CHAPTER 5

Special Education and Student Services

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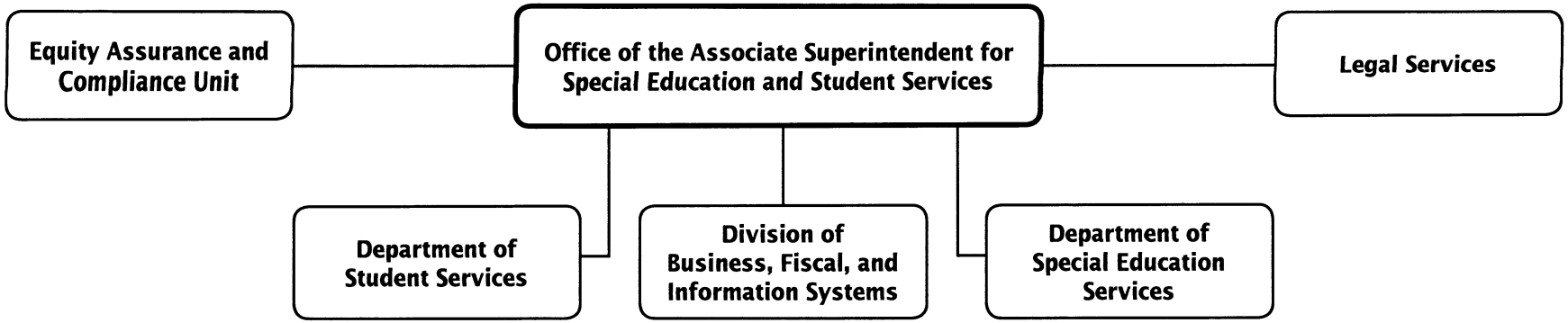
Office of Special Education and Student Services
Summary of Resources
By Object of Expenditure

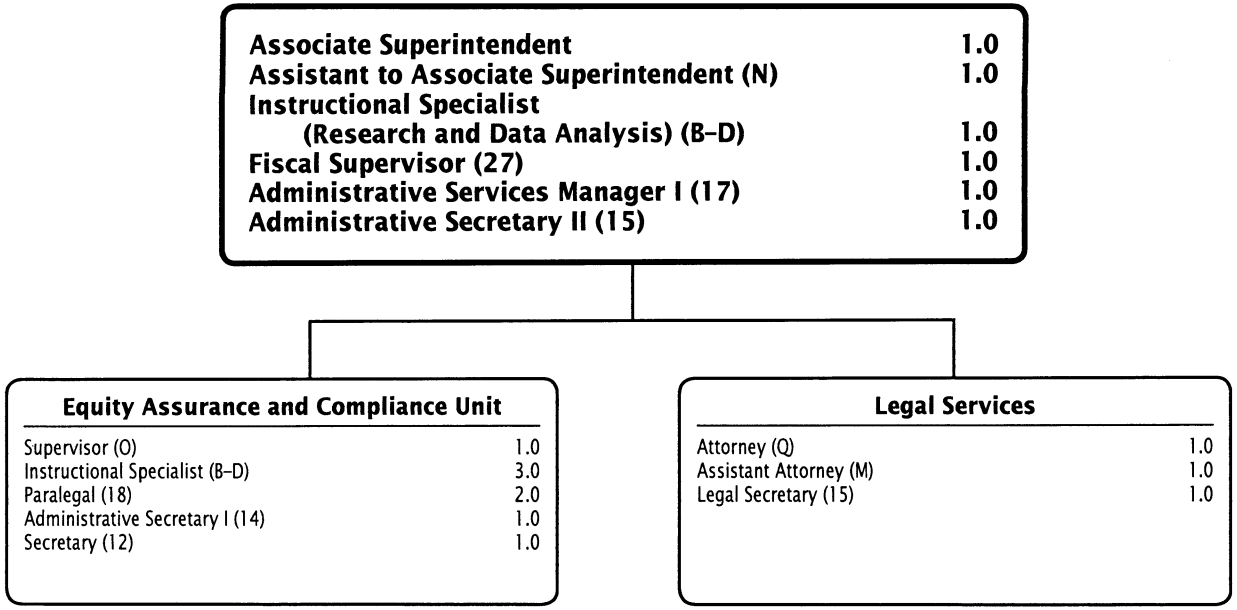
OBJECT OF EXPENDITURE	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	FY 2013 BUDGET	FY 2013 CHANGE
POSITIONS					
Administrative	48.200	48.000	48.000	46.000	(2.000)
Business/Operations Admin.	1.000	1.000	1.000	1.000	
Professional	2,280.100	2,274.450	2,274.450	2,295.600	21.150
Supporting Services	1,528.255	1,530.385	1,530.910	1,570.515	39.605
TOTAL POSITIONS	**3,857.555**	**3,853.835**	**3,854.360**	**3,913.115**	**58.755**
01 SALARIES & WAGES					
Administrative	$6,401,257	$6,173,838	$6,173,838	$5,961,859	($211,979)
Business/Operations Admin.	82,296	82,295	82,295	86,174	3,879
Professional	177,304,443	179,721,071	179,721,071	179,815,586	94,515
Supporting Services	56,125,853	56,038,655	56,038,655	58,134,452	2,095,797
TOTAL POSITION DOLLARS	**239,913,849**	**242,015,859**	**242,015,859**	**243,998,071**	**1,982,212**
OTHER SALARIES					
Administrative					
Professional	6,287,294	6,339,971	6,339,971	6,111,535	(228,436)
Supporting Services	3,741,735	3,401,147	3,401,147	3,728,896	327,749
TOTAL OTHER SALARIES	**10,029,029**	**9,741,118**	**9,741,118**	**9,840,431**	**99,313**
TOTAL SALARIES AND WAGES	**249,942,878**	**251,756,977**	**251,756,977**	**253,838,502**	**2,081,525**
02 CONTRACTUAL SERVICES	**2,940,588**	**2,782,533**	**2,782,533**	**2,771,433**	**(11,100)**
03 SUPPLIES & MATERIALS	**3,668,909**	**1,940,491**	**1,940,491**	**2,066,310**	**125,819**
04 OTHER					
Local/Other Travel	726,470	686,362	686,362	671,362	(15,000)
Insur & Employee Benefits	10,518,089	8,524,524	8,524,524	8,275,171	(249,353)
Utilities	17,205	20,000	20,000	12,000	(8,000)
Miscellaneous	34,571,165	35,942,634	35,942,634	37,707,591	1,764,957
TOTAL OTHER	**45,832,929**	**45,173,520**	**45,173,520**	**46,666,124**	**1,492,604**
05 EQUIPMENT	**665,698**	**285,861**	**285,861**	**335,223**	**49,362**
GRAND TOTAL AMOUNTS	**$303,051,002**	**$301,939,382**	**$301,939,382**	**$305,677,592**	**$3,738,210**

