1 Tchr:TS	N/A 0.875

FISCAL YEAR 2027 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS
December 2025

Attachment B

Division of Special Education Services	FY 2026 Budget					FY 2027 Budget					
	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs
Learning Disabilities:											
Resource Only	1,386	-	95.5000	13.0000	-	80.8750	-	-	110.5000	26.0000	-
Learning Centers, Elementary	880	-	277.7000	6.0000	170.6750	245.9000	26.0000	245.9000	26.0000	217.7625	-
Learning and Academic Disabilities	3,540	-	277.0000	40.0000	216.0000	263.0000	40.0000	441.5000	137.0000	226.5000	352.1875
Hours Based Staffing	3,652	-	525.5000	-	322.1250	5,481	-	6,4750	77	8.0000	7.0000
Home School Model	5,481	-	7,4000	-	-	-	-	-	-	-	-
Twice Exceptional (formerly GT/ID)	77	-	-	-	-	-	-	-	-	-	-
Secondary Intensive Reading	-	-	-	-	-	-	-	-	-	-	-
Intellectual Disabilities (ID):											
School/Community Based Programs	442	-	76.0000	4.5000	114.0000	442	-	78.0000	25.0000	117.0000	-
Extensions	101	-	22.5000	101.8000	49.8750	101	-	-	10.0000	55.1250	-
Learning for Independence	1,068	-	101.8000	5.0000	89.2500	1,068	-	108.0000	-	94.5000	-
LD/ID Program Support	3,0000	-	1.0000	-	2.0000	-	-	-	-	-	-
Social Emotional Support Services:											
Special Classes	495	-	102.2000	26.5000	142.1250	495	-	95.2000	19.0000	140.8750	-
Program Support	1,0000	-	11.0000	6.5000	4.0000	-	-	10.0000	33.0000	33.0000	3.00000
Autism:											
Special Classes	1,234	-	177.2000	325.7250	1.0000	1,234	-	195.6000	2.7000	10.7000	-
Program Support	1,0000	-	2.7000	10.7000	-	-	-	-	-	-	-
Transition Services:											
School-Based Resource Services	7,853	-	47.0000	-	16.8750	7,853	-	32.5000	2.0000	16.8750	-
Nonschool-Based Programs	77	-	-	-	1.0000	77	1.0000	-	-	-	-
Program Support	1,0000	-	-	-	4.0000	-	-	-	-	-	-
Special Schools:											
Longview	64	1.0000	13.8000	4.3000	17.5000	64	1.0000	12.5000	2.5000	16.6250	1.5000
Stephen Knolls	42	1.0000	10.7000	0.5000	12.2500	42	1.0000	11.7000	2.5000	16.6250	2.3750
Carl Sandburg	87	1.0000	18.2000	4.5000	23.6250	2.0000	87	16.4000	4.5000	21.0000	2.00000
Rock Terrace	82	2.0000	21.2000	2.0000	14.0000	3.5000	82	17.2000	3.0000	13.0000	3.50000
RICA	82	2.0000	20.0000	3.5000	13.1250	0.7500	82	19.0000	6.0000	18.2500	3.50000
Model Learning Center	-	-	2.0000	-	-	-	-	2.0000	-	0.7500	-
Itinerant Paraeducators											
School-Based Services Administrative Support	-	-	19.0000	2.0000	-	-	-	2.0000	1.0000	584.8125	-

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FISCAL YEAR 2027 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS

