

Chapter 4

Special Education

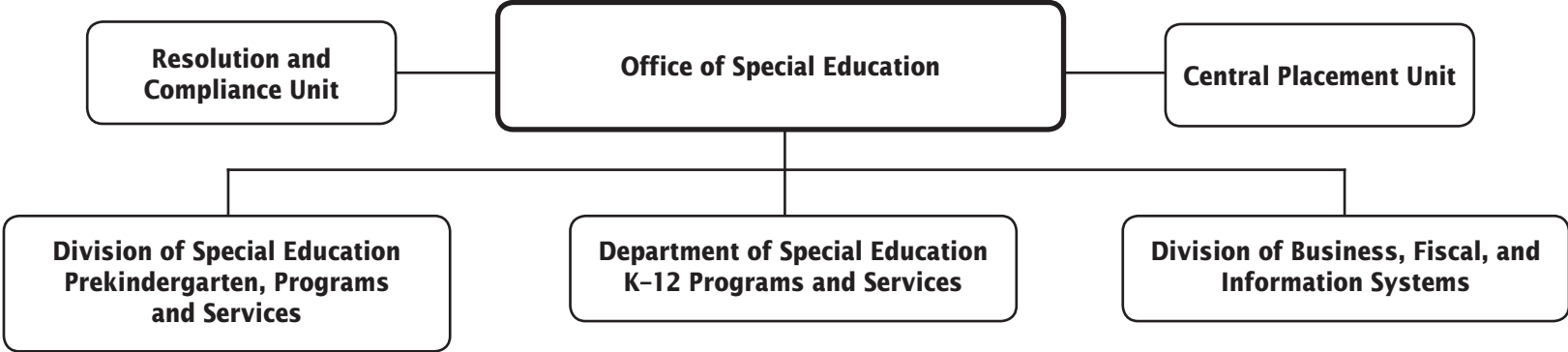
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**Special Education
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2020 ACTUAL	FY 2021 BUDGET	FY 2021 CURRENT	FY 2022 BUDGET	FY 2022 CHANGE
POSITIONS					
Administrative	24.000	25.000	25.000	24.000	(1.000)
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	300.300	306.600	306.600	311.800	5.200
Supporting Services	159.702	163.702	163.702	164.102	.400
TOTAL POSITIONS	485.002	496.302	496.302	500.902	4.600
01 SALARIES & WAGES					
Administrative	\$3,483,981	\$3,622,604	\$3,622,604	\$3,505,084	(\$117,520)
Business/Operations Admin.	98,048	99,774	99,774	99,774	
Professional	33,327,386	33,811,456	33,811,456	34,175,923	364,467
Supporting Services	7,654,341	8,376,347	8,376,347	8,376,200	(147)
TOTAL POSITION DOLLARS	44,563,756	45,910,181	45,910,181	46,156,981	246,800
OTHER SALARIES					
Administrative					
Professional	670,204	780,652	780,652	800,993	20,341
Supporting Services	432,692	524,409	524,409	585,009	60,600
TOTAL OTHER SALARIES	1,102,896	1,305,061	1,305,061	1,386,002	80,941
TOTAL SALARIES AND WAGES	45,666,652	47,215,242	47,215,242	47,542,983	327,741
02 CONTRACTUAL SERVICES	6,954,235	1,987,504	1,987,504	1,895,730	(91,774)
03 SUPPLIES & MATERIALS	3,087,477	1,253,169	1,253,169	1,254,668	1,499
04 OTHER					
Local/Other Travel	261,529	339,000	339,000	339,455	455
Insur & Employee Benefits	1,614,315	1,732,419	1,732,419	1,732,419	
Utilities					
Miscellaneous	47,289,259	50,666,983	50,666,983	51,862,450	1,195,467
TOTAL OTHER	49,165,103	52,738,402	52,738,402	53,934,324	1,195,922
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$104,873,467	\$103,194,317	\$103,194,317	\$104,627,705	\$1,433,388

Special Education—Overview



Office of Special Education

511/255/257

MISSION The Office of Special Education within the Office of Teaching, Learning, and Schools, provides, implements, and monitors the delivery of a seamless continuum of services for students with disabilities from birth to age 21 to prepare for career, college, and community readiness.

MAJOR FUNCTIONS

Office of Special Education (OSE), Office of Teaching, Learning, and Schools

OSE provides a comprehensive continuum of academic and social emotional services, interventions, and supports to students receiving special education services, from birth to age 21, ensuring access to high quality and rigorous instruction within the Least Restrictive Environment (LRE). With an emphasis on increased expectations and support, OSE develops, coordinates, and enhances efforts to align general and special education instruction, develops and monitors a broad continuum of special education service models, and supports the Extended School Year (ESY) program. OSE monitors compliance of special education processes, services, and due process rights for students and families. OSE promotes and coordinates the use of the technology necessary to meet the needs of students with disabilities and provides comprehensive professional learning opportunities (PLOs) for central office and school-based staff members.

OSE collaborates with the Office of School Support and Improvement (OSSI) to support schools and families with special education processes, strategies, and concerns. Together, the two offices provide the necessary supports to schools and families to reach the desired outcome.

OSE supports and collaborates with students, families, staff and community members, and multiple organizations across Montgomery County with a focus on learning, accountability, and results for students receiving special education services. In Fiscal Year (FY) 2021, OSE will continue to analyze the impact of staffing models on student outcomes which includes examining the potential negative effects that will result with the loss of teacher positions funded by the Blueprint for Maryland's Future; create and enhance key documents and other information provided to parents/guardians about the Individualized Education Program (IEP) process and

continuum of special education services; and provide training opportunities for teachers, administrators, and parents/guardians. OSE will collaborate with the Office of Curriculum and Instructional Programs and OSSI to provide trainings and support for staff members working with and supporting students who receive special education services on the new mathematics and English Language Arts curriculum, delivering Multi-tiered Systems of Support interventions focusing on building strong foundational reading/mathematics skills, and developing healthy emotional and behavioral coping skills.

Department of Special Education K–12 Programs and Services (DSES)

DSES focuses on how resources are used to improve teaching and learning for students with disabilities by increasing their access to rigorous differentiated instruction and authentic assessment for learning in the LRE. Although Montgomery County Public Schools (MCPS) has made steady progress in improving access to general education classes for school-age students with disabilities, we continue to explore avenues that will support inclusive opportunities and improve student outcomes. Examples of how DSES will address the strategic priorities include:

- Focus on Learning, Accountability, and Results
 - » Use classroom, school/district, and external measures, such as the Evidence of Learning measures, in reading and mathematics to gauge student progress against the MCPS milestones established for all students and address the achievement gap across grades in the areas of both reading and mathematics when compared to the results of typical peers.
 - » Establish system progress measures related to the implementation of Alternate Learning Outcomes based on Curriculum 2.0, and the new curriculum for schools that have adopted it, as a way to improve outcomes for non-diploma-bound students.
 - » Expand professional learning sessions for staff members in comprehensive schools to emphasize collaborative planning, co-teaching models, and the use of nonviolent crisis intervention techniques for general and special education teachers to meet the needs of the diverse learners in our classrooms.
- Focus on Human Capital
 - » Provide PLOs for staff members focused on the effective implementation of reading and mathematics interventions to support students in the LRE.

Division of Prekindergarten, Special Programs, and Related Services (DPSPRS)

DPSPRS provides services to children and families birth to kindergarten through a seamless, comprehensive, and coordinated system of services. Special education services may be delivered in specialized programs to students with Autism Spectrum Disorders, deafness, hearing and vision impairments, and physical disabilities. Related services help students to access and be successful in their educational settings. The focus of DPSPRS is to provide services to the greatest extent possible in the LRE, including the natural environment for students served by the Montgomery County Infants and Toddlers Program. For students age 3 to kindergarten, DPSPRS strives to provide services in regular early childhood settings while prioritizing early mathematics, literacy, and social-emotional skills to better prepare young students with disabilities for kindergarten.