Office of Special Education and Student Services—Overview



F.T.E. Positions 3,913.115

Office of the Associate Superintendent for Special Education and Student Services



F.T.E. Positions 17.0

Office of Special Education and Student Services—511/257

Chrisandra A. Richardson, Associate Superintendent 301-279-3604

Mission *The mission of the Office of Special Education and Student Services (OSESS) is to clearly and effectively communicate and engage in meaningful collaboration with stakeholders to ensure the success of students through continuous improvement efforts.*

Major Functions

OSESS is composed of two departments, one division, and two units: the Department of Special Education Services (DSES), the Department of Student Services (DSS), the Division of Business, Fiscal, and Information Systems (DBFIS), the Equity Assurance and Compliance Unit (EACU), and the Legal Services unit.

DSES provides and monitors the delivery of a comprehensive and continuum of services for students with disabilities from birth to age 21. DSES also oversees the Placement and Assessment Services Unit which functions as a Central Individualized Education Program (IEP) team for school age and prekindergarten populations, monitors students placed in nonpublic programs and students receiving private/religious school services, as well as the Child Find process which provides free (for Montgomery County residents) developmental screenings and assessments for children aged 2 years 10 months up through the spring prior to age eligibility for kindergarten.

DSS provides a variety of programs and services to students and their families and to school staff that optimize the educational experience and well being of every student. DSS includes the Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching, Liaison to Linkages to Learning and School Health Services, Pupil Personnel Services and Section 504, Psychological Services, Residency and International Admissions, School Counseling Services, Student Affairs, and the Disciplinary Review and School Assignment Unit.

DBFIS has overall responsibility for staffing and budgeting, the Medical Assistance Program (MAP), the Autism Waiver Program, technology services, the Online Administrative Student Information System/Special Services online IEP, the Extended School Year program, and oversees the management of federal and state grant funds provided for special education and student services, and grant activities.

The associate superintendent provides direct oversight of two units. The EACU and Legal Services unit works with families to provide technical support in understanding and assessing their procedural safeguards under Individuals with Disabilities Education Act 2004 (IDEA), facilitates requests for mediation, due process hearings, administrative reviews, and processes and responds to Office of Civil Rights complaints. The Legal Services unit supports school and special centers, including the coordination, planning, monitoring, and evaluation services designed to meet the requirements set forth by federal law and state legislation for educating students with disabilities.

OSESS delivers special education services, a coordinated program of a variety of student services and establishes partnerships with human services agencies, postsecondary institutions and parents. OSESS facilitates and enhances communication with parents, schools, and the community. It does this by strengthening active school and community partnerships through effective communication, outreach, and interagency collaborative opportunities.