December 2025

Attachment B

	Students	Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	FY 2026 Budget			FY 2027 Budget		
										PARAs	Other Prof	Other Prof	PARAs	Other Prof	PARAs
Prekindergarten, Programs and Services															
Deaf And Hard of Hearing:															
Resource Program Services	447	124	12,0000	-	6,0000	17,5000	29,1250	447	1,0000	0,8000	25,6000	5,0000	15,7500	-	28,9550
Special Classes			21,8000	6,0000	3,0000			124			5,7000	3,5000			-
Program Support		2,0000					1,0000								-
Visual Impairments:															
Resource Program Services	425	7	15,6000	3,2000	-	3,5000	2,0000	425		17,6000	1,2000	1,0000		5,3750	-
Special Classes			15,6000	3,2000		1,0000		7							3,00000
Program Support															
Physical Disabilities:															
Resource Program Services	3,267	18	4,4000	3,0000	90,8250	4,7500	2,7500	3,267		4,4000	4,7500	10,7000	-		
Special Classes			1,0000	3,0000		3,0000		18							
Program Support															1,7500
Speech and Language Disabilities:															
Resource Program Services	12,196	89	1,7000	1,0000	219,8000	4,8125	2,0000	12,196		1,7000	1,0000	1,0000		4,8125	
Special Classes					3,7000			89							
Program Support					-										2,00000
InterACT:															
InterACT Services (PreK-12)	600	12	3,0000	3,0000	6,9000	1,0000	2,5000	600		3,0000	3,0000	3,1000		1,0000	
Augmentative Communication					3,1000		1,0000	12							
Program Support															
Child Find/DESC:															
Program Support															
Administrative Support															
Preschool Education Programs:															
Special Classes	2,495	1,0000	231,7000	2,0000	98,4000	3,11500	235,8125	1,0000	2,495	1,0000	2,495	1,0000		235,2500	78,4000
Program Support			2,2000		0,8500		2,2500								17,5500
Arc of Montgomery County															13,0000
Infants and Toddlers Services:															
Deaf and Hard of Hearing	160		3,0000												
Physical Therapy	2,680														
Occupational Therapy	2,030														
Special Instruction	6,300														
Speech & Language	6,000	80	79,1022	2,5000	82,0000	37,8250			160						
Vision									160						
Program Support		5,0000					3,0000								5,00000
															5,0000

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FISCAL YEAR 2027 PROJECTED SPECIAL EDUCATION ENROLLMENT, SERVICES and POSITIONS
 December 2025

Division of Special Education Services	Students	FY 2026 Budget					FY 2027 Budget				
		Admin	Teachers	Other Prof	PARAs	Other Support	Students	Admin	Teachers	Other Prof	PARAs
Preschool/K12/Related Svcs/Inclusive&Specialized	1.0000	1.0000	1.0000	3.2000		19.0000	1.0000	28.0000	-	19.0000	39.5000
Special Education Administrative Support	5.0000								1.0000		3.0000
*Psychological and Social Services									23.5000		18.5000
Summary:											
Total Special Classroom Services	20,143	8.0000	2,015.0000	216.8500	1,869.5000	12.8750	20,143	7.0000	1,935.9500	370.7000	2,002.1300
Total Resource Services	26,174	-	79.3000	317.5250	19.7500	31.1250	26,174	1.0000	55.6000	331.9250	17.8750
Total Infants and Toddlers Services	17,250		84.6022	144.6000	37.8250	5.0000	17.250	-	86.8000	147.6250	37.8250
Total Program Support		16.0000	19.7000	52.3500	589.8125	18.7500		8.0000	21.4000	106.0500	589.6875
Total Administrative Support		7.0000	20.0000	6.2000	-	22.0000		28.0000	22.0000	43.5000	-
Total by Position Type		31.0000	2,218.6022	737.5250	2,516.8875	89.7500		44.0000	2,121.7500	999.8000	2,647.5175
Grand Total						5,593.7647					5,895.1475

*Beginning in FY 2027, these positions will report to the Department of Psychological Services and Student Well-being.

FY 2025-2027 Special Education Improvement and Priorities Based on Staff and Community Member Input

Attachment C

FY 2025 Recommendations for Maintenance *	FY 2026 Recommendations for Maintenance *	FY 2027 Recommendations for Maintenance *
Description in Priority Order	Description in Priority Order	Description in Priority Order
Allocate additional permanent positions for critical staffing support (paraeducators) and special education staff rather than temporary part-time (TPT) positions.	Allocate additional special education teacher and permanent paraeducator positions to support the growing needs of our students.	Launch a "Grow Our Own" Special Education Academy aimed at nurturing future special educators.
		Strategically plan for the inclusion of paraeducators in system-wide training days.
	Increase training for general education and special education teachers, administrators, and support staff on evidence-based inclusion practices. Increase co-taught classes and inclusion classes to provide additional learning opportunities for all students.	Create a checks and balances approach for schools and central office participants before an out-of-school disciplinary action.
	Increase full-day opportunities for pre-K students with disabilities, particularly in general education settings so that they have increased opportunities for appropriate, rigorous instruction.	Provide professional learning for students on Alternate Learning Outcomes (ALO) in inclusive settings. By enhancing professional development in this area, students will benefit from a more supportive and tailored educational environment.
	Provide additional training for general education teachers in best practices for teaching students who have IEPs in inclusion settings.	Review Kindergarten staffing guidelines to improve the adult-to-student ratio and align this change with professional development initiatives.
		Consider Career & Technical Education (CTE) programs and provide professional and development to increase access and opportunities for students with disabilities.

