

FY 2006 SPECIAL EDUCATION STAFFING PLAN

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Special Education Staffing Plan

The Code of Maryland Annotated Regulations (COMAR) requires each local school system to submit an annual special education staffing plan to the Maryland State Department of Education (MSDE). The plan must demonstrate public input and be approved by the local Board of Education prior to its submission to MSDE. The locally approved staffing plan is submitted to MSDE annually by July 1 with the local application for federal funds. MSDE reviews the staffing plan and advises the local agency if there is a need for additional information or revisions. If revisions are required, the local agency must submit the revised staffing plan by September 30. The required elements of the staffing plan include the following:

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

The following resolution is recommended for your consideration:

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

WHEREAS, The Special Education Staffing Committee composed of parents, teachers, principals, special education staff, and special education advocates held three meetings in July and August of 2004 and recommendations were submitted to the Department of Special Education; and

WHEREAS, The FY 2006 Recommended Operating Budget includes all of the staffing plan elements required by the Maryland State Department of Education,

now therefore be it

Resolved, That the Board of Education approve the FY 2006 Special Education Staffing Plan as included in the FY 2006 Recommended Operating Budget, and be it further

Resolved, That upon final approval of the FY 2006 Operating Budget in June 2005, the Special Education Staffing Plan will be submitted to MSDE.

FY 2006 SPECIAL EDUCATION STAFFING PLAN

Montgomery County Public Schools

December 2004

Overview

The goal of the Department of Special Education (DSE) is to provide a free, appropriate public education (FAPE) to all students with disabilities in need of special education and related services:

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

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

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

Introduction

As required by MSDE, the FY 2006 MCPS Special Education Staffing Plan provides evidence of public input, staff training, special education services descriptions (Attachment A), special education enrollment and the number and types of direct service providers (Attachments B and C), the process for reviewing and making adjustments to staffing, and maintenance of effort. In addition, the plan recommends staffing improvements and priorities for FY 2006 (Attachment D).

The DSE recognizes and appreciates the Board of Education's (BOE) support of special education through previous budget initiatives and funding of required improvements. Because of the ongoing fiscal limitations, the BOE approved adjustments to the FY 2005 recommended budget that did not include all of the FY 2005 Staffing Plan Committee's recommended improvements and priorities. Those items that were not funded in the FY 2005 Staffing Plan were considered by the FY 2006 Special Education Staffing Plan Committee, special education program staff, and the Department of Management, Budget, and Planning (DMBP) during the FY 2006 budget process that started in July 2004. See Attachment E for the FY 2006 Budget Timeline.

The Special Education Staffing Plan uses teaching stations rather than relying solely on student-teacher ratios to determine staffing. The teaching station model incorporates total enrollment to determine the number and type of staff required and also takes into account factors such as the distribution of classes; specific disability service models; nature of the disability; time requirements for staff to fulfill indirect service responsibilities such as planning, case management, participation in meetings, and completing assessments; and legal considerations such as LRE.

In order to determine the effectiveness of the MCPS FY 2005 Special Education Staffing Plan and make recommendations for the FY 2006 Special Education Staffing Plan, staff reviewed information from student IEPs, the special education data system (SEDS), classroom observations, complaints, due process hearing decisions, and input from staff and community. This ongoing review process indicates that priority needs for additional staffing include:

- Professional and paraeducator staffing to support students in the LRE;
- Speech/language pathologists;
- Program support for the increasing pre-kindergarten population;
- Psychologists and pupil personnel worker positions to expand the Collaborative Action Process (CAP) model for pre-referral and early intervention strategies; and
- Secondary special education teachers to assist students in accessing the general education curriculum and meeting high school graduation requirements, including the High School Assessments.

MCPS believes in and supports responsibility and accountability for working with all children. We are committed to increasing the collaboration among all offices, staff, schools, and their communities to provide unified services that meet the needs of all students in the most effective

and efficient ways. The MCPS Special Education Staffing Plan is a vehicle to ensure that appropriate personnel are available to deliver the services required to fully implement student IEPs. It strives to provide balance among student needs, teacher responsibilities, and the educational settings in which services will be provided.

MCPS Budget Review and Adoption Process

On December 15, 2004, the superintendent of schools presented his *Recommended Operating Budget for FY 2006* to the BOE. Those recommendations reflect input from a variety of public and private stakeholders, including testimony provided to the FY 2006 Special Education Staffing Plan Committee (included in *The Superintendent's Recommended Special Education Staffing Plan FY 2006*, which is published in a separate document). Public hearings will be held on January 13 and 20, 2005. The BOE worksessions will be held on January 26 and 27, 2005, and the BOE will approve the budget on February 8, 2005. The BOE's budget will be sent to each principal, PTA president, and public library shortly after March 1, 2005, when the law requires that it be submitted to the county executive and the County Council.

The county executive will make public his recommendations for the MCPS budget on March 15, 2005, and the County Council will hold public hearings on all local government budgets in April. The County Council's Education Committee will hold worksessions on the BOE's budget in April, and the full County Council will work on the school budget in May. The Montgomery County Charter, as amended by the voters in November 1992, requires the County Council to act on all budgets by May 31 of each year. This year, the County Council will approve the county budget on May 19, 2005. After the County Council completes its appropriation action, the BOE will adopt the final approved budget for FY 2006 on June 14, 2005. A timeline of budget actions can be found in Attachment E.