OSESS is charged with oversight of the delivery of special education services to approximately 17,307 students with disabilities. OSESS provides a comprehensive, collaborative, and individualized support system that enables students with disabilities to access high-quality, rigorous instruction within the Least Restrictive Environment (LRE); develops, coordinates, and enhances efforts to align general and special education; develops and monitors programs; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process which examines data outcomes, the office makes systematic decisions designed to reduce disproportionality of the identification among minority students for special education, increase inclusive opportunities, expand access to appropriate interventions, ensures supports to schools in order to achieve Adequate Yearly Progress (AYP), and provides increased LRE options for students.

The Residency and International Admission unit (RIA), provides information and services regarding enrollment, attendance, and residency requirements for international families establishing residency in Montgomery County, as well as enrollment, attendance and residency support to homeless students, families with complicated residency issues, and U.S. citizen students coming from foreign schools into Montgomery County Public Schools (MCPS). RIA staff work closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. RIA collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements. RIA collaborates with the Department of Homeland Security and the United States Department of State to ensure compliance with existing regulations and coordinate a harmonious admissions process for foreign students with exchange (J-1) and non-Immigrant student (F-1) visas.

The Disciplinary Review and School Assignment Unit (DRSAU) under DSS is responsible for providing ongoing support to students, parents, and school staff. DRSAU collaborates with local school administrators regarding the implementation of the school system discipline policy, including conducting investigative

conferences for students suspended beyond 10 days with a request for consideration of expulsion for the school system as well as appeals to suspensions. DRSAU staff also process all change of school assignment applications to render decisions consistent with current policies and procedures.

Trends and Accomplishments

In Fiscal Year (FY) 2006, OSESS initiated the Disproportionality Steering Committee. This multi-stakeholder group was established to review current policies and practices that may be contributing to the disproportionate identification of students with disabilities based on race and ethnicity. This committee focused on five main topics: guidelines for confirming emotional disability, process for confirming Intellectual Disability, identification of additional interventions and instructional practices, provision of professional development regarding cultural competence, and changes needed for identification and reevaluation processes. The committee's final report was distributed in June 2009 and included specific recommendations for proactively addressing disproportionality. A steering committee and two projects teams continue to monitor implementation of the recommendations as well as data. One project team focuses on accountability of staff and one project team focuses on professional development.

A significant trend is the increased interagency collaboration between MCPS and other county and community agencies that provide services in the least restrictive environment to children with disabilities. Child Find staff members represent early childhood special education on committees under the auspices of the Montgomery County Collaboration Council addressing the needs of preschool children.

OSESS is committed to providing opportunities for students with disabilities to receive instruction in the LRE. Practices have been developed to ensure that instructional accommodations and differentiated instructional strategies are provided so that students with disabilities are successful. LRE data on students receiving special education services in general education settings (LRE A) has improved 24.42 percentage points over the last eight years, from 43.77 percent in FY 2003 to 68.19 percent in FY 2011 and has exceeded the state target of 62.11 percent. MCPS has also exceeded the state target of 15.61 percent to decrease the number of students with disabilities in separate classrooms (LRE C). LRE C has been reduced from 30.2 percent in FY 2003 to 11.91 percent in FY 2011, a difference of 18.3 percentage points.

The achievement of students with disabilities in MCPS is improving, while at the same time students with disabilities are gaining access to rigorous instruction. The 2011 Maryland School Assessment (MSA) preliminary results indicate that overall AYP proficiency rates for MCPS students with disabilities continues to exceed the proficiency rates for all students with disabilities across the state of Maryland. Data from Maryland State Department of Education (MSDE) indicates that during the 2010–2011 school year, MCPS students with disabilities achieved 73.8 percent proficiency in reading and 63.8 percent in mathematics as compared to the students with disabilities across the state, which attained 64.3 percent proficiency in reading and 57.0 percent in mathematics. These data indicate that the MCPS students outperformed students statewide on the MSA by 9.5 percentage points in reading and 6.8 percentage points in mathematics. Increased student performance links to initiatives to provide inclusive opportunities and hours-based staffing.

During the 2010-2011 school year, EACU data continued to reflect a downward trend in the number of requests for special education due process hearings and mediations. Data also reflected an increase in the percentage of cases that were resolved successfully through the mediation process. Special Education Legal Services staff assisted in these efforts by supporting the resolution of concerns through the IEP team process. In addition, EACU staff members were instrumental in supporting MCPS efforts to reach and maintain full compliance with state performance indicators.

Participation in resolution sessions contributed to a decrease in the number of due process hearings. EACU is committed to providing proactive professional development focused on state and federal regulations and ongoing site-specific support to schools in their efforts to provide high quality special education instruction to students. Consistent with the intent of IDEA, the focus of these efforts was to emphasize how educational decisions, made in compliance with the state and federal mandates, facilitate improved instruction and achievement for students.