*** 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.**

FY 2027 MCPS Special Education Staffing Plan and Operating Budget Timeline	
FY 2027 Special Education Staffing Plan Committee Meets to Develop Recommendations for Special Education Staffing Improvements and Priorities	July 22, 2025
Superintendent's FY 2027 Recommended Budget Presentation	December 2025
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 2025 through January 2026
Board Operating Budget Work Sessions	January 6, 20, and 27, 2026
Board Public Operating Budget Hearings	January 15 and 27, 2026
Tentative Adoption of the FY 2027 Operating Budget	February 19, 2026
Board Budget Transmittal to County Executive and County Council	February 28, 2026
County Executive Releases the FY 2027 Operating Budget Recommendations	March 15, 2026
County Council Budget Public Hearings	April 2026
County Council/Education & Culture Committee Work Sessions	April through May 2026
County Council Budget Action	by June 1, 2026
Final Adoption of the FY 2027 Operating Budget	June 25, 2026

FY 2027 Special Education Staffing Plan Committee

Name	Title
Alfonso-Windsor, Ivon	Chief Financial Officer
Amodeo, Dan	President, Partnership for Extraordinary Minds
Beckett, Lauretta D.	Assistant Principal, Westland Middle School
Heintze, Stacey L.	Principal, Stephen Knolls School
Brooks, Dara	Principal, Bel Pre Elementary School
Byrd, Robbie (Rob) M.	Fiscal Supervisor, Division of Special Education
Cage, Dr. Margaret S.	Chief Student Support Officer, Division of Specialized Support Services
Carlos, Melanie	Executive Director, Partnership for Extraordinary Minds
Catena, Mary Rose	Coordinator, Preschool Education (PEP) Program
Cochrane, Patricia K.	Supervisor, Transition Services Unit (TSU)
Collins, William J.	Assistant Principal, Poolesville Elementary School
Connelly-Chester, Dr. Christina N.	Director, Psychological Services
Crews, Karen	Director, School Counseling Services
Davis, Valarie	Black Coalition for Excellence in Education
Dinga, Stephanie R.	Principal, Cabin Branch Elementary School
Dorner, Martha F.	Management and Budget Specialist, Department of Management and Budget
Engel, Doreen	Director, The Arc of Montgomery County Children and Youth Services
Francois, Allen C.	Deputy Chief, Division of Financial Oversight
Gaillard-Jones, Dr. Lisa M.	Associate Superintendent, Division of Special Education
Hall, Julie S.	Director, Department of Special Education Systems & Management (DSESM)
Heatwole, Kyle J.	Principal, Flora M. Singer Elementary School
Hoffman, Joanne C.	Supervisor, Central Placement Unit
Huang, Jingfeng	Co-Chair, Special Education Citizens Advisory Committee
Johnson, Lora S.	Assistant Principal, Dr. Martin Luther King Jr. Middle School
Jones, Dr. Donna R.	Area Associate Superintendent, Division of School Leadership & Improvement
Jorandby, Shauna-Kay	Director, Student Engagement, Behavioral Health & Academics
Keisler, Susan	Vice President, Partnership for Extraordinary Minds
Kennedy, Keight	President, Down Syndrome Network of Montgomery County
Krawczel, Pamela W.	Principal, Wheaton High School
Langston, Jada	Director, Department of Special Education Services
Letnick, Kristen	Resource Coordinator, Autism Society
Levey, Brooke	Executive Director, Down Syndrome Network of Montgomery County
March, Jesse	Vice President, Gifted and Talented and Learning Disabled (GTLD) Network
McAuliffe, Shelley A.	Supervisor, Speech & Language Services
Metalitz, Robin	President, GTLD Network
Middleton-Murphy, Kia	Assistant Principal, Belmont Elementary School
Murek, Sally R.	Paraeducator Coordinator, Districtwide Professional Learning
Neff, Steven	Director, Pupil Personnel and Attendance Service
Rogers, Julia	Montgomery County Education Association (MCEA) – Special Education
Rosenberg, Melissa	Executive Director, Autism Society
Skowronski, Ruth Anna	Instructional Specialist, DSESM
Staton, Craig W.	Principal, Julius West Middle School
Stein, Melissa	Chair, Montgomery County Council of Parent Teacher Associations (MCCPTA)
Thompson, Carly M.	Executive Director, Division of Financial Management
Uriburu, Diego	Executive Director and Co-founder, Identity, Inc.
Valentine, Stephanie P.	Principal, Springbrook High School
Wang, Jessica J.	Student, MCPS
Whitfield, Donald	Parent, Damascus High School
Williams, Erica W.	Director, Department of Special Education Prekindergarten & Related Services