- Focus on Learning, Accountability, and Results
 - » Develop new models and expand existing models of prekindergarten special education services to capitalize on inclusive opportunities by collaborating with the Division of CARES ACT, Title I and Early Childhood Programs and Services and community childcare centers and by enrolling nondisabled community peers in prekindergarten special education classrooms.
 - » Address the school readiness gap between prekindergarten students with disabilities and their nondisabled peers by analyzing assessment data and targeting the needs of students in early mathematics, literacy, and social-emotional development.

Division of Business, Fiscal, and Information Systems (DBFIS)

DBFIS develops and implements an effective budgeting process to provide special education services through staffing, technology support, and resources for students from birth to age 21; monitors financial and operational activities to ensure compliance with required grant reporting and applicable district policies; implements the Medical Assistance Program (MAP), including the verification of student eligibility, claims processing, and monitoring, as well as the Medicaid Home and

Community-based Autism Waiver Program (AWP); provides comprehensive ESY services; and services to eligible special education students enrolled in private and parochial schools. To enhance excellence on strategic priorities, DBFIS will:

- Focus on Learning, Accountability, and Results
 - » Support special education students in the 21st century learning environment. Team members will be more directly involved in the design of professional learning and ongoing efforts to enhance the skill sets of staff members who support student use of these new technology advances to support operational excellence.
- Focus on Operational Excellence
 - » Access the maximum allowable federal revenue from MAP using continuous improvement practices and intensive monitoring of participation among providers within all schools.

AWP is a collaborative effort that relies on its partnerships with the Maryland State Department of Education (MSDE), the Maryland Department of Health (MDH), and Autism Waiver service providers so that non-educational services may be provided to qualified students with Autism and their families. This collaboration focuses on the following:

- Focus on Community Partnerships and Engagement
 - » Strengthen partnerships with MSDE, MDH, and Autism Waiver service providers.
- Focus on Operational Excellence
 - » In FY 2018, a dedicated school psychologist was included in the budget to effectively and efficiently support students who participate in AWP.
 - » Implement the Maryland Online IEP tool.

Resolution and Compliance Unit (RACU)

RACU works with families to provide technical assistance in understanding and accessing their procedural safeguards under the *Individuals with Disabilities Education Act* (IDEA) and *Section 504 of the Rehabilitation Act of 1973*; facilitate requests for administrative reviews mediation, due process hearings, and response to MSDE complaints; and provide technical assistance, direct support, and professional learning opportunities for central office and school-based staff members related to compliance with state and federal laws. To enhance excellence on strategic priorities, RACU will:

- Focus on Learning, Accountability, and Results
 - » Provide professional learning to central office and school-based staff members on IEP processes, including data collection and progress monitoring to demonstrate proper procedures for measuring student progress for IEP goals.
 - » Provide professional learning to central office and school-based staff members on Section 504 processes,

including eligibility and selection of appropriate classroom and testing accommodations that directly correlate to student performance outcomes.

- Focus on Community Partnerships and Engagement
 - » Provide comprehensive explanations of procedural safeguards to parents/guardians and work collaboratively to resolve special education and Section 504 disputes and parent/guardian telephone calls.
 - » Use data from parent/guardian surveys regarding their experiences during IEP team meetings to identify professional learning needs of staff members to assist in establishing a welcoming environment.
- Focus on Operational Excellence
 - » Monitor Maryland State Performance Plan Indicators to ensure that all required state targets are met for the annual report card data and provide oversight of the implementation of any improvement plans.
 - » Implement special education and Section 504 guidance documents and forms to ensure alignment with procedural and legal requirements.
 - » Implement an online Section 504 system to enhance our ability to efficiently report data and monitor student outcomes.
 - » Conduct random audits of IEPs, Section 504 Plans, and documentation of instances of physical restraint and seclusion to monitor compliance with MCPS guidance and state and federal legal requirements.
 - » Monitor current Crisis Prevention Institute nonviolent training certification for each school through random audits.
- Focus on Human Capital
 - » Provide central office and school-based staff members with professional learning to support compliance with the implementation of special education and Section 504 laws.
 - » Provide central office and school-based staff members with professional learning to support de-escalation strategies and compliance with laws related to the proper use and documentation of physical restraint and seclusion.
 - » Provide coaching and modeling for central office and school-based staff members on proper IEP processes and meeting procedures through attendance at IEP, Section 504, and manifestation/causation meetings.

Central Placement Unit (CPU)

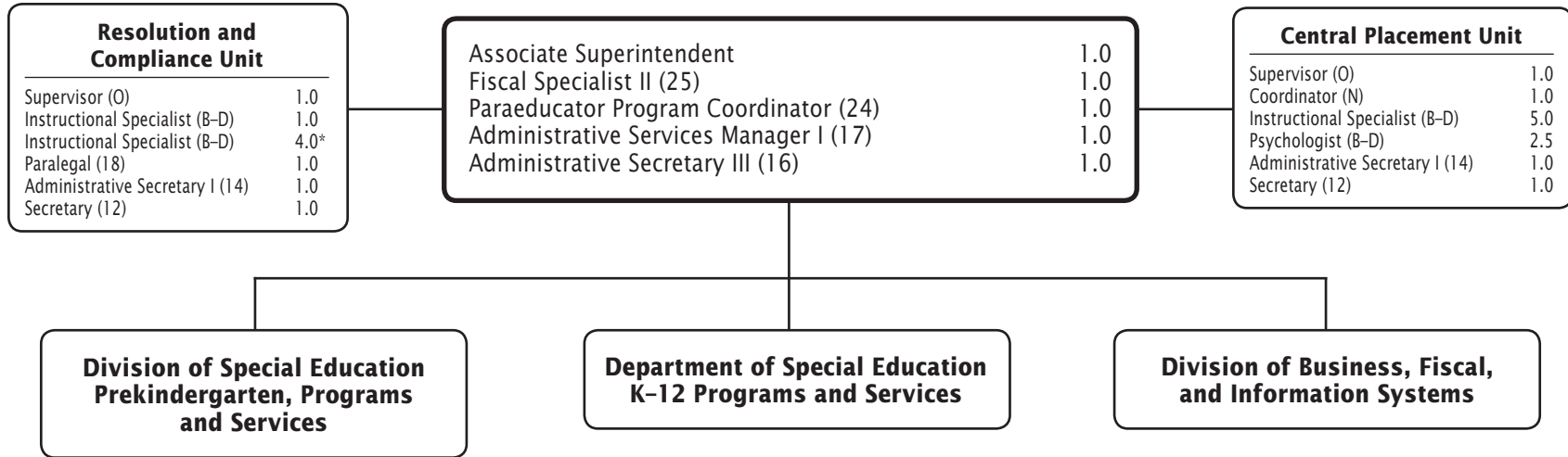
CPU ensures that IEP services to students in nonpublic programs are delivered in compliance with all federal and state regulations by reviewing the continuum of placement from least to more restrictive, based upon the unique needs of the student. CPU also plays a key role in identifying opportunities to expand services in public programs to prevent students with disabilities from having to enter more restrictive nonpublic programs.

The functions of the Central Individualized Education Plan (CIEP) team in CPU are as follows:

- Reviews referrals from MCPS school-based IEP teams to consider more restrictive special education services for students with disabilities;
- Conducts IEP team meetings for students enrolled in MSDE-approved private separate day schools (nonpublic schools);
- Considers whether a student enrolled in a separate public day school or a separate private day school (nonpublic school) is able to participate in home-school extracurricular activities; and
- Conducts IEP team meetings for students with a disability, previously placed at a separate private day school or a nonpublic school, who are being released from the Clarksburg Correctional Facility and returning to MCPS.