As part of the MCPS systemwide effort to reduce disproportionate identification of minority students in special education, EACU participates in the implementation of Positive Behavioral Interventions and Supports (PBIS). EACU staff joins school-based professional learning communities as they work to problem solve and identify general education solutions for students and reduce disproportionate identification patterns in special education. In addition, EACU staff provides technical assistance to schools in the effort to address the disproportionate suspension rate of students with disabilities and participate on the MCPS suspension M-Stat team.

The Department of Student Services provides resources and supports to students and families. DSS assigns school psychologists and pupil personnel workers to all schools to support the effective and efficient implementation of the school program. These staff members, along with school counselors, collaborate with others in MCPS to positively impact the academic, personal, and interpersonal well-being, as well as the health and

mental health of students, while supporting a high quality, world-class education for every student.

Other units in DSS also support students through program and service delivery. In FY 2011, the Home and Hospital Teaching program provided instructional services to 769 students with conditions that hindered their regular school attendance. DSS supported 78 schools in the implementation of PBIS in FY 2011. The Court Liaison assisted 32 students with the transition from a juvenile placement to a school placement. Linkages to Learning provided mental wellness and social services to the Bilingual Assessment Team and administered 609 assessments and 685 language dominance determinations to students. The School Counseling Services unit has worked hard to form partnerships with many Historically Black Colleges and Universities that bring admissions and scholarships events to our local schools. Through these partnerships, $264,607,086 in scholarships was offered. The Residency and International Admissions unit (RIA) served 7,385 students from 144 countries working with families to facilitate school enrollment.

Major Mandates

- The federal Individuals with Disabilities Education Improvement Act of 2004 requires MCPS to identify, assess, and provide special educational services to children with disabilities, ages 3 through 21 years old; to collect and report data about services to children with disabilities; and to ensure that the IEP developed for each child with disabilities has the required components. It mandates identification of and services to families who have children with developmental delays, birth to age 3. It also mandates that students will be provided Extended School Year services if they meet the eligibility criteria.
- Maryland regulations require implementing federal bylaws concerning the education of children with disabilities, children with developmental delays, and birth to age four using the extended Individualized Family Service Plan.
- The Americans with Disabilities Act and Section 504 of The Rehabilitation Act of 1973 prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.
- Maryland law requires each child between the ages of 5 and 16 to attend school.
- Maryland regulations require each school system to provide a coordinated program of pupil services that includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision of home and hospital teaching; transfer of students within the county; student suspension or expulsion; and home teaching where parents choose to educate their children at home.
- Ensuring implementation of MCPS Policy JED, Residency, Enrollment and Tuition, to provide a free public education for all qualified Montgomery County residents.
- The McKinney-Vento Homeless Education Act requires that students who are homeless be immediately enrolled in the school that is in his or her best interest.
- Home and Hospital Teaching is an instructional service for students who are unable to participate in school due to a physical, administrative, or emotional condition and is routinely provided for students enrolled in a full day program.
- The RIA unit collaborates with the Department of Homeland Security and the US Department of State to ensure compliance with the existing regulations for admitting foreign students with exchange (J-1) and non immigrant student (F-1) visas.
- Providing oversight for annual review and publication of A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools

Strategies

- Advance primary prevention, early intervention, and appropriate instruction for students
- Promote professional development opportunities to support use of a variety of instructional strategies and technology to meet the needs of students in a wide range of educational settings
- Provide students with disabilities access to general education to the maximum extent appropriate
- Advance the development of data systems to evaluate program effectiveness and identify trends
- Facilitate interagency collaboration to coordinate efficient and effective services delivery models among education and health and human service providers

Performance Measures

Performance Measure: To increase the percentage of successful mediation sessions by working cooperatively with parents and advocates by implementing effective dispute resolution processes.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
82%	85%	87%

Explanation: This measure identifies the results of efforts to implement successful dispute resolution processes in mediation. *This is the percentage of successful mediation sessions held in FY 2011 during the first three quarters.

Performance Measure: To reduce the number of findings to MSDE by analyzing the cause of the violations and assisting schools in carrying out the required corrected actions.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
7	7	6

Explanation: This measure identifies the results of systemwide efforts to provide feedback and training regarding MCPS policies, procedures, and implementation of corrective actions to individual schools, in order to reduce the number of MSDE findings filed by parents.

Budget Explanation
Office of Special Education and Student Services—511/257

The current FY 2012 budget for this office is changed from the budget adopted by the Board of Education on June 16, 2011. The changes are technical and result in a realignment of $30,000 to contractual services from the Division of Business, Fiscal, and Information Systems. In addition, there is a realignment of $2,300 to local travel mileage reimbursement from various programs within the Office of Special Education and Student Services.

The FY 2013 request for this office is $2,281,403, a decrease of $118,327 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($65,524)
There is a decrease of $65,524 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—$534
There is a realignment of $534 for office supplies to this office from the Division of Business, Fiscal, and Information Systems.