Committee Support: Chantal Kabwasa-Henly, administrative secretary, DSESM, 240-740-3853 Chantal_Kabwasa-Henly@mcpsmd.org

Department of Special Education Services
Department of Special Education Systems & Management
Professional Development Plan
Fiscal Year 2027

Teacher Sessions

Academic Interventions: <i>Math 180</i>
Academic Interventions: <i>Really Great Reading</i>
Academic Interventions: REWARDS
Academic Interventions: Read Naturally Live
Academic Interventions: <i>iReady Math</i>
Academic Interventions: <i>iReady Reading</i>
Augmentative and Alternative Communication (AAC): Early Language Learners and Augmentative Communication and Assistive Technology (AT)
Alternate Learning Outcomes (ALO): Curriculum training for teachers of students on ALO
ALO: Alternate Learning Outcomes Collaboration Workshop
ALO: Introduction to Evidence-based Data Collection Methodologies for LFI and SCB
ALO: PLC
ALO: Unique Learning Systems-Benchmarks
ALO: Progress Reporting
ALO: Narrowing the Gap—What's New
ALO: Appendix A
ALO: PDO Course #93941, Visual & Performing Arts ALO/DME Professional Development Day
ALO: Writing Well-Aligned IEPs and PI/AAFPs
Autism: Professional Learning for Teachers New to Comprehensive Autism Preschool Services (CAPP)
Autism: Professional Learning Series for Professional Staff and Administrators
Autism: Addressing Challenging Behavior
Autism: Supporting Students with Autism in the LRE
Autism: Grading and Reporting Expectations for Autism K-12 Teachers
Autism: Toilet Training
Autism: Review of the IEP Process and Progress Monitoring
Autism: Professional Learning for Teachers New to Elementary Autism Services
Autism: Addressing Challenging Behaviors for Students with Autism in the General Education Classroom
Autism: Values-based Teaching
Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention Training—without physical interventions
CPI: Nonviolent Crisis Intervention Initial and Refresher Courses
CPI: Nonviolent Crisis Intervention: De-escalation Training
CPI: Nonviolent Crisis Intervention: Ukeru Systems Crisis Prevention Initial and Renewal Training
Extensions: Introduction to Evidence-based Instructional Practices Through the Lens of Applied Behavior Analysis
High Incidence Accessible Technology (HIAT): AT Consideration
HIAT: Assistive Technology Tools and Strategies to Support Executive Functioning in the Classroom
HIAT: Accessible Reading Tools
HIAT: Accessible Writing Tools