CPU instructional specialists serve as case managers for those students placed by MCPS in nonpublic schools, monitor each student's progress, and ensure that they participate in the Maryland Assessment Program. When appropriate, case managers will schedule a central IEP team meeting to consider lesser restrictive environments.

Office of Special Education



F.T.E. Positions 21.5

*In addition, this chart includes 4.0 positions funded by the Grant—IDEA from the Division of Business, Fiscal, and Information Systems

Office of Special Education - 511/255/257

Description	FY 2020 Actual	FY 2021 Budget	FY 2021 Current	FY 2022 Request	FY 2022 Change
01 Salaries & Wages					
Total Positions (FTE)	20.500	21.500	21.500	21.500	
Position Salaries	\$2,081,640	\$2,325,093	\$2,325,093	\$2,268,586	(\$56,507)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends		8,747	8,747	8,747	
Professional Part Time		308,015	308,015	308,015	
Supporting Services Part Time		28,000	28,000	28,000	
Other				92,920	92,920
Subtotal Other Salaries	323,275	344,762	344,762	437,682	92,920
Total Salaries & Wages	2,404,915	2,669,855	2,669,855	2,706,268	36,413
02 Contractual Services					
Consultants					
Other Contractual		221,000	221,000	301,000	80,000
Total Contractual Services	1,157,363	221,000	221,000	301,000	80,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		12,279	12,279	12,279	
Other Supplies & Materials				1,500	1,500
Total Supplies & Materials	16,659	12,279	12,279	13,779	1,500
04 Other					
Local/Other Travel		17,151	17,151	17,251	100
Insur & Employee Benefits					
Utilities					
Miscellaneous		50,503,977	50,503,977	51,691,045	1,187,068
Total Other	47,196,185	50,521,128	50,521,128	51,708,296	1,187,168
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$50,775,122</u>	<u>\$53,424,262</u>	<u>\$53,424,262</u>	<u>\$54,729,343</u>	<u>\$1,305,081</u>

Office of Special Education - 511/257/255

CAT	DESCRIPTION	10 Mon	FY 2020 ACTUAL	FY 2021 BUDGET	FY 2021 CURRENT	FY 2022 REQUEST	FY 2022 CHANGE
	511 Office of Special Education						
6	Associate Superintendent		1.000	1.000	1.000	1.000	
6	N Coordinator			1.000	1.000		(1.000)
6	25 Fiscal Specialist II		1.000	1.000	1.000	1.000	
3	24 Coordinator Paraeducator Prog					1.000	1.000
6	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
6	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Subtotal		4.000	5.000	5.000	5.000	
	257 Resolution & Compliance Unit						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	18 Paralegal		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		5.000	5.000	5.000	5.000	
	255 Central Placement Unit						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	N Coordinator		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		5.000	5.000	5.000	5.000	
3	BD Psychologist		2.500	2.500	2.500	2.500	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		11.500	11.500	11.500	11.500	
	Total Positions		20.500	21.500	21.500	21.500	

Division of Business, Fiscal, and Information Systems

241/902/939

MISSION The mission of the Division of Business, Fiscal and Information Systems (DBFIS) is to manage services, value collaboration, and consistently respond to and respect the needs of special education students, staff members, and parents/guardians countywide.

MAJOR FUNCTIONS

Administrative Support and Program Coordination/Monitoring (*Operational Excellence*)

DBFIS ensures financial, student data are efficiently collected and monitored, and that the information is used to strategically budget federal, state, and local funds. This work drives our efforts to strategically support the Office of Teaching, Learning, and Schools (OTLS)—Special Education and our schools as we strive to improve teaching and learning, focus on accountability, maintain excellent services to schools, and ensure efficient and timely operations. Budget development and implementation are key components of the work. To implement the varied requirements linked to the operational stipulations of the *Individual with Disabilities Education Act*, key units are aligned to these functions and are housed in DBFIS. These units, including the Extended School Year (ESY) and Private/Parochial School group; Fiscal Management, which includes fiscal monitoring of nonpublic school accounts; the Maryland Online Individualized Education Program (MOIEP); the Medical Assistance Project (MAP); Technology Team, Model Learning Center (MLC), and the Autism Waiver Program (AWP) form the basis of this division. Each unit engages in continuous improvement efforts and strives for operational excellence so that schools will be provided with the resources and supports needed to serve students with disabilities.

Budget Development and Administration (*Operational Excellence*)

The essential work of DBFIS is to develop, implement, and monitor the special education budget and school-based staffing allocations. The division records and tracks the enrollment and costs of nonpublic placements and uses the data to ensure compliance with state reporting timelines and to fund nonpublic placements.

Grant funds are allocated and monitored to support the identified professional learning needs of school-based

staff members who provide services to students with disabilities across multiple environments. Student outcome data is critical to the establishment of professional learning priorities. DBFIS collaborates with OTLS and OTLS—Curriculum and Instructional Programs to increase the efficiency of professional learning opportunities (PLOs) and to monitor and limit the amount of time school-based staff members are out of the classroom. This model will support professional learning that crosses offices and better meets the needs of our staff members and students.

The Technology Team is focused on improving teaching and learning through an emphasis on supporting special education students in the 21st century learning environment. The team identifies specific applications that supplement existing technology and new devices as a way to enhance teaching and learning by ensuring access to instruction for students with disabilities. The development and integration of new online coursework specifically to accommodate students with disabilities will continue as opportunities are identified.

DBFIS directs and administers ESY services, which are provided beyond the regular school year to eligible students who receive special education instruction and/or related services. Eligibility for ESY is determined by the student's Individualized Education Program (IEP) team. ESY services are designed to meet specific goals and objectives in a student's IEP. An ESY secured SharePoint site has been developed and is updated annually to provide resources and support for the ESY process and is available to all staff members. PLOs are developed and provided to special education teachers to increase their knowledge of the IEP process as related to ESY criteria, forms, and transportation requirements, as well as to ensure that all students who have been recommended for ESY are documented to receive services and that those services are provided.

DBFIS monitors and provides for the allocation of grant funds to facilitate private/parochial services based on Maryland State Department of Education (MSDE) guidelines and Montgomery County Public Schools (MCPS) best practices. Special education services are determined by the data collected from student service plans for parentally placed private school students. These services include Child Find assessments, resource, contractual, as well as speech and language services. AWP is a collaborative effort that relies on its partnerships with MSDE, the Maryland Department of Health, and Autism Waiver service providers so that noneducational services may be provided to qualified students with Autism and their families. This collaboration reflects our