Other—$316
There is an increase of $316 for office supplies.

Efficiencies and Reductions—($53,653)
There is a 1.0 office assistant IV position and $48,653 eliminated for FY 2013. Reductions in the volume of litigation permit the elimination of this position with the continued support of clerical staff in other units to meet compliance deadlines. Also, there is a reduction of $5,000 for contractual services for legal document access. This reduction can be made based on prior year spending trends.

Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

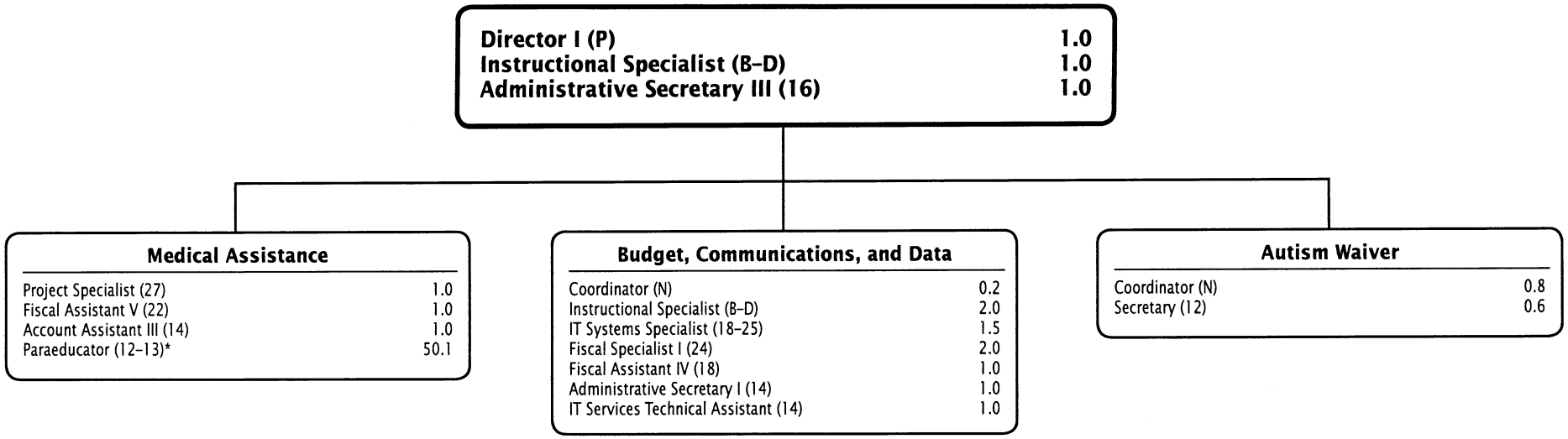
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	14.000	18.000	18.000	**17.000**	(1.000)
Position Salaries	$1,191,646	$1,675,803	$1,675,803	**$1,561,626**	($114,177)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		72,857	72,857	**72,857**	
Supporting Services Part Time		5,268	5,268	**5,268**	
Other					
Subtotal Other Salaries	55,175	78,125	78,125	**78,125**	
Total Salaries & Wages	1,246,821	1,753,928	1,753,928	**1,639,751**	(114,177)
02 Contractual Services					
Consultants					
Other Contractual		586,207	616,207	**611,207**	(5,000)
Total Contractual Services	473,664	586,207	616,207	**611,207**	(5,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,677	10,677	**11,527**	850
Other Supplies & Materials		5,962	5,962	**5,962**	
Total Supplies & Materials	8,798	16,639	16,639	**17,489**	850
04 Other					
Local/Other Travel		2,656	4,956	**4,956**	
Insur & Employee Benefits					
Utilities					
Miscellaneous		8,000	8,000	**8,000**	
Total Other	19,998	10,656	12,956	**12,956**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,749,281	$2,367,430	$2,399,730	**$2,281,403**	($118,327)

Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	511 Office of Spec. Educ. & Student Svcs.						
1	Associate Superintendent		1.000	1.000	1.000	**1.000**	
6	Q Attorney			1.000	1.000	**1.000**	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	**1.000**	
6	M Assistant Attorney			1.000	1.000	**1.000**	
6	BD Instructional Specialist			1.000	1.000	**1.000**	
1	27 Fiscal Supervisor		1.000	1.000	1.000	**1.000**	
1	17 Admin Services Manager I		1.000	1.000	1.000	**1.000**	
1	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
6	15 Legal Secretary			1.000	1.000	**1.000**	
	Subtotal		**5.000**	**9.000**	**9.000**	**9.000**	
	257 Equity Assurance & Compliance Unit						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		3.000	3.000	3.000	**3.000**	
6	18 Paralegal		2.000	2.000	2.000	**2.000**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	12 Secretary		1.000	1.000	1.000	**1.000**	
6	11 Office Assistant IV		1.000	1.000	1.000		(1.000)
	Subtotal		**9.000**	**9.000**	**9.000**	**8.000**	**(1.000)**
	Total Positions		**14.000**	**18.000**	**18.000**	**17.000**	**(1.000)**