Public Input

In May 2004, Mr. Brian Bartels, then director of the Department of Special Education, invited members of the community, the Department of Special Education, and other stakeholders to participate on the FY 2006 Special Education Staffing Plan Committee, which met on July 14, 2004, July 26, 2004, and August 24, 2004, to review the FY 2005 Special Education Staffing Plan and make recommendations for any modifications to the proposed FY 2006 Special Education Staffing Plan. (See Attachment F for a list of meeting participants.)

During its first meeting on July 14, 2004, the Special Education Staffing Plan Committee reviewed the FY 2005 special education staffing priorities; received an overview of the current fiscal situation; reviewed the final FY 2005 special education budget allocations and discussed how additional FY 2005 Individuals with Disabilities Education Act (IDEA) funds had been used; reviewed the process for the Superintendent's FY 2006 Operating Budget and how the staffing plan would be included in that process; and received information about DSE priorities and the DSE Strategic Plan. The committee spent a considerable amount of time talking about the difference between students who receive more or less than 15 hours per week of special education and the need to make adjustments to the process of determining staffing allocations for

students with disabilities. It was suggested that staffing should be defined by individual student needs rather than a student count and that MCPS consider including all special education students in general education staff counts. These issues will be considered by the Special Education Strategic Plan Subcommittee that has been charged with providing recommendations for how MCPS should calculate staffing needs for students with disabilities. That committee will make recommendations to the Associate Superintendent for Special Education and Community Services by Spring 2005.

During the July 26, 2004, meeting, the Special Education Staffing Plan Committee received public comments from community and staff members (included in *The Superintendent's Recommended Special Education Staffing Plan FY 2006*, published in a separate document), received information about the Collaborative Action Process (CAP), discussed issues related to the retention of special education staff, reviewed how staffing needs that arise during the year are addressed, discussed the impact of the increasing numbers of children from birth to five, and discussed concerns regarding the achievement of secondary students with disabilities. Committee members again raised the issue of how staffing needs are determined, advocated strongly for a comprehensive review of the process for determining special education staffing needs, and agreed that the staffing plan process will be improved significantly when this has been addressed.

On August 24, 2004, the Special Education Staffing Plan Committee met for the third time and made its final recommendations to be considered for the FY 2006 Special Education Staffing Plan. Committee members identified 22 items to be considered and then voted on priorities. Each committee member had five votes and cast one vote for each of their top five items. Four of the 22 original items did not receive any votes and were removed from the list. The remaining recommendations are noted in Attachment D in priority order.

On December 13, 2004, the committee received an update on the FY 2006 budget process and reviewed the special education budget initiatives that are included in the Superintendent's FY 2006 Recommended Operating Budget.

The FY 2006 Special Education Staffing Plan was placed on the MCPS Web site in December 2004 and a written copy was distributed with the Superintendent's FY 2006 Recommended Operating Budget. MCPS staff has worked diligently to align the Special Education Staffing Plan with the MCPS Operating Budget process, and public input and community involvement has been ongoing throughout. All of the input that was received from the FY 2006 Special Education Staffing Plan Committee was considered during the budget planning process and the development of the FY 2006 Special Education Staffing Plan. In addition, oral and written testimony received through the BOE budget hearings will be considered as final changes are made to the Superintendent's FY 2006 Recommended Operating Budget.

Staff Training

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

A key element in the provision of FAPE for students with disabilities is the availability of appropriately-trained personnel to implement each student's IEP. Through the collaborative efforts of the DSE, the Office of Curriculum and Instructional Programs (OCIP), and the Office of Organizational Development (OOD), special education staff members who deliver the general education curriculum to students with special needs are included and participate in mandatory, grade-appropriate, curriculum-based training. In addition, the DSE works with OOD to provide specialized training modules that support effective services and best instructional practices for students with disabilities (Attachment G). These voluntary training modules provide professional development opportunities for school personnel, including all general educators, counselors, psychologists, administrators, and paraeducators responsible for implementing a student's IEP.

Despite these existing training opportunities, the FY 2005 Special Education Staffing Plan Committee identified the need for mandatory training for both general and special education staff as one of its highest priority recommendations. In response to this, the Superintendent's FY 2005 Recommended Operating Budget supported funding for a training initiative that was developed collaboratively by the OOD, OCIP, and the Office of Special Education and Student Services (OSESS). This "Elementary and Secondary Special Education Training and Development" initiative provided mandatory summer training and intensive follow-up implementation support throughout the year for general and special education teachers. The focus was on special education skills, practices and strategies to support the unique learning needs of special education students and was mandatory for all first and second grade teachers as well as high school algebra, middle school mathematics C and Grade 9 English teachers. School-based administrators, resource teachers in special education (RTSEs), mathematics and English resource teachers, staff development teachers, reading specialists, and math content coaches also received training. An online Continuing Professional Development (CPD) course was developed and implemented for other grade level and subject area teachers. DSE, in collaboration with OOD, provided career ladder training for 500 paraeducators; 250 were trained in the Summer 2004 and 250 are currently attending training sessions. Future plans include training for teachers of Grades 3, 4, 5 and middle school English teachers and geometry teachers in FY 2006.

Special Education Facilities and Staffing Patterns

According to the October 31, 2004, SEDS data, 17,700 MCPS students are receiving special education services. Of those students, 16,455 received services in a general education building; 570 received services in a public, separate special education school; 20 received services in their homes; and 655 received services in a nonpublic special education school.