Division of Business, Fiscal, and Information Systems

241/902/939

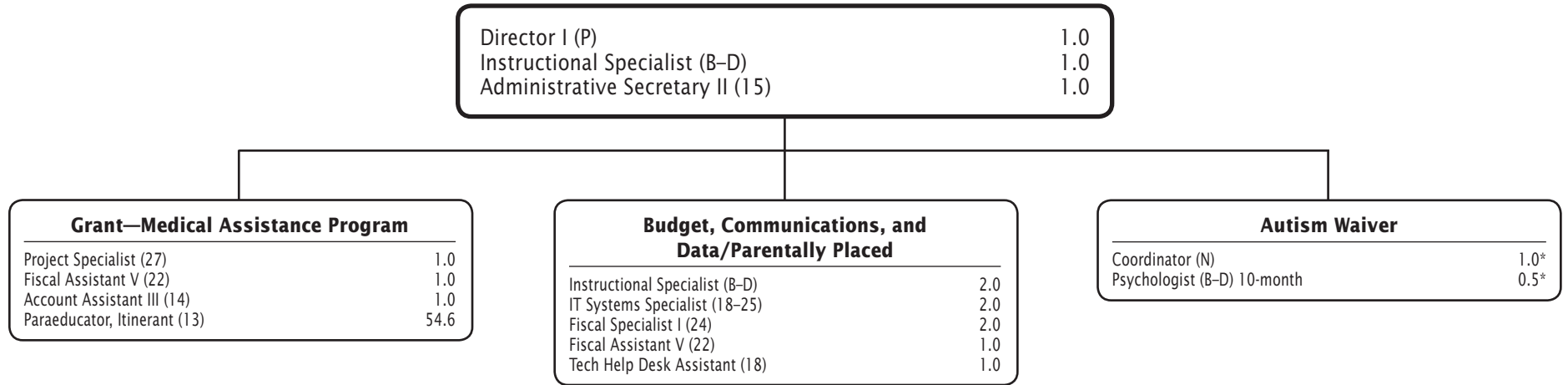
focus on community partnerships and engagement. To increase operational excellence and enhance support to students and families, a dedicated 0.5 full-time equivalent school psychologist is assigned to AWP. Having the AWP-dedicated psychologist enhances the Autism Waiver process. The AWP psychologist performs an initial risk assessment with each family and reassesses participants annually to determine the efficacy of interventions and plan for the participant's future treatment.

The MOIEP unit is focused on operational excellence through collaboration with MSDE, the Office of Technology and Innovation, and MCPS stakeholders to monitor MOIEP. The IEP unit is responsible for collecting, managing, and monitoring IEP data for both local and state reporting.

The MLC is an educational program at the Montgomery County Correctional Facility in Boyds, Maryland. As part of the MLC, MCPS has 1.5 teachers and a cadre of part-time teachers who provide services to incarcerated students with and without disabilities. Students in this program can elect to continue working towards a Maryland High School Diploma or Maryland High School Certificate of Program Completion.

Another component of our efforts to achieve operational excellence centers on MAP, which enables MCPS to receive federal Medicaid funding for eligible IEP health-related services, including speech/language, occupational and physical therapies, and case management services. MAP funding supplements existing special education services, including staffing and instructional materials.

Division of Business, Fiscal, and Information Systems



F.T.E. Positions 70.1

*Positions are funded by the Grant—Medical Assistance Program

3.5 positions funded by the Grant—Medical Assistance Program are shown on the Department of Special Education K-12 Programs and Services chart

9.5 positions funded by the Grant—IDEA are shown in the charts of the Office of the Associate Superintendent for Special Education and the Department of Special Education K-12 Programs and Services

Division of Business, Fiscal, and Information Systems - 241/902/939

Description	FY 2020 Actual	FY 2021 Budget	FY 2021 Current	FY 2022 Request	FY 2022 Change
01 Salaries & Wages					
Total Positions (FTE)	79.700	83.700	83.700	83.100	(.600)
Position Salaries	\$4,412,285	\$4,876,206	\$4,876,206	\$4,815,046	(\$61,160)
Other Salaries					
Summer Employment					
Professional Substitutes		1,152	1,152	1,152	
Stipends					
Professional Part Time		286,707	286,707	320,660	33,953
Supporting Services Part Time		20,000	20,000	20,000	
Other					
Subtotal Other Salaries	206,091	307,859	307,859	341,812	33,953
Total Salaries & Wages	4,618,376	5,184,065	5,184,065	5,156,858	(27,207)
02 Contractual Services					
Consultants					
Other Contractual		1,272,730	1,272,730	1,272,730	
Total Contractual Services	1,167,182	1,272,730	1,272,730	1,272,730	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		8,390	8,390	8,390	
Other Supplies & Materials		1,407	1,407	1,407	
Total Supplies & Materials	12,358	9,797	9,797	9,797	
04 Other					
Local/Other Travel		5,657	5,657	5,657	
Insur & Employee Benefits		1,428,126	1,428,126	1,428,126	
Utilities					
Miscellaneous		47,236	47,236	55,635	8,399
Total Other	1,389,115	1,481,019	1,481,019	1,489,418	8,399
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$7,187,031	\$7,947,611	\$7,947,611	\$7,928,803	(\$18,808)

Division of Business, Fiscal, and Information Systems - 241/902/939

CAT	DESCRIPTION	10 Mon	FY 2020 ACTUAL	FY 2021 BUDGET	FY 2021 CURRENT	FY 2022 REQUEST	FY 2022 CHANGE
	241 Div. Business, Fiscal, & Info Sys.						
6	P Director I		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		3.000	3.000	3.000	3.000	
6	25 IT Systems Specialist		2.000	2.000	2.000	2.000	
6	24 Fiscal Specialist I		2.000	2.000	2.000	2.000	
6	22 Fiscal Assistant V					1.000	1.000
6	18 Fiscal Assistant IV		1.600	1.600	1.600		(1.600)
6	18 Technical Help Desk Asst		1.000	1.000	1.000	1.000	
6	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Subtotal		11.600	11.600	11.600	11.000	(.600)
	902 Grant - IDEA						
6	BD Instructional Specialist		3.000	4.000	4.000	4.000	
3	BD Psychologist		4.000	4.000	4.000	4.000	
3	BD Psychologist - 10 Month	X	1.500	1.500	1.500	1.500	
6	AD Teacher, Special Education	X	1.000				
	Subtotal		9.500	9.500	9.500	9.500	
	939 Grant - Medical Assistance Program						
6	N Coordinator		1.000	1.000	1.000	1.000	
6	BD Psychologist - 10 Month		.500	.500	.500	.500	
6	AD Teacher, Special Education	X	3.500	3.500	3.500	3.500	
6	27 Project Specialist		1.000	1.000	1.000	1.000	
6	22 Fiscal Assistant V		1.000	1.000	1.000	1.000	
6	14 Account Assistant III		1.000	1.000	1.000	1.000	
6	13 Spec Ed Itinerant Paraeducator	X	50.600	54.600	54.600	54.600	
	Subtotal		58.600	62.600	62.600	62.600	
	Total Positions		79.700	83.700	83.700	83.100	(.600)

MISSION The mission of the Department of Special Education Services (DSES) is to provide, implement, and monitor the delivery of a seamless continuum of services for students with disabilities, from birth through age 21, to prepare for college, career, and community readiness.

MAJOR FUNCTIONS

School-based Services (*Learning, Accountability, and Results; Human Capital*)

The focus of DSES is using resources to improve teaching and learning for students with disabilities by increasing their access to differentiated instruction in the Least Restrictive Environment (LRE). The opportunity to receive instruction in general education classrooms and interact with nondisabled peers leads to success for students with disabilities. To evaluate our progress, DSES uses classroom, school/district, and external/state measures such as the Measures of Academic Progress (MAP) in reading and mathematics to gauge student progress against Montgomery County Public Schools (MCPS) milestones set for all students.

In Fiscal Year (FY) 2020, with 67.45 percent of students with disabilities being served in the general education environment, MCPS did not meet the increased Maryland State Department of Education (MSDE) target of 70.90 percent. In FY 2020, 14.02 percent of students with disabilities were served in LRE C, which missed the decreased MSDE target of 10.76 percent.

In FY 2021, a series of professional learning sessions were offered to build the capacity of elementary and secondary staff members to instruct those students with more complex disabilities in the general education classroom. In FY 2022, this continued initiative will increase inclusion opportunities and access for students receiving special education services within their neighborhood schools. LRE and student outcome data will be monitored to analyze the impact of this staffing model.