Division of Business, Fiscal, and Information Systems



F.T.E. Positions 66.2

*50.1 positions in Medical Assistance are school-based

Division of Business, Fiscal, and Information Systems—241/939

Julie Hall, Director I 301-279-3166

Mission *The mission of the Division of Business, Fiscal, and Information Systems (DBFIS), recently reorganized Department of Special Education Operations (DSEO), is to manage services, value collaboration, and consistently respond to and respect the needs of student, staff, and parents. DBFIS engages in the continuous improvement process so that educators have the necessary resources to improve educational results for children with disabilities.*

Major Functions

DBFIS has overall responsibility for the special education budget, managing the *Individuals with Disabilities Education Act (IDEA)* Part B grants, Extended School Year (ESY) services, providing onsite educational technology support, overseeing the administration of Online Administrative Student Information System/Special Services (O/SS), the Medical Assistance Program (MAP), and the Autism Waiver Program. DBFIS monitors each unit to ensure implementation of continuous improvement activities in alignment with the Montgomery County Public Schools (MCPS) strategic plan.

DBFIS initiates and facilitates the development, implementation, and monitoring of the annual special education and student services budget and staffing allocations.

DBFIS staff members organize and analyze data from O/SS when developing the special education annual budget. The enrollment of students with disabilities and the settings in which they receive services drives the budget planning and preparation process. DBFIS fiscal staff utilizes enrollment and trend data for the allocation of special education staff. Fiscal staff members, in collaboration with the Placement and Assessment Services Unit (PASU), participate in the Maryland State Department of Education (MSDE) site monitoring of nonpublic schools and provide accountability for tuition funds for nonpublic school services. DBFIS provides funding for MCPS students who experience a psychiatric hospitalization.

DBFIS participates in identifying and preparing applications for grants that align with system goals. A grant timeline is established which serves to initiate the grant proposal writing, submission, and approval process.

ESY services are provided beyond the regular school year to eligible students receiving special education services. Eligibility for ESY is determined by the Individualized Education Program (IEP) team. ESY services are designed to meet specific objectives in a student's IEP. Services vary in type, intensity, location, inclusion of related services, and length of time depending on the student's needs.

DBFIS works closely with the Equity Assurance and Compliance Unit (EACU) to monitor systemwide compliance with state performance indicators and disseminates information regarding MCPS performance relating to compliance requirements and relevant changes to state and federal special education regulations or practices.

DBFIS and EACU monitor the disproportionate identification patterns of minority students in special education. In addition, technical assistance is provided to both central office and school-based staff members in an effort to address the disproportionate suspension rate of students with disabilities.

The DBFIS technology team provides central office, nonschool-based and school-based staff members with assistance with hardware and software applications and ensures that appropriate technologies are in place to enhance teaching strategies and improve access to instruction for students with disabilities.

The Medicaid Home and Community-Based Autism Waiver Program is a collaborative effort that provides noneducational services to qualified students with autism and their families. Staff members from the Autism Waiver Program collaborate with the Montgomery County Department of Health and Human Services, MSDE, and the Department of Health and Mental Hygiene to coordinate and monitor services for participants in the program. Through the Autism Waiver Program, students and families receive respite care, environmental accessibility adaptations, family training, supported employment, intensive individual support services in the home and community, therapeutic integration service, service coordination, and, in some cases, residential habilitation service.

DBFIS manages MAP, which enables MCPS to secure federal funding for eligible IEP health-related services including speech and language, occupational and physical therapies, audiological services, and certain social work services. Case management (i.e., service coordination) also is covered under the project. Funding obtained from MAP is used to supplement existing special education services such as staffing and instructional materials.

DBFIS supervises the implementation of Child Find procedures for students whose parents choose to enroll them in private or religious schools. In addition, DBFIS oversees the countywide summer assessment process to support schools in conducting IEP procedures within mandated timelines.

DBFIS collaborates with the Model Learning Center to ensure a Free Appropriate Public Education to students with disabilities through the provision of special education and related services. The Model Learning Center is an educational program at the Montgomery County Correctional Facility in Boyds, Maryland. As a part of the Model Learning Center, MCPS makes available 1.5 teacher positions and a cadre of part-time teachers that provide services to incarcerated students with and

without disabilities. Students in this program can elect to continue working toward a high school diploma or a certificate of attendance.