MSDE has established a target for local school systems (Part B Annual Performance Report, Revised February 5, 2004). This target requires 80 percent of students with disabilities to receive special education and related services in a general education setting or a combined general education and special education setting. According to the October 31, 2003, MSDE report, MCPS was serving 3.92 percent of children with disabilities ages 3 to 5 and 68.07 percent of students with disabilities ages 6 to 21 in a general education setting or a combined general education and special education setting, falling short of the state standard. According to MCPS October 31, 2004, SEDS information, 7 percent of children ages 3 to 5 and 77 percent of students ages 6 to 21 were served in a general education setting or a combined general education and special education setting. Improving LRE for all children continues to be a high priority for MCPS.

Participation in the LRE requires access to the general education setting. To achieve this goal, the DSE, the Department of Planning and Capital Programming (DPCP), and the Office of School Performance (OSP) are pursuing a long-range plan to enable students with disabilities to access the general education environment as appropriate.

MCPS attempts to provide services to students with disabilities in their home school or as close to their home school as possible. Beginning with the FY 1998 operating budget, MCPS began to locate special education programs focusing upon the delivery of services in the student's home school or in the school as close as possible to the student's home. Based on the incidence frequency of the student's disability, the location of the program enables students with disabilities to receive special education services within the school, cluster, or quad-cluster where the student resides.

Since 1998, trends related to the identification, evaluation, and placement of special education students have significantly contributed to the decisions that have been made regarding the location of a variety of programs and services. The percentage of students receiving services in their home school, cluster, or quad-cluster has increased. In order to develop and implement facility plans to address the special education space needs, the following special education service delivery model is currently being implemented:

- Special education resource services are offered in all schools, Grades K-12. Elementary schools in the Bethesda-Chevy Chase, Northwest, and Sherwood clusters, and the Downcounty Consortium, provide home school services. The Learning and Academic Disabilities Program is offered in each middle and high school.
- Special education services are quad-cluster-based for students in need of an Elementary Learning Center, K/1 Language class, Learning for Independence, or School Community-Based class.
- Special education services are available regionally for students in need of the Preschool Education Program, Preschool Language Program, Autism/Aspergers Syndrome Program, Augmentative Communication Program, Emotional Disabilities Program,

Gifted and Talented/Learning Disabled Program, Elementary Physical Disabilities Program, and the Longview and Stephen Knolls special education programs.

- Special education services are available countywide for students in need of the preschool Vision Program, Deaf and Hard of Hearing Program, Elementary/Secondary Extensions Program, Carl Sandburg Learning Center, Regional Institute for Children and Adolescents (RICA), the Rock Terrace Program, Mark Twain Program, and the Secondary Physical Disabilities Program.

Specific special education class and program locations are identified in the MCPS Capital Improvements Plan (CIP) that is published annually in October. However, as enrollment projections and program needs are refined during the year, the location of some classes and programs may change.

Providing preschool special education services in the LRE has been very challenging because of the limited number of general education preschool programs and services available in MCPS. The DSE and the Division of Early Childhood Education are collaborating to collocate general and special education preschool classes to facilitate LRE for preschool students. The DPCP and the OSP will be involved closely in this process, as it will have an impact on elementary facilities and staff.

Placing students with disabilities in the LRE and incorporating them into the general education program is an ongoing MCPS effort. It requires careful coordination and long-range facilities and program planning. DSE staff works closely with the OSP and the DPCP to ensure that special education space needs are considered and addressed in both annual and long-range facilities planning. Attachment A contains special education program descriptions. Attachment B provides special education enrollment with the number and type of direct service providers and budget information for specific special education programs. Attachment C contains direct service providers that are not included in teaching stations.

Ongoing Review and Adjustments to Staffing

Staff allocations are made in conjunction with the community superintendents in the spring of each year for the following school year. During January and continuing through the end of the school year, information regarding the needs of students for the coming year is entered in the Future SEDS application. Reports from Future SEDS are used to identify where students will be located and what services have been recommended for the coming year. Special education supervisors review Future SEDS and current special education class rosters, visit schools, and consult with service providers, program supervisors, and community superintendents to ensure that the information is accurate before staffing allocations are made. Every effort is made to allocate staff to meet anticipated needs for the upcoming school year; invariably, however, some programs are overenrolled and others are underenrolled when the school year begins. In addition, staffing issues arise throughout the year due to student mobility and changing needs. Special education supervisors review enrollment in collaboration with the community superintendents in July and August to identify classes/programs that are under/overenrolled that

may require staffing adjustments. Where possible, the supervisor makes adjustments within his/her programs to address these needs. If appropriate staffing cannot be provided, a request for additional staffing is sent to the director of special education.

Due to student mobility and changes in student needs, staff adjustments may need to be made during the school year as well. Supervisors work closely with schools throughout the year to address any staffing issues that may arise. If a school or parent raises a concern, the supervisor works with the school to review student IEPs and evaluate current resources and scheduling to determine whether the need can be addressed with existing staff in the school or cluster. If the staffing need cannot be addressed, the supervisor makes a request for additional staffing to the director of the Division of School-Based Special Education Services or the director of the Division of Preschool Special Education, Special Schools, and Related Services as appropriate. The director of special education and division directors review these requests monthly throughout the year and determines additional staffing allocations and/or next steps, as appropriate.

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

Maintenance of Effort

The following table shows the maintenance of effort for Category 6 special education staffing from FY 2003 to FY 2006. Transportation and fixed charges are not included.