The *Every Student Succeeds Act* holds schools accountable for improved educational outcomes for all students, mandates testing, and the disaggregation of test results to show progress for students with disabilities. An analysis of external and district measures shows a significant achievement gap across grades in both reading

and mathematics when compared to the results of typical peers. To narrow the achievement gap of students with disabilities, DSES supervisors, content specialists, and itinerant resource teachers develop and implement professional learning opportunities (PLOs) for paraeducators and special educators to improve the instructional outcomes for students with disabilities in the LRE. In FY 2022, schools will document the research-based interventions with the use of a diagnostic tool that will help evaluate growth. Schools will be able to see their data and central office staff members will be able to analyze the county intervention data and attendance.

In FY 2021, grant funds were to be used to provide mandatory virtual and face-to-face PLOs offered to both general and special education teachers to expand their capacity to implement evidence-based strategies that benefit all students during instruction through a multi-tiered system of supports. PLOs were expanded to include paraeducators. To return to school buildings, face-to-face Crisis Prevention Institute restraint and seclusion training is mandatory. In FY 2022, the system will continue PLOs that emphasize collaborative planning and co-teaching models for general and special education teachers to meet the needs of the diverse learners in our classrooms.

Staff members from the Social Emotional Special Education Services provided a variety of behavioral techniques and supports to teachers and paraeducators to ensure that students receive access to

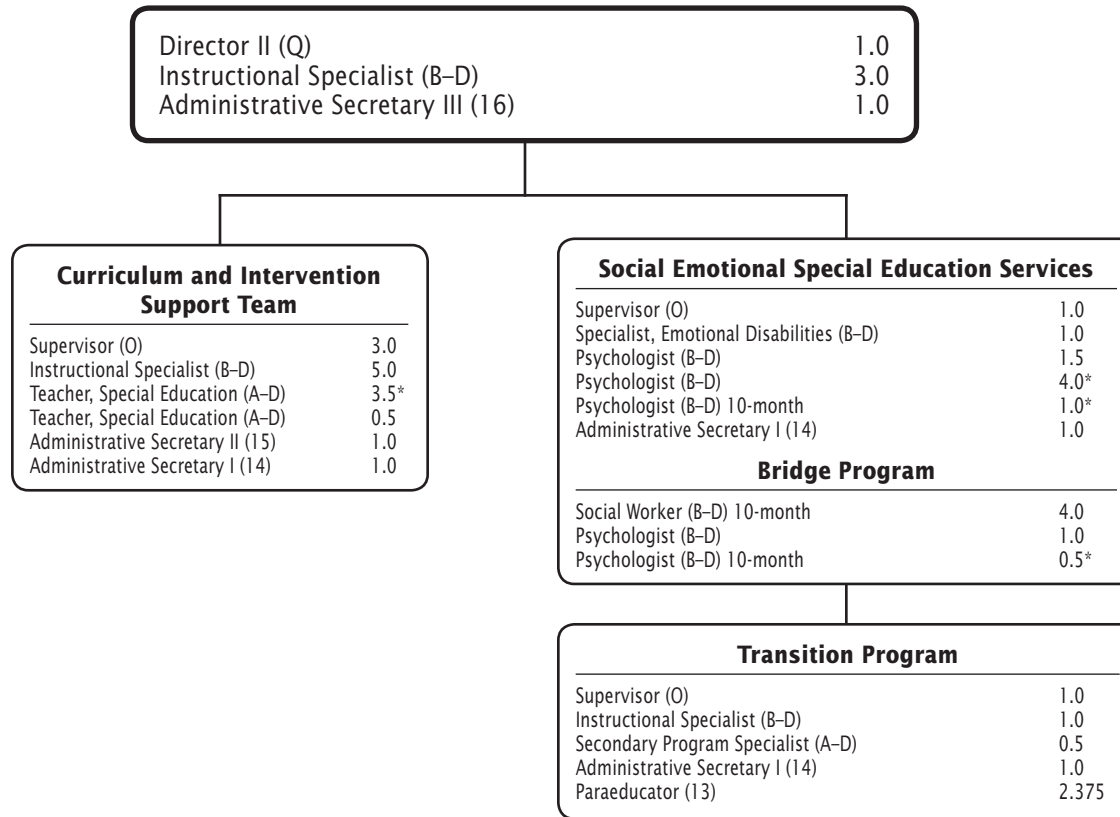
high quality instruction. Social workers, school psychologists, and behavioral support teachers deliver ongoing consultation to school-based staff members in behavioral management strategies and social skills instruction and facilitate the development of Functional Behavioral Assessments and Behavioral Intervention Plans. In FY 2022, this consistent professional learning with job-embedded coaching will continue.

Since 2016, the focus has been on reducing the suspension and expulsion risk ratio and the measure of risk for multiple suspensions for students with disabilities. In FY 2020, DSES provided professional learning on de-escalation strategies for staff members working in schools piloting the restorative justice project. In FY 2020 and FY 2021, grant funds were utilized to provide professional learning to general and special education staff members focused on de-escalation techniques, crisis intervention, and the safe use of physical restraint and seclusion. These techniques are designed to promote dialogue, repair relationships, and peacefully resolve conflicts. In FY 2022, we anticipate that the system will

require ongoing professional learning sessions to reach a wide range of school administrators and staff members in comprehensive schools. DSES anticipates that the use of nonviolent crisis intervention techniques will allow students to remain in their classrooms, where teaching and learning take place.

Since the adoption of the Maryland College and Career-Ready Standards, DSES has provided systematic PLOs to special education teachers of non-diploma-bound students focused on the effective teaching of Alternate Learning Outcomes (ALOs) based on the curriculum. Staff members have been trained to use a new curriculum resource for students learning on ALOs. Special education supervisors and content specialists will analyze alternative assessment data to measure our success.

Department of Special Education K-12 Programs and Services



F.T.E. Positions 30.875

* In addition, this chart includes 3.5 positions funded by the Grant—Medical Assistance Program and 5.5 positions funded by the Grant—IDEA from the Division of Business, Fiscal, and Information Systems.

**Department of Special Education K-12 Programs and Services -
250/245/251/256/258**

Description	FY 2020 Actual	FY 2021 Budget	FY 2021 Current	FY 2022 Request	FY 2022 Change
01 Salaries & Wages					
Total Positions (FTE)	27.375	29.875	29.875	30.875	1.000
Position Salaries	\$2,967,303	\$3,174,392	\$3,174,392	\$3,248,794	\$74,402
Other Salaries					
Summer Employment		13,057	13,057	13,057	
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	12,945	13,057	13,057	13,057	
Total Salaries & Wages	2,980,248	3,187,449	3,187,449	3,261,851	74,402
02 Contractual Services					
Consultants					
Other Contractual		255,000	255,000	255,000	
Total Contractual Services	4,532,679	255,000	255,000	255,000	
03 Supplies & Materials					
Textbooks		212,375	212,375	212,375	
Media		7,035	7,035	7,108	73
Instructional Supplies & Materials		579,930	579,930	576,431	(3,499)
Office		6,746	6,746	6,046	(700)
Other Supplies & Materials		19,957	19,957	27,144	7,187
Total Supplies & Materials	2,969,796	826,043	826,043	829,104	3,061
04 Other					
Local/Other Travel		37,240	37,240	37,240	
Insur & Employee Benefits					
Utilities					
Miscellaneous		1,009	1,009	1,009	
Total Other	15,691	38,249	38,249	38,249	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$10,498,414	\$4,306,741	\$4,306,741	\$4,384,204	\$77,463