Trends and Accomplishments

During the 2010–2011 school year, DBFIS staff members continued to focus on providing data to the MCPS special education leadership team in formats that informed decision making about the resources necessary to improve educational results for students with disabilities. The Newly Identified for Special Education semester reports were disseminated to community superintendents, principals, and school-based staff to help them analyze and manage the special education identification process and service delivery for students with disabilities. Enhanced procedures for effective budget development, implementation, and monitoring were implemented. Finally, DBFIS fiscal team provided rigorous financial monitoring and reporting, while the MAP team maintained Medical Assistance revenues despite changes to federal and state Medicaid regulations during the fiscal year.

MAP continues to adapt to the changes in Medicaid laws and requirements. The MAP team works closely with DBFIS leadership to ensure that Medicaid service providers are thoroughly trained to meet the standards for documentation of services.

In Fiscal Year (FY) 2011, the development and the addition of enhanced features to O/SS, the online IEP tool continued. O/SS is aligned with the mandatory state IEP and provides a single source of data about a wide variety of academic and behavioral interventions, including the IEP process. The online team supported school staff members with O/SS implementation through direct on-site support, a telephone support line, and e-mail assistance. In response to MSDE's announcement that the mandatory State IEP will be updated and due for release each July, DBFIS online team collaborated with staff in the Office of the Chief Technology Officer (OCTO) to update current IEP forms for compliance with MSDE updates. During the fall of 2010, the online team provided training regarding O/SS updates to 2,132 staff members. In addition, data stored in online tool was utilized to provide the annual special education child count data to MSDE.

During the 2010–2011 school year, Equity Assurance and Compliance Unit staff members were instrumental in supporting MCPS efforts to reach and maintain full compliance with state performance indicators.

Technology representatives from DBFIS now participate with OCTO on two development teams for Research/Design and Technology Modernization Image Design. Participation on these development teams ensures that planning and consideration be infused into the process so that students with disabilities and at-risk students have access to, and can receive educational benefits from emerging technologies. Participation on these teams also ensures that any alternative media, access, or accommodations needed for emerging technologies will be equally effective and equally integrated for all students.

MSDE utilizes a State Performance Plan (SPP) to monitor how each local school system implements the requirements of IDEA. The collaborative efforts of DBFIS, the Department of Special Education Services, the Office of School Performance, and school-based administrators and staff is resulting in a significant increase in the monitoring of compliance with the SPP indicators and the achievement of these indicators.

In FY 2011, the Autism Waiver Program was able to provide comprehensive in-home and community-based supports to approximately 200 students and families and prevented the need to consider more costly residential placements. While the program provides noneducational services, staff providing these services work closely with MCPS staff to coordinate school and waiver programs.

Major Mandates

- Public Law 108–446, IDEA, mandates a free and appropriate education for students with disabilities in the Least Restrictive Environment (LRE) that meets the students' needs. It also requires providing services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA also mandates transition goals for students no later than age 16. The Code of Maryland Regulations (COMAR) requires that transition be considered for students beginning at age 14.
- The elementary and secondary education act *No Child Left Behind Act of 2001* mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and are monitored annually.
- COMAR 13A.05.01 requires each local school system to submit an annual special education staffing plan to 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 1st along with the local application for federal funds.
- In compliance with Maryland House Bill 99 and COMAR 10.09.56, MCPS coordinates efforts and services under the Autism Waiver, Section 1915c of the *Social Security Act of 1981*. Services for those students found eligible under the Act may include respite care, environmental accessibility adaptations,

family training, supported employment, day habilitation, residential habilitation, and case management.

- COMAR 10.09.50, Early Periodic Screening Diagnosis and Treatment School Health Related or Health Related Early Intervention Services; COMAR 10.09.52, Service Coordination for Children; and COMAR 10.09.25, Transportation Services under IDEA, mandate the process for accessing medical assistance reimbursement for covered services in an IEP or Individualized Family Service Plan for eligible students.
- Goal 1 of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates reducing the disproportionate suspension rate of students receiving special education services.
- Goal 2 of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates reducing the disproportionate representation of African American and Hispanic students in special education and providing students with disabilities access to the general education environment to the maximum extent appropriate.
- IDEA, COMAR, and MCPS policy require that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.
- Public Law 108-446, IDEA, and COMAR require each school district to provide Child Find procedures to all children within their jurisdiction regardless of enrollment in the public school system. In addition, IDEA and COMAR require that each public school system expend a proportionate share of the Federal Part B funds for students in private/religious schools.
- COMAR 13A.05.01.07D(3), Provision of Accessible Copies of Documents to Parents, require central and school-based staff to provide copies of any documents which will be discussed or referred to at formal meetings, such as IEP meetings, be provided to parents five business days prior to the meeting date. Documents can include, but are not limited to, assessments, draft IEPs, data charts, and reports.