Category	Actual FY 2003 Expenditures	Actual FY 2004 Expenditures	FY 2005 Budget	FY 2006 Budget
Salaries	\$135,998,038	\$144,910,764	\$159,667,973	\$173,733,679
Contracted Services	\$2,484,873	\$1,959,495	\$1,286,354	\$1,286,354
Supplies	\$1,817,780	\$2,179,878	\$2,695,637	\$3,275,860
Other Charges	\$30,065,718	\$29,817,547	\$35,085,923	\$34,073,375
Equipment	\$152,365	\$177,386	\$254,864	\$269,333
TOTAL	\$170,518,774	\$179,045,070	\$198,990,751	\$212,638,601

This table identifies Category 6 funding sources for special education, showing the maintenance of effort from FY 2003 to FY 2006.

Funding Source	Actual FY 2003 Revenue	Actual FY 2004 Revenue	FY 2005 Budget	FY 2006 Budget
Federal	\$17,451,380	\$19,685,809	\$23,302,389	\$25,256,819
State	\$21,341,331	\$22,785,308	\$26,231,346	\$31,168,854
Local	\$131,726,063	\$136,573,953	\$149,457,016	\$156,212,928
TOTAL	\$170,518,774	\$179,045,070	\$198,990,751	\$212,638,601

A review of the FY 2003-2006 special education budget shows significant funding increases that have improved special education services for MCPS students.

The FY 2003 budget funded 62.8 teachers, speech pathologists, occupational therapists, physical therapists, psychologists, and paraeducators, as well as other growth-related costs, such as textbooks and instructional materials. Additional state aid funded 15.0 positions for reading and writing teachers in secondary schools and 2.0 psychologists, at a cost of \$854,609. The growth in the number of students who require nonpublic placement has increased the funding for tuition by \$3.8 million.

The FY 2004 BOE budget funded 85.3 teachers, occupational therapists, physical therapists, paraeducators, and other positions, including staff for an additional preschool assessment team and staff for a fourth site for the Infants and Toddlers program, at a cost of \$2.8 million.

The FY 2005 BOE budget funded a total of 107.359 full-time equivalent (FTE) positions at a total cost of \$7,431,087. This included 2.0 FTE speech/language pathologists (SLPs), 7.5 FTE elementary resource room teachers, and 2.0 FTE secondary reading and writing teachers for special education initiatives and an increase in funding for nonpublic tuition of \$2,837,811 to support enrollment growth and school tuition rate increases.

The FY 2006 Superintendent’s Recommended Budget has 156.775 FTE positions for special education. This includes \$1,794,958 for 49.375 FTE positions to fund the special education LRE initiative that provides an additional 9.5 FTE special education teachers, 9.0 FTE itinerant special education resource teachers, 7.0 FTE speech/language pathologists, a 1.0 FTE assistive technology support specialist, and 22.875 FTE paraeducators. Other initiatives recommended are \$25,569 for a 1.0 FTE Interpreter I and \$46,714 for a 1.0 FTE auditory development specialist for the Deaf and Hard of Hearing Programs. Administrative support for the Preschool Education Program also is recommended, including \$174,639 to fund a 1.0 FTE coordinator, a 1.0 FTE instructional specialist, a 1.0 FTE secretary, and \$10,864 for furniture and equipment to support the additional staff. This is the largest special education improvement plan in a single

year. There are 102.4 FTEs for enrollment growth, including 65.9 FTE professional positions and 36.5 FTE paraeducator positions.

MCPS Special Education and Related Services Budget Guidelines – FY 2006

The number and type of staff incorporated into the MCPS special education budget is intended to meet the diverse needs of students with disabilities. Determining the number and type of special education staff begins with a projection of the number of students by disability for the coming fiscal year. Each year, staff from the departments of Planning and Capital Programming and Special Education prepares an estimate of the number of students needing services. The enrollment projections serve as a base point to determine the number and type of teaching stations required to provide adequate staffing.

The location and distribution of the various special education services throughout the county also affects the number and type of service providers needed to provide FAPE. Sometimes it is necessary to open a new special education classroom or site in a particular location in order to limit the time students would spend being transported to and from the site and their home school, or to accommodate the models of service delivery for specific disability categories in order to allow students to attend school each year in their home cluster or quad/tri-cluster. Consequently, the location of special education classrooms and services and models may require additional teaching stations.

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

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

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Resource Services	Resource services ensure students with disabilities access to the MCPS curriculum. Students in Grades K-12 who require 15 hours or less of special education services are served through this model. These students demonstrate learning/behavioral needs that affect performance in one or more areas.	Available in all schools	Based on school enrollment Elementary Schools projected to have an enrollment of less than 600 students receive 1.0 resource room teacher. Schools projected to have an enrollment of greater than 600 students but less than 750 students receive 1.5 resource room teachers. Schools projected to have an enrollment of greater than 749 students receive 2.0 resource room teachers.	N/A

MCPS Special Education and Related Services – FY 2006

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Resource Services (continued)			<p>Middle Schools Schools projected to have an enrollment of less than 801 students receive 1.0 resource room teacher. Schools projected to have an enrollment of greater than 800 students but less than 1,001 students receive 1.5 resource room teachers. Schools projected to have an enrollment of greater than 1,000 students receive 2.0 resource room teachers.</p> <p>High Schools Schools projected to have an enrollment of less than 1,001 students receive 1.0 resource room teacher. Schools projected to have an enrollment of greater than 1,501 students receive 1.5 resource room teachers. Schools projected to have an enrollment of greater than 1,500 students receive 2.0 resource room teachers.</p>	N/A
Learning and Academic Disabilities	Students served through this model require special education services primarily as a result of a learning disability or language disability that significantly impacts academic achievement. Students typically demonstrate average to above average cognitive ability yet have processing deficits that affect performance in one or more areas, including but not limited to mathematics, reading, or written language. The design is based on a cluster model, which typically includes three classrooms within one elementary school in each high school cluster. LAD services are provided in all middle and high school programs.	Elementary – Designated sites within each cluster Available in all secondary schools	1 Tchr:TS 1 Tchr:TS	0.875 0.875