**Department of Special Education K-12 Programs and Services -
250/245/251/256/258**

CAT	DESCRIPTION	10 Mon	FY 2020 ACTUAL	FY 2021 BUDGET	FY 2021 CURRENT	FY 2022 REQUEST	FY 2022 CHANGE
	250 Dept. of Special Education K-12 Prg. & Svc						
6	Q Director II		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	3.000	3.000	3.000	
6	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
	Subtotal		3.000	5.000	5.000	5.000	
	251 Department of Special Education Services						
6	O Supervisor		3.000	3.000	3.000	3.000	
6	BD Instructional Specialist		5.000	5.000	5.000	5.000	
6	AD Teacher, Special Education	X		.500	.500	.500	
6	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		10.000	10.500	10.500	10.500	
	245 Bridge Program						
3	BD Psychologist		1.000	1.500	1.500	1.000	(.500)
7	BD Social Worker - 10 Month	X	3.000	3.000	3.000	4.000	1.000
	Subtotal		4.000	4.500	4.500	5.000	.500
	256 Transition Program						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Sp Ed Secondary Prgm Spec	X	.500	.500	.500	.500	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	2.375	2.375	2.375	2.375	
	Subtotal		5.875	5.875	5.875	5.875	
	258 Social Emotional Special Education Services						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	1.000	
3	BD Psychologist		1.500	1.000	1.000	1.500	.500
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		4.500	4.000	4.000	4.500	.500
	Total Positions		27.375	29.875	29.875	30.875	1.000

Division of Prekindergarten, Special Programs and Related Services

271/249/252/253/254/259/262/276/277/278/930

MISSION The mission of the Division of Special Education Prekindergarten, Special Programs and Related Services (DPSPRS) is to provide services to young children with disabilities and their families, and to provide specialized programming and related services to students with disabilities, from birth through age 21.

MAJOR FUNCTIONS

Prekindergarten (pre-K), Special Programs, and Related Services (*Learning, Accountability, and Results; Community Partnerships and Engagement*)

In accordance with the *Individuals with Disabilities Education Act* and the Code of Maryland Regulations, DPSPRS ensures the infrastructure is in place to support a seamless, comprehensive, and coordinated system of services for students with disabilities and their families, from birth through age 21. DPSPRS ensures the provision of a Free Appropriate Public Education by offering specially designed services to meet the unique needs of students with Autism Spectrum Disorders (ASD), deafness, hearing loss, visual impairments, speech/language (S/L) impairments, physical disabilities, and developmental delays. Related services of S/L, occupational therapy (OT), and physical therapy (PT) are provided to students with disabilities throughout the school district.

Early Childhood Special Education Services, birth to kindergarten (*Learning, Accountability, and Results; Human Capital; Community Partnerships and Engagement*)

Montgomery County Public Schools (MCPS) is committed to increasing inclusive opportunities for pre-K students with disabilities to prepare them to enter kindergarten fully ready to learn. DPSPRS collaborates with the *Division of CARES ACT*, Title I and Early Childhood Programs and Services (DCATECPS) and community childcare centers to increase the number of students with disabilities who receive services in regular early childhood settings. Despite these efforts, MCPS has not yet achieved the Maryland State Department of Education's least restrictive environment targets, which are designed to ensure that students enter kindergarten with the skills needed to achieve success in school. As MCPS has a limited number of general education pre-K classes, students with disabilities have limited access to receive services alongside their nondisabled peers.

To reach the state target in Fiscal Year (FY) 2022, DPSPRS will continue to collaborate with DCATECPS to expand opportunities for students with disabilities to receive services in regular early childhood settings. DPSPRS and DCATECPS will expand the number of inclusive pre-K classes to include 2 MCPS Early Childhood Centers and 15 classrooms at MCPS elementary schools while maintaining and supporting 24 collaborative classes that integrate our MCPS pre-K classes with preschool classes for students with disabilities. Additionally, DPSPRS will increase the number of classes that enroll nondisabled community peers, particularly within classrooms for the youngest pre-K students.

To better prepare students for kindergarten, DPSPRS is focused on improving the knowledge and skills of pre-K students with disabilities in the core early learning domains of mathematics and literacy. In FY 2021, a new pre-K mathematics curriculum was adopted, giving teachers a tool to implement mathematics instruction consistently and with fidelity. In FY 2022, teachers will receive professional learning on a new literacy curriculum with an emphasis on foundational skills. For both mathematics and literacy, DPSPRS will provide training and coaching on specially designed instruction and will customize the curriculum to meet the needs of students with disabilities.

In FY 2022, in alignment with the MCPS Be Well 365 initiative and to increase the early learning and social-emotional skills of pre-K students with disabilities, MCPS plans to continue to offer professional learning opportunities (PLOs) for staff members to incorporate the Social and Emotional Foundations for Early Learning (SEFEL) Pyramid Model, an evidence-based Positive Behavioral Intervention and Supports framework, into their instruction. Practice-based Coaching, an evidence-based coaching program designed to enhance teacher practices, will support student development of positive social-emotional and behavioral skills and increased success in general education. To support the growth of pre-K inclusive classes, general and special education teachers and paraeducators will continue to participate in PLOs on coteaching practices. Since parent/guardian engagement is critical to the success of young students, SEFEL Pyramid Model parent/guardian workshops will be offered to the families of young students with disabilities. Parent educators will provide countywide parent/guardian trainings on topics including social-emotional development and techniques to promote school readiness.

Division of Prekindergarten, Special Programs and Related Services

271/249/252/253/254/259/262/276/277/278/930

Special Programs and Related Services (*Learning, Accountability, and Results; Human Capital*)

MCPS provides a continuum of services to meet the diverse needs of students with ASD. In FY 2022, MCPS will focus on increasing student achievement for those students on Alternate Learning Outcomes (ALOs) who receive Autism services. Teachers receive ongoing professional learning and job-embedded coaching on using instructional resources aligned to the Maryland College and Career-ready Standards designed to challenge students and improve academic outcomes, with a greater emphasis on the sharing of digital resources across schools. Staff members from ASD Services will provide a broader array of consultative services to schools and teachers to meet the needs of students with ASD served in all settings across the county. In FY 2021, teachers and paraeducators working in ASD Services received training in instructional and behavioral techniques to promote students' academic achievement and social/psychological well-being. In FY 2022, professional learning for staff members will continue to ensure a highly effective workforce.

At the Carl Sandburg Learning Center, specially designed instruction is provided to students with disabilities, Grades kindergarten to 5, using a transdisciplinary, multi-sensory approach in a small, self-contained special education setting. The general education curriculum is customized to meet the individualized needs of students. In FY 2022, in addition to an emphasis on working toward students' improved academic skills, professional learning will focus on meeting the social-emotional needs of students for increased engagement and student success.

MCPS has expanded efforts to increase student achievement for those middle and high school students who are deaf or hard of hearing and who are struggling with language and reading skills. Middle and high school teachers collaborated and received job-embedded support to ensure use of the most effective instructional reading strategies to support struggling students. In FY 2021, the focus on reading skills of this special population continued to prepare these students for life after high school. Consistent with the implementation of a new mathematics curriculum, job-embedded support in the critical area of mathematics discourse also was provided for staff members at all instructional levels. This focus on curriculum and job-embedded professional learning will continue in FY 2022.