**Department of Special Education Systems & Management
Professional Development Plan
Fiscal Year 2027**

Teacher Sessions

HIAT: Accessibility 101
HIAT: <i>Read & Write</i> for Google
HIAT: Using Universal Protocol for Accommodations in Reading to Determine Reading Accommodations
HIAT: Making Every day Curriculum Materials Accessible for All Learners
HIAT: Coaching Students to Write with Speech to Text and Word Prediction
HIAT: Ways to Write: Developing a Method to Support Struggling Writers
InterACT: AAC Strategies for Early Communicators
InterACT: Planning for Communication in the Early Grades – Part 1
InterACT: Planning for Communication in the Early Grades – Part 2
InterACT: Deep Dive into Aided Language Input
InterACT: Early Language Learners and Augmentative Communication and AT
InterACT: Integrating Communication Devices and Strategies into Therapy Sessions
InterACT: Planning for Communication in the Early Grades (Self-Paced)
InterACT: Assistive Technology Consideration Process for School Teams (Self-Paced)
InterACT: Planning for a Communication Friendly Classroom (Self-Paced)
Physical Disabilities: The UDL Framework in School-based Occupational and Physical Therapy and AT Service
Physical Disabilities: Occupational Therapy and Pre-K Teacher Collaboration for Improved Student Pre-writing Skills
Physical Disabilities: Support to Sustainability--Using Reflective Coaching to Integrate AT with School Teams
Physical Disabilities: Critical Visual Impairment (CVI) & AAC Access
Physical Disabilities: School-based Occupational Therapy Service Decisions—Matching Student Needs Part 1
Physical Disabilities: School-based Occupational Therapy Service Decisions—Matching Student Needs Part 2
Physical Disabilities: Handwriting: Value-b Behavior Management in a School-based Setting -Surface Strategies, De-escalation and Values-Based Support
Physical Disabilities: Amplify: Elementary Curriculum—Aligning Occupational Therapy with Curriculum Access
Physical Disabilities: Introduction to LessonPix
Physical Disabilities: LessonPix Advanced
Physical Disabilities: Teacher/Occupational Therapy Collaboration in the Elementary Classroom for Improved Student Outcomes
Physical Disabilities: Documenting AT on the IEP
Physical Disabilities: Practice to Presentation—Leveraging PLC Collaboration to Develop National Level Conference Proposals
Physical Disabilities: Bringing UDL to Life—A Case Study Approach for Occupational Therapists, Physical Therapists and AT Consultants
Physical Disabilities: The Role of School-based Physical Therapists in School Placement Decisions for Students with Disabilities Post- Transition
Physical Disabilities: Physical Therapy Role in School Placement Decision for Students with Severe and Profound Disabilities
Physical Disabilities: Proper Use and Management of Adapted Equipment for Improved Student Outcomes
Physical Disabilities: Learning on the Go! What Podcasts Can Teach Us About Our PT Practice as We Travel

Department of Special Education Services
Department of Special Education Systems & Management
Professional Development Plan
Fiscal Year 2027

Teacher Sessions

Prekindergarten (pre-K): Maryland's Child Outcomes Summary Process
Pre-K: Maryland's Early Learning Assessment
Pre-K: Social Emotional Foundations for Early Learning Pyramid Model/Social-Emotional Learning in the Pre-K Classroom
Pre-K: Developing Standards-based, High-quality IEPs, Data Collection, and Progress Monitoring
Pre-K: Trauma-informed Care and De-escalation Strategies for Behavior Management in the Pre-K Classroom
Pre-K: Processes for Effective and Appropriate Transition to Kindergarten
Pre-K: Coteaching Practices for Pre-K Inclusive Settings
Pre-K: Writing Functional Behavior Assessments and Behavior Intervention Plans Using <i>Prevent- Teach- Reinforce for Young Children</i>
Specialy Designed Instruction (SDI): Administration and Interpretation of the Woodcock Johnson IV
SDI: REWARDS training: Initial, Intermediate, Science, and Social Studies
SDI: Resource Teacher Monthly Meetings
SDI: Elementary Special Education Teachers
SDI: New Special Educator Training
SDI: New Teacher Orientation
SDI: Orton-Gillingham Methodologies
SDI: Orton-Gillingham Methodologies: Students Pursuing ALO Learning for Independence (LF) Services
Speech and Language Services (SLP): Articulation Workshop
Speech and Language Services: Common Ethical Dilemmas Faced by School-based SLPs
Speech and Language Services: Effective Supervision with Culturally Linguistic Approaches
Speech and Language Services: Assessment Challenges in the School Setting, New Assessment Tools
Speech and Language Services: Gestalt Language Processing
Speech and Language Services: Play-based Therapy Techniques
Social Emotional Special Education (SESES): Secondary Services Training
Transition Services: Secondary Transition Plan MOIEP: Middle School
Transition Services: Secondary Transition Plan MOIEP: High School
Transition Services: Secondary Transition Summit
Transition Services: New Transition Support Teacher (TST) Training/PLC
Transition Services: TST PLC
Transition Services: MD Certificate of Program Completion (MCoPC)
Transition Services: ALO PLC
Transitions Services: Non-Publics: Agency Linkages Indicator 13 Compliance
Twice Exceptional Students: Case Management Training
Twice Exceptional Students: Recognizing and Serving Twice Exceptional Learners