MCPS Special Education and Related Services – FY 2006

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Gifted and Talented Learning Disabled Services	Students receiving gifted and talented/learning disabled services typically demonstrate outstanding abilities in either the verbal or visual-spatial area and may have production problems, impacting written language output. Access to rigorous instruction in honors and advanced placement classes as well as other components of acceleration and enrichment are provided. These services are provided in designated elementary, middle, and high school programs.	Regional designated elementary, middle, and senior high schools	1 Tchr:TS	0.875
Elementary Learning Centers	The elementary learning centers provide services to students who have pervasive needs in areas such as cognition, communication, organization, sensory/motor skills, and/or social interaction. Because of the disability, the student is functioning below his/her cognitive ability and can only achieve academic success in a small structured environment with appropriate supports. An elementary learning center provides comprehensive special education instruction and related services within an elementary school that supports a quad cluster. Students have access to the MCPS curriculum and the Fundamental Life Skills (FLS) curriculum.	Designated elementary schools within each quad cluster	1 Tchr:TS	0.875
Secondary Learning Centers	The secondary learning centers serve students with significant language/learning disabilities and/or multiple disabilities in a comprehensive secondary school. Intensive specialized instruction and integrated related services ensures access to post-secondary transition services, education, and/or training. A continuum of services is provided, from special classes to inclusion with supports as needed, to ensure access to the MCPS curriculum and the FLS curriculum.	Regional in designated middle and senior high schools	1 Tchr:TS	0.875
Carl Sandburg Learning Center	Carl Sandburg is a special education school that serves elementary students with multiple disabilities, including language impairments, mental retardation, pervasive developmental disorders, and other learning and emotional disabilities. The program provides a highly structured setting, which ensures access to the MCPS curriculum and the FLS curriculum.	Separate Special Education Day School	1 Tchr:TS	1.000
Learning for Independence	Learning for Independence services are designed for students with mild to moderate mental retardation (MR). The services are provided in a comprehensive school setting. Students access the FLS curriculum, which is based on the general education curriculum. Students are provided with opportunities for interaction with non-disabled peers, including inclusion in general education classes as appropriate. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition into their communities upon graduation.	Designated elementary, middle, and high schools in each quad-cluster	1 Tchr:TS	0.875

MCPS Special Education and Related Services – FY 2006

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
School Community Based	This model serves students whose primary disability is moderate, severe, or profound mental retardation, or multiple disabilities including autism. Students are provided individualized instruction in functional skills such as personal management, functional academics, community training, communication, socialization, and vocational training in order to ensure students are ready to enter the world of adult living upon graduation. These services are provided in designated schools on the elementary, middle, and high school level. Students access the FLS curriculum.	Designated elementary, middle, and high schools in quad-clusters	1 Tchr:TS	1.500
Rock Terrace School	Rock Terrace provides services to students ages 12-21 whose learning and behavioral needs require a highly structured setting. Students access the MCPS curriculum and the FLS curriculum to prepare each student to apply the academic skills acquired towards full participation in school-to-work programs and vocational and community involvement.	Separate Special Education Day School	1 Tchr:TS	1.000
Stephen Knolls Center	Stephen Knolls and Longview are special centers for students 5 to 21 years of age with severe to profound mental retardation and multiple disabilities. The Fundamental Life Skills curriculum is utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition services to adult life.	Separate Special Education Day School	1 Tchr:TS	1.750
Longview Center at Matsunaga Crossroads	Crossroads provides services to students ages 13-18 that have mild or moderate mental retardation or multiple disabilities that must include mental retardation or autism. These students have a history of aggressive, self-injurious, destructive behaviors. Students develop skills for independent living, integrated employment, and community participation. The students receive instruction in functional academics and vocational and social skills within the context of the FLS curriculum.	Separate Special Education Day School	1 Tchr:TS	1.000
Extensions	The Extensions program provides services to students ages 5-21 who have moderate, severe, or profound mental retardation or multiple disabilities as well as a history of aggressive, self-injurious behavior. The intensive programming is designed to enable students to acquire appropriate social and communicative skills within the context of the FLS curriculum.	Separate Special Education Day School	1 Tchr:TS	2.625
Services for Students with Emotional Disturbance - ED Cluster model	The ED cluster model provides services to students with emotional disturbance within a general education setting. Students served through this model have emotional, learning, and/or behavioral difficulties that adversely impact their success in school. Individualized instruction and a comprehensive behavior management system are provided to support the needs of these students	Designated elementary, middle, and high schools in each quad-cluster	Elementary 1 Tchr:TS Secondary 1 Tchr:TS	1.500 1.500