With the increase in the number of students diagnosed with Cortical Visual Impairment (CVI), the Vision Program has increased professional learning to

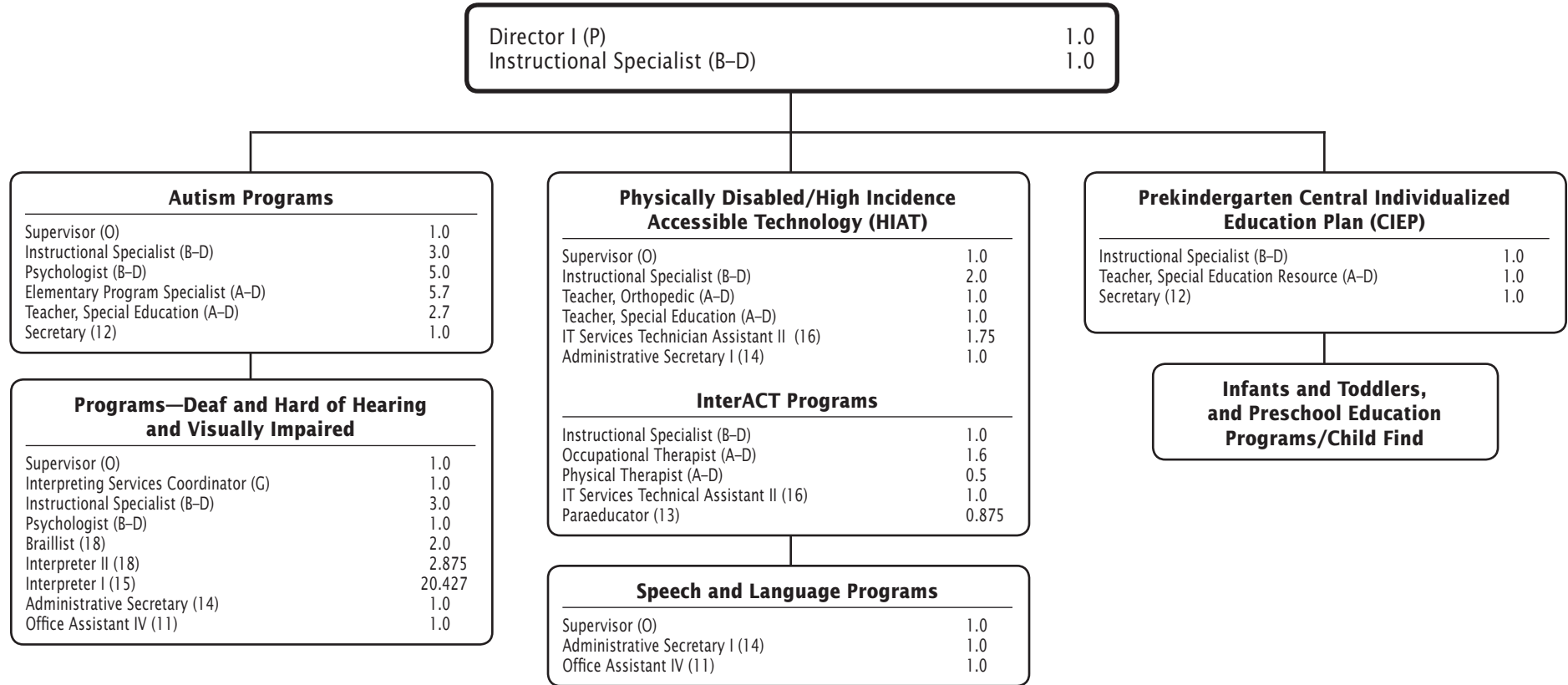
MCPS teachers and paraeducators working with students across the county impacted by this condition. In FY 2021, targeted professional development aligned to the new mathematics curriculum was provided for early childhood special education staff members on making appropriate adaptations for young students with visual impairments. In FY 2022, vision services will continue to provide professional learning on CVI to increased numbers of MCPS staff members.

S/L pathologists, OTs, and PTs provide related services to students with disabilities as recommended by IEP teams. S/L pathologists provide comprehensive services for the prevention, assessment, diagnosis, and intervention of communication disabilities involving articulation, fluency, oral language, or voice with a focus on educational success. OTs and PTs provide therapy to address the physical and safety needs of students in the educational environment.

Non-diploma-bound students with significant disabilities, who range in age from 5 to 21, may receive special education and related services at Longview or Stephen Knolls schools, two separate special education schools in MCPS. Systematic professional learning has been provided to special education staff members on instructing students on ALOs aligned to the general education curriculum. Under the direction of a special education supervisor, this professional learning continues in FY 2022 to better prepare these students for successful outcomes in the community after age 21.

The High Incidence Accessible Technology team supports schools to meet the needs of students by consulting with, and providing training to, staff members in the principles of Universal Design for Learning. The Interdisciplinary Augmentative Communication and Technology team provides professional learning sessions and consultation to school teams to support students with severe communication needs. Both teams focus on the use of technology to ensure access to the curriculum for all students.

Division of Special Education Prekindergarten, Programs and Services



F.T.E. Positions 72.427

**Division of Special Education Prekindergarten, Programs and Services -
271/249/252/253/254/259/278**

Description	FY 2020 Actual	FY 2021 Budget	FY 2021 Current	FY 2022 Request	FY 2022 Change
01 Salaries & Wages					
Total Positions (FTE)	67.927	69.427	69.427	72.427	3.000
Position Salaries	\$5,893,427	\$5,880,191	\$5,880,191	\$6,101,203	\$221,012
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		118,559	118,559	72,627	(45,932)
Supporting Services Part Time		158,332	158,332	158,332	
Other					
Subtotal Other Salaries	232,786	276,891	276,891	230,959	(45,932)
Total Salaries & Wages	6,126,213	6,157,082	6,157,082	6,332,162	175,080
02 Contractual Services					
Consultants					
Other Contractual		171,774	171,774		(171,774)
Total Contractual Services	97,011	171,774	171,774		(171,774)
03 Supplies & Materials					
Textbooks		46,933	46,933	46,933	
Media		2,699	2,699	2,887	188
Instructional Supplies & Materials		259,453	259,453	259,453	
Office		7,049	7,049	7,049	
Other Supplies & Materials		13,000	13,000	9,750	(3,250)
Total Supplies & Materials	49,842	329,134	329,134	326,072	(3,062)
04 Other					
Local/Other Travel		78,170	78,170	78,170	
Insur & Employee Benefits					
Utilities					
Miscellaneous		114,761	114,761	114,761	
Total Other	111,887	192,931	192,931	192,931	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$6,384,953	\$6,850,921	\$6,850,921	\$6,851,165	\$244

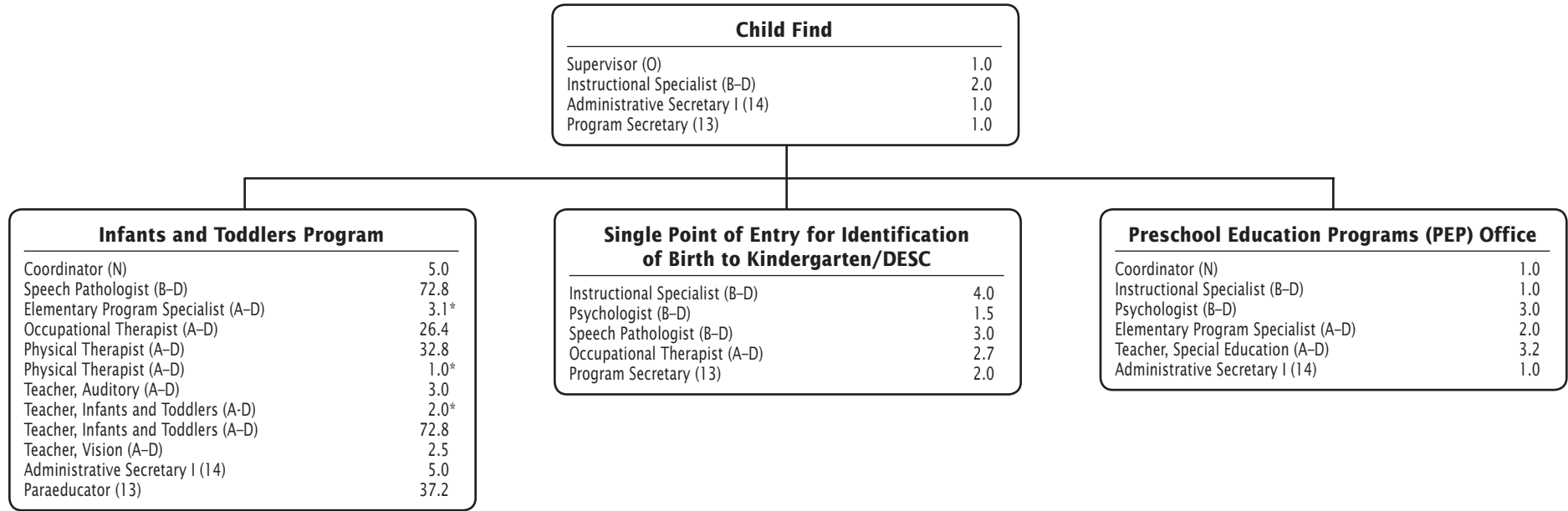
**Division of Special Education Prekindergarten, Programs and Services -
271/249/252/253/254/259/278**