Department of Special Education Services
Professional Development Plan
Fiscal Year 2027

Paraeducator Sessions

Academic Interventions: <i>Really Great Reading</i>
Academic Interventions: <i>iReady Math</i>
Academic Interventions: <i>Read Naturally Live</i>
Autism: Best Practices for Paraeducators Supporting Students in Comprehensive Autism Preschool and Elementary Classic Autism Classrooms
Autism: Best Practices for Paraeducators Supporting Students in Secondary Classic Autism Classrooms
Autism: Best Practices for Paraeducators Supporting Students in Autism Resource Services
Autism: Professional Learning for Paraeducators New to Comprehensive Autism Preschool
Autism: Supporting Students with Autism in Diploma Services
Autism: Supporting Students with Autism in Elementary ALO Services
Autism: Supporting Students with Autism in Secondary ALO Services
Autism: Values-based Teaching for Paraprofessionals
Autism: Addressing Challenging Behaviors for Students with Autism in the General Education Classroom
CPI: Nonviolent Crisis Intervention: Initial and Refresher Courses
CPI: De-escalation Best Practices for Paraprofessionals
CPI: Ulkeru in-person training and refresher course
HIAT: <i>Read & Write for Google</i>
HIAT: Coaching Students to Write with Speech to Text and Word Prediction
HIAT: Accessible Technology Tools to Support Students with Reading and Writing
HIAT: Adapting Assignments and Classwork for Students Using AT
InterACT: Planning for Communication in the Early Grades – Part 1
InterACT: Planning for Communication in the Early Grades – Part 2
InterACT: Planning for Communication in the Early Grades – Part 3
InterACT: Planning for Communication in the Early Grades (Self-Paced)
InterACT: Para AAC Certification Track – Introduction to AAC (Foundations 1)
InterACT: Para AAC Certification Track – Universal Visual Communication Supports (Foundations 2)
InterACT: Para AAC Certification Track – Custom AAC for Individual Needs (Foundations 3)
Prekindergarten (Pre-K): Social Emotional Foundations for Early Learning Pyramid Model/Creating an Environment and Structures to Support Student Learning of Social-Emotional Skills
Pre-K: Trauma-informed Care and De-escalation Strategies for Behavior Management in the Pre-K Classroom
Pre-K: Co-teaching Practices for Pre-K Inclusive Settings

Department of Special Education Services
Department of Special Education Systems & Management
Professional Development Plan
Fiscal Year 2027

Paraeducator Sessions

New Special Education Paraeducator Orientation
Orton-Gillingham Methodologies Morphology
Social Emotional Special Education Services (SESES): Elementary Services Training
SESES and Bridge: Planning for Resource Room Middle and High School Special Educators and Resource Teachers, Special Education
Specially Designed Instruction (SDI): Strategies for Paraeducators Working Effectively with Students with Special Needs in Physical Education
SDI: Adapting and Differentiating Materials
SDI: Elementary Paraeducators: Fading Supports and Building Independence
SDI: Empowering Paraprofessionals: Enhancing Support for Students with Disabilities PDO #94024
Transition Services: Job Coaching and Travel Training

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- (2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not
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 - (b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
 - (c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.**

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Director of Student Conduct and Appeals Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 SWC@mcpssmd.org	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpssmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Division of Specialized Support Services, Department of School Counseling 850 Hungerford Drive, Room 170, Rockville, MD 20850 240-987-8031 504@mcpssmd.org	
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff***	
Title IX Coordinator Division of Equity and Organizational Development, Department of Student Conduct and Appeals 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 TitleIX@mcpssmd.org">TitleIX@mcpssmd.org	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpssmd.org

*This notification complies with the federal *Elementary and Secondary Education Act*, as amended.

**This notification complies with the *Code of Maryland Regulations Section 13A.01.07*.

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