MCPS Special Education and Related Services – FY 2006

	Service Description	Services	Instructional Models	
			Professional Staff	Parad
Services for Students at Bridge	The Bridge Program is designed to meet the needs of socially vulnerable middle and high school students who may be challenged by problem solving, establishing peer relationships, organizing and planning, interpreting social cues, abstract thinking, coping with anxiety, and/or changes in routines and transition. Students served in this program may be identified with emotional, learning disability, and/or health impairments. Bridge classes are provided with such services as: individualized instructional accommodations, comprehensive behavior management, alternative learning structures, mainstreaming opportunities, and crisis intervention.	Two middle schools and two high schools serve students countywide	1 Tchr:TS	1.250
Mark Twain	Mark Twain School provides a safe, nurturing, student-centered environment for students with social, emotional, and behavioral disabilities. The school's success is based on three components: (1) a strong curriculum that enhances a student's ability to receive academic course work that parallels and complements that provided in general education settings, (2) a clearly defined system of behavioral expectations and incentives designed to facilitate improved school performance, and (3) specific social skills instruction that enables students to learn problem-solving, decision-making, and coping skills.	Separate Special Education Day School	1 Tchr:TS	1.250
RICA	RICA-Rockville is a joint service of MCPS and the Maryland State Department of Health and Mental Hygiene. RICA is a day and residential special education treatment facility. It provides highly structured instructional services in a safe and therapeutic environment. This allows students to access the general education curriculum and prepares the students to become productive members of a global society.	Separate Special Education Day School	1 Tchr:TS	1.250
Services for Students with Autism Spectrum Disorders	The Autism Preschool Program provides highly intensive and individualized services for students ages 3-5. Utilization of state of the art instructional practices to increase academic, language, social, and adaptive skills for students with autism is implemented to foster their development of adaptive skills to maximize independence. The autism program for school-aged students provides access to the MCPS Fundamental Life Skills curriculum. Students receive intensive instruction in a highly structured setting to improve communication and access to non-disabled peers. Students with high functioning autism receive direct instruction in the areas of coping strategies and prosocial behaviors. Access to the general education curriculum with enrichment is reinforced.	Preschool - One elementary school serves preschool children throughout the county School Aged - Designated elementary, middle, and high schools located regionally throughout the county	1 Tchr:TS 1 Tchr:TS	3.440 1.750

MCPS Special Education and Related Services – FY 2006

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

MCPS Special Education and Related Services – FY 2006

		Service Description	Services	Instructional Models	
				Professional Staff	Paraed
Speech and Language Services		The goals of the Speech and Language services are to: diagnose and remediate communication disorders, facilitate the development of compensatory skills, and enhance the development of language, vocabulary and expressive communication skills. The type and frequency of services provided are determined by the individual student's needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents. Students with more intensive needs receive services individually or in small groups.	Resource Services available throughout the county Preschool School-Age Private/Religious School Special classes: located in designated elementary schools serve children throughout the county Preschool (Half-Day) Elementary K-1 only	40:1 56.4:1 56.4:1 1 Tchr:TS 1 Tchr:TS 0.3 SLP:TS 1 Tchr:TS	N/A N/A N/A 0.875 0.875 1.750
Augmentative and Alternative (AAC) Communication Classes		The K-2 AAC Transition classrooms provide intensive support for students who are non-speaking or have limited speech with severe intelligibility issues who are using augmentative communication devices and need to expand their use of these devices and other forms of aided communication. Emphasis is on the use of the alternative communication systems to enhance language development, vocabulary development, and expressive communication skills, and to access the general education curriculum.	Special classes located in designated elementary schools serve children throughout th county	1 Tchr:TS	1.750
Assistive Technology (InterACT) Services		Assistive technology services provide support for students from infant/toddler through age 21. The Augmentative Communication and Technology team supports students who are non-speaking or severely limited in verbal speech, and students limited in producing written output due to physical disabilities.	Services available throughout the county	SLP – 1/75 Services Tchr – 1/190 Services OT – 1/223 Services	0.875/380 Services
Transition Services		Transition services are provided to special education students to facilitate a smooth transition from school to post-secondary activities including but not limited to post-secondary education, adult services, independent living, or community participation. These services are delivered through direct and indirect services with the assistance of a transition specialist.	Services available in secondary schools throughout the county	1.0 Tchr/TS	0.875/TS

MCPS Special Education and Related Services – FY 2006

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Preschool Education Program	Montgomery County Public Schools offers a variety of preschool classes and services for children with disabilities ages 3-5. The Preschool Education Program (PEP) serves children with multiple and/or moderate disabilities that impact their ability to learn. Services range from itinerant instruction at home for medically-fragile children to consultative and itinerant services for children in community-based day care centers and preschools, to theme-based classes for children who need a comprehensive approach to their learning issues. Intensive needs classes serve children with severe sensory and/or communication issues. The Beginnings Classes provide services to students with severe or profound physical and/or cognitive disabilities.	PEP Classic (half-day) Intensive Needs Speech/Language OT and PT Medically Fragile Speech/Language OT and PT Beginning Classes Speech/Language OT and PT	1.0 Tchr/TS 1.0 Tchr/TS 0.3 SP/TS 0.3 OT/PT/TS 1.0 Tchr/TS 0.5 SP/TS 0.3 OT/PT/TS 1.0 Tchr/TS 0.3 SP/TS 0.6 OT/PT/TS	0.875/TS 1.000 1.750
Infants and Toddlers	The Infants and Toddlers Services are provided to children with developmental delays from birth to age 3 using a home-based model. Services provided include special instruction, auditory and vision instruction, physical and occupational therapy, and speech and language development. Parental involvement is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.	Home-Based for individual children Infants and Toddlers Teacher Speech & Language Occupational or Physical Therapy Vision Deaf & Hard of Hearing	1.0 Tchr/64.0 services 1.0 SP/64.0 services 1.0 OT/PT/64.0 services 1.0 Tchr/64.0 services 1.0 Tchr/64.0 services	.724 ParaED/ each 6 Prof. Staff