CAT	DESCRIPTION	10 Mon	FY 2020 ACTUAL	FY 2021 BUDGET	FY 2021 CURRENT	FY 2022 REQUEST	FY 2022 CHANGE
	271 Dept. of Prschl Sp Ed & Related Svc						
6	P Director I		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
6	AD Teacher, Resource Spec Ed	X	1.000	1.000	1.000	1.000	
6	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		5.000	5.000	5.000	5.000	
	249 Prgs. Deaf & Hard of Hearing Office						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	G Interpreting Svcs Coordinator		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
3	BD Psychologist		.500	1.000	1.000	1.000	
6	18 Interpreter Hearing Impair II	X	2.875	2.875	2.875	2.875	
6	15 Interpreter Hearing Impair I	X	20.427	20.427	20.427	20.427	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		28.802	29.302	29.302	29.302	
	252 Speech & Language Programs						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Subtotal		3.000	3.000	3.000	3.000	
	253 Prgs. Visually Impaired Office						
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	18 Brailist		2.000	2.000	2.000	2.000	
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Subtotal		4.000	4.000	4.000	4.000	
	254 Prgs. Physically Disabled Office						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
6	AD Teacher, Orthopedic	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	1.000	1.000	1.000	1.000	
6	16 IT Services Tech Asst II		1.750	1.750	1.750	1.750	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		7.750	7.750	7.750	7.750	
	259 Autism Programs-Office & Tech Sppt						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	3.000	3.000	3.000	
3	BD Psychologist		1.500	2.000	2.000	5.000	3.000
6	BD Psychologist		.500				
3	BD Psychologist - 10 Month	X	1.000	1.000	1.000		(1.000)
6	AD Sp Ed Elem Prgrm Spec	X	4.700	4.700	4.700	5.700	1.000
6	AD Teacher, Special Education	X	2.700	2.700	2.700	2.700	

**Division of Special Education Prekindergarten, Programs and Services -
271/249/252/253/254/259/278**

CAT	DESCRIPTION	10 Mon	FY 2020 ACTUAL	FY 2021 BUDGET	FY 2021 CURRENT	FY 2022 REQUEST	FY 2022 CHANGE
	259 Autism Programs-Office & Tech Sppt						
6	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		14.400	15.400	15.400	18.400	3.000
	278 InterACT Programs and Resource Office						
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Physical Therapist	X	.500	.500	.500	.500	
6	AD Occupational Therapist	X	1.600	1.600	1.600	1.600	
6	16 IT Services Tech Asst II		1.000	1.000	1.000	1.000	
6	13 Paraeducator	X	.875	.875	.875	.875	
	Subtotal		4.975	4.975	4.975	4.975	
	Total Positions		67.927	69.427	69.427	72.427	3.000

Infants and Toddlers and Preschool Education Programs



F.T.E. Positions 293.0

* Positions funded by the Grant—Montgomery County Infants and Toddlers Program

**Infants and Toddlers and Preschool Education Programs -
277/262/276/930**

Description	FY 2020 Actual	FY 2021 Budget	FY 2021 Current	FY 2022 Request	FY 2022 Change
01 Salaries & Wages					
Total Positions (FTE)	289.500	291.800	291.800	293.000	1.200
Position Salaries	\$29,209,101	\$29,654,299	\$29,654,299	\$29,723,352	\$69,053
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		44,415	44,415	44,415	
Supporting Services Part Time		318,077	318,077	318,077	
Other					
Subtotal Other Salaries	327,799	362,492	362,492	362,492	
Total Salaries & Wages	29,536,900	30,016,791	30,016,791	30,085,844	69,053
02 Contractual Services					
Consultants					
Other Contractual		67,000	67,000	67,000	
Total Contractual Services		67,000	67,000	67,000	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		40,000	40,000	40,000	
Office					
Other Supplies & Materials		35,916	35,916	35,916	
Total Supplies & Materials	38,822	75,916	75,916	75,916	
04 Other					
Local/Other Travel		200,782	200,782	201,137	355
Insur & Employee Benefits		304,293	304,293	304,293	
Utilities					
Miscellaneous					
Total Other	452,225	505,075	505,075	505,430	355
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$30,027,947</u>	<u>\$30,664,782</u>	<u>\$30,664,782</u>	<u>\$30,734,190</u>	<u>\$69,408</u>

**Infants and Toddlers and Preschool Education Programs -
277/262/276/930**

CAT	DESCRIPTION	10 Mon	FY 2020 ACTUAL	FY 2021 BUDGET	FY 2021 CURRENT	FY 2022 REQUEST	FY 2022 CHANGE
	277 Infants and Toddlers Program						
6	N Coordinator		5.000	5.000	5.000	5.000	
6	BD Speech Pathologist	X	72.600	72.800	72.800	72.800	
6	AD Teacher, Infants & Toddlers	X	69.100	71.600	71.600	72.800	1.200
6	AD Teacher, Vision	X	3.000	2.500	2.500	2.500	
6	AD Physical Therapist	X	32.800	32.800	32.800	32.800	
6	AD Occupational Therapist	X	26.400	26.400	26.400	26.400	
6	AD Teacher, Auditory	X	3.000	3.000	3.000	3.000	
6	14 Administrative Secretary I		5.000	5.000	5.000	5.000	
6	13 Paraeducator	X	37.200	37.200	37.200	37.200	
	Subtotal		254.100	256.300	256.300	257.500	1.200
	276 PEP Program Office						
6	N Coordinator		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	BD Psychologist		3.000	3.000	3.000	3.000	
6	AD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000	2.000	
6	AD Teacher, Special Education	X	3.200	3.200	3.200	3.200	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		11.200	11.200	11.200	11.200	
	262 Child Find/DESC						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		6.000	6.000	6.000	6.000	
3	BD Psychologist		1.500	1.500	1.500	1.500	
6	BD Speech Pathologist	X	3.000	3.000	3.000	3.000	
6	AD Occupational Therapist	X	2.700	2.700	2.700	2.700	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Program Secretary		3.000	3.000	3.000	3.000	
	Subtotal		18.200	18.200	18.200	18.200	
	930 Grant - Infants & Toddlers Program						
6	AD Teacher, Infants & Toddlers	X	2.000	2.000	2.000	2.000	
6	AD Sp Ed Elem Prgrm Spec	X	3.000	3.100	3.100	3.100	
6	AD Physical Therapist	X	1.000	1.000	1.000	1.000	
	Subtotal		6.000	6.100	6.100	6.100	
	Total Positions		289.500	291.800	291.800	293.000	1.200