Number and Type of Direct Service Providers for FY 2006

Program	Enrollment		FY 2006 Staff	
	FY 2006 Projection	Professional	Professional	Paraeducator
Programs for Students with Learning Disabilities				
Secondary Learning Centers	570	70.5		55.6
Elementary Learning Centers	360	48.0		36.8
Carl Sandburg Center	106	19.0		16.3
LAD and GT/LD	4,100	319.0		269.5
Programs for Students with Mental Retardation (MR)				
School-Based Programs		67.0		100.5
Rock Terrace Center	110	17.5		15.0
Stephen Knolls	52	12.9		19.3
Longview	50	11.2		17.5
Crossroads	35	4.0		4.0
Extensions	20	5.0		7.9
Learning for Independence (LFI)	520	53.5		46.8
Secondary Intensive Reading		17.0		
Resource Programs/Home School				
Resource Programs	5,968	293.8		30.0
Programs for Students with Emotional Disabilities (ED)				
Bridge	120	22.0		22.5
Mark Twain	110	28.5		18.0
ED Cluster Model	390	72.0		73.5
RICA - Rockville	155	35.0		21.3
Autism and Aspergers (ASP) Programs				
Total Autism and Aspergers	195	41.0		69.7
Deaf and Hard of Hearing (DHOH) (realigned)				
Resource Programs	210	14.0		
Special Classes	105	25.0		17.5
Visual Impairments				
Resource Programs	240	14.0		1.8
Special Classes	10	2.0		

Program	Enrollment		FY 2006 Staff	
	FY 2006 Projection		Professional	Paraeducator
Physical Disabilities				
Resource Programs	3,200		95.2	
Special Classes	50		11.0	15.0
Speech and Language Disabilities				
Resource Programs	10,200		203.4	6.1
Special Classes K-1	100		7.0	
Transition Services				
Nonschool-Based	45		6.0	7.5
School-Based	5,840		33.5	14.5
InterACT Program				
InterACT Program	450		14.8	2.7
Augmentative Comm.	17		4.1	6.2
Preschool and Early Childhood Services				
Speech and Language Preschool			2.6	5.3
Speech Pathologists			7.0	
DESC				
Speech Pathologists			3.0	
Occupational/Physical Therapists			3.0	
PEP Regular	525		42.3	25.4
PEP/Beginnings	40		10.1	12.3
Speech Pathologists			2.3	
Occupational/Physical Therapists			3.8	
PEP Intensive Needs	85		15.0	14.0
Speech Pathologists			3.0	
Occupational/Physical Therapists			3.2	
PEP Medically Fragile	50		6.2	
Speech Pathologists			1.8	
Occupational/Physical Therapists			1.8	
Infants and Toddlers	2,031		42.0	27.4
Auditory			4.2	
Vision			4.5	
Speech Pathologists			45.0	
Occupational/Physical Therapists			47.0	

NonTeaching Station Direct Service Providers	
Positions	FY 2006 Superintendent's Budget Request
Brailist	1.0
Career Info Coordinator	1.0
Coordinator	14.0
Counselor	1.0
Interpreter	30.5
Itinerant Paradeducator	126.6
Lunch Aide	2.7
Media Assistant	4.0
Media Specialist	3.5
Psychologist	19.5
Social Worker	8.5
Special Schools Assistant Principal	3.0
Special Schools Principal	4.0

FY 2006 MCPS Special Education Staffing Plan and Operating Budget Timeline

Director, Department of Special Education Requests Public Participation on FY 2006 Special Education Staffing Plan Committee	May, 2004
FY 2006 Special Education Staffing Committee Recommends Special Education Staffing Improvements and Priorities	July 14, 2004 July 26, 2004 August 24, 2004
FY 2006 Recommended Special Education Staffing Improvements and Priorities considered during the development of the FY 2006 Operating Budget	Fall 2004
Superintendent presents <i>Recommended Operating Budget</i>	December 15, 2004
Sign-up begins for Board of Education Operating Budget Hearings	December 23, 2004
DSE shares Special Education Staffing Plan, as reflected in the superintendent's <i>Recommended Operating Budget</i> , with the community and seeks public input on the Staffing Plan	December 2004
Board of Education Operating Budget Hearings	January 13 and 20, 2005
Board of Education Operating Budget Worksessions	January 26 and 27, 2005
FY 2006 Special Education Staffing Plan revised as needed, based on public input and Board of Education Operating Budget work session	February 2004
Board of Education Operating Budget Action	February 8, 2005
Board of Education budget request transmittal to County Executive and County Council	March 1, 2005
County Executive recommendations presented to Council	March 15, 2005
Final Report of Blue Ribbon Budget Review Committee	March 31, 2005
County Council Budget Hearings	April 6, 2005
County Council and Committee Worksessions	April 2005
County Council Budget Action	May 19, 2005
Final Board of Education Action on FY 2006 Operating Budget, including FY 2006 Special Education Staffing Plan	June 14, 2005

**Department of Special Education
MONTGOMERY COUNTY PUBLIC SCHOOLS**

FY 2006 Special Education Staffing Plan Committee Meeting				
Name	Title	July 14th	July 26th	Aug. 24th
1. Selene Almazan	Director, Advocacy Maryland Coalition for Inclusive Education Representative	x		x
2. Robert Astrove	MCPS Special Education Advisory Committee (SEAC) Representative	x	x	
3. Julie A. Bader	Supervisor, Child Find/Early Childhood Disabilities Unit	x	x	x
4. William Brown	Fiscal Specialist, Student and Community Services	x	x	x
5. Helen Chaset	Principal, Burning Tree Elementary School	x		x
6. Pamela DeFosse	Supervisor, Speech and Language Programs	x	x	x
7. Rosemary Dove	Special Education Continuous Improvement Team Advisory Committee	x	x	x
8. Athena Elliott	Special Education Advisory Committee	x	x	
9. Debra Feldman	Attorney, Maryland Coalition for Inclusive Education	x	x	
10. Linda Goldberg	Principal, Potomac Elementary School			
11. Henry Hailstock	President, Montgomery County Maryland Chapter of NAACP			
12. Sandra Ives-Posner	Supervisor, Emotional Disabilities Program	x	x	
13. Patricia Janus	Supervisor, Physical Disabilities Programs	x	x	x
14. Barbara Jasper	Principal, Sequoyah Elementary School	x		
15. Matthew Kamins	Supervisor, Psychological Services	x	x	
16. Patricia Kelly	Acting Director, Department of Special Education	x	x	x
17. Kathy Kolan	Supervisor, Transition Services	*	x	x

* Alison MacKenzie attended for Kathy Kolan

18. Frances Levin	Principal, Jones Lane Elementary School	x		
19. Jill Lyons	Special Education Advisory Committee Representative	x		x
20. Gwendolyn Mason	Director, Division of School-Based Special Education Services	x		x
21. Carol Mathews	Fiscal Operations Coordinator, Department of Special Education	x		
22. Steve Neff	Special Education Cluster Supervisor		x	x
23. Jane Parra	Principal, Carl Sandburg Learning Center	x	x	x
24. Carol Quirk	Director, Professional Development Maryland Coalition for Inclusive Education			
25. Cynthia Rattley	Community Superintendent for Northwest, Poolesville, Quince Orchard, and Seneca Valley Clusters	x	x	
26. Kay Romero	Special Education Advisory Committee and Montgomery County Council Parent Teacher Association for Special Needs Representative	x	x	x
27. Amy Shvodian	Paralegal, Equity Assurance and Compliance Unit		x	
28. Donna Simonds	Special Education Paraeducator, Paint Branch High School	x	x	
29. Marshall C. Spatz	Director, Department of Management, Budget, and Planning	x	x	x
30. Suzanne Speicher	Supervisor, Division of Placement and Assessments Services	x	x	x
31. Vickie Strange-Moscose	Director, Division of Preschool Special Education, Special Schools, and Related Services	x	x	x
32. Anne Turner	Montgomery County Council Parent Teacher Association for Special Needs Representative		x	x
33. Carmen Van Zutphen	Principal, Bel Pre Elementary School	x		
34. Robin Weaver	Principal, Harmony Hills Elementary School	x	x	x

Other Attendees

July 14, 2004: Haydee DePaula
James Simpson
Christina Smith

July 26, 2004: Paul Bruening Robert Ladden Jay Larson Jerry Heupel
Kathi Yu Suzie Flanery Linda McDaniel Michael Sauter
Sonya Mallinoff Marisa Stemple Jenny Patterson
Mary Ann Dawedeit Haydee DePaula Leslie Brents

August 24, 2004: Kathy Haney
Joan Karasik

2004-2005 Module Training Plan

Paraeducator Sessions

November 10		November 11	
Special Education Students and Math Curriculum (Gr K-2)	Special Education Students and Math Curriculum (Gr K-2)	Working Effectively with your Special Education Teacher	Behavior Management for MR Students Advanced
Behavior Management for LD Students	Behavior Management for MR Students – Beginning	Autism Spectrum Disorder/non-Autism Staff: LFI, SCB	Autism Spectrum Disorder for non-Autism Staff: Resource, LAD, LC, GenEd
Grading and Reporting - Special Education Students (Gr K-2)	Grading and Reporting for Special Education Students (Gr 3-8)	Introduction to SEAT Computer Technology (20)	Introduction to SEAT Computer Technology (20)

Teacher Sessions

October 7	October 14	October 21	November 4	October 6	October 13	October 27
Effective Instructional Practices for MR/Autism Classes 1a	Effective Instructional Practices for MR/Autism Classes 1b	Effective Instructional Practices for MR/Autism Classes 1c	Effective Instructional Practices for MR/Autism Classes 1d	Autism Spectrum for non-Autism Staff 1a	Autism Spectrum for non-Autism Staff 1b	Autism Spectrum for non-Autism Staff 1c

November 4		November 9		November 16		November 18	
Infusing Technology into Elementary Special Education Instruction	Infusing Technology into Elementary Special Education Instruction	Conducting Effective IEP Meetings (SpEd, RTSE, Gen Ed, Admin)	Co-Teaching for School Teams – Elementary Teams	Grading and Reporting for Special Education Students – (Gr K-2)	Co-Teaching for School Teams – Elementary Teams	Grading and Reporting for Special Education Students – (Gr K-2)	Co-Teaching for School Teams – Secondary Teams
Grading and Reporting for Special Education Students - (Gr K-2)	Conducting Effective IEP Meetings (SpEd, RTSE, Gen Ed, Admin)	Co-Teaching for School Teams – Elementary Teams	Co-Teaching for School Teams – Elementary Teams	Grading and Reporting for Special Education Students – (Gr K-2)	Co-Teaching for School Teams – Elementary Teams	Conducting Effective IEP Meetings (SpEd, RTSE, Gen Ed, Admin)	Co-Teaching for School Teams – Secondary Teams

Special Education Students and the Math Curriculum (Gr K-2 & Resource)	Special Education Students and the Math Curriculum (Gr K-2 & Resource)	Offered as School Based Training for Identified Schools – Dates identified by School Team
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