Strategies

- Organize the preparation and administration of the budget development, enrollment projections, and staffing allocations process
- Improve the quality, timeliness, and management of federal and state grants
- Work collaboratively with other MCPS offices and community partners in implementing the DBFIS strategic plan through the development and monitoring of key processes to increase office efficiency and effectiveness
- Use performance measure data to identify opportunities for process and training improvements
- Develop systems and reports to access, interpret, and validate special education data to establish trends, determine budgetary needs, and improve fiscal planning
- Ensure systemwide implementation of MCPS policies and procedures; federal, state, and local laws; and regulations related to special education
- Implement root cause analysis process to facilitate data-based decision making as needs are identified to improve performance results
- Continue to monitor disproportionate representation of African American students in special education through annual Disproportionality Reports that provide data disaggregated by race, disability, school level, and special education identification code

Performance Measures

Performance Measure: To access the maximum allowable federal revenue from MAP through the use of continuous improvement practices and intensive monitoring.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
$4,374,100	TBD	TBD

Explanation: This measure indicates revenue generated by the MAP fee-for-services claim processing that can be used to support educational services.

Performance Measure: To decrease the disproportionate representation of African American students in the specific category of Emotional Disability.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
2.26	1.7	1.5

Explanation: This measure represents the likelihood of a particular race/ethnicity group to be identified for special education services in a disability category as compared to other racial/ethnic groups. For each disability category that is disproportionate, a review will be conducted of each newly identified student's record to ensure that the disproportionate representation was not the result of inappropriate identification (Official MSDE Disproportionate Representation file.)

Performance Measure: To eliminate "payments on hold" status of purchase orders created by special education schools and offices by monitoring purchase order progress and working collaboratively to follow through on the complete purchase order process.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
27	15	0

Explanation: This measure represents the number of purchase orders in the "payment on hold" status (as of January 24, 2011, for the FY 2011 Actual), impacting credit status and ordering ability. This measure will be reported as of January 2012 and January 2013.

Budget Explanation Division of Business, Fiscal, and Information Systems—241

The current FY 2012 budget for this division is changed from the budget adopted by the Board of Education on June 16, 2011. The changes are a result of technical realignments, $25,142 from the Individuals with Disabilities Education Act program and $30,000 from contractual services to the Office of Special Education and Student Services from this department. In addition, there is a realignment of $2,700 from local travel mileage reimbursement to various programs within the Office of Special Education and Student Services.

The FY 2013 request for this division is $1,209,304, a decrease of $48,884 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$11,260
There is an increase of $11,260 for continuing salary costs to reflect step or longevity increases for current employees.

Other—$2,166
There is an increase of $36,000 for professional part-time salaries and a decrease of $34,000 for substitutes. In addition, there is an increase of $166 for office supplies in this division.

Efficiencies and Reductions—($62,310)
There is a 1.0 fiscal assistant V position and $87,327 eliminated for FY 2013. After the termination for the federal American Recovery and Reinvestment Act grants, the responsibilities of this position have been reduced and the remaining duties will be reassigned to other fiscal staff. Also, an increase of $35,517 in supporting services part-time salaries is budgeted to provide support when necessary. Other reductions in this division include $8,000 for telecommunications expenses and $2,500 for consultants based on prior year spending trends.

Budget Explanation Medical Assistance Program—939

The FY 2013 request for this program is $4,061,262, a decrease of $252,650 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary and Other Costs—$235,308
There is an increase of $140,308 for continuing salary costs to reflect step or longevity increased for current employees. In addition, there is an increase of $95,000 for contractual services.

Realignment—($487,958)
There is a projected revenue decrease of $252,650 in this project for FY 2013. As a result, $487,958 must be shifted to the locally-funded budget. This consists of $263,462 and 7.4 itinerant paraeducator positions shifted to the Department of Special Education Services and $224,496 for related employee benefits shifted to Department of Financial Services.

Project's Funding History

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal	$4,313,912	$4,313,912	$4,061,262
State			
Other			
County			
Total	$4,313,912	$4,313,912	$4,061,262

Div of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	15.500	12.500	12.700	**11.700**	(1.000)
Position Salaries	$1,393,306	$1,099,768	$1,124,910	**$1,048,843**	($76,067)
Other Salaries					
Summer Employment					
Professional Substitutes		34,000	34,000		(34,000)
Stipends					
Professional Part Time				**36,000**	36,000
Supporting Services Part Time				**35,517**	35,517
Other					
Subtotal Other Salaries	28,591	34,000	34,000	**71,517**	37,517
Total Salaries & Wages	1,421,897	1,133,768	1,158,910	**1,120,360**	(38,550)
02 Contractual Services					
Consultants		2,500	2,500		(2,500)
Other Contractual		78,204	48,204	**48,204**	
Total Contractual Services		80,704	50,704	**48,204**	(2,500)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,731	7,731	**7,897**	166
Other Supplies & Materials		7,007	7,007	**7,007**	
Total Supplies & Materials	15,312	14,738	14,738	**14,904**	166
04 Other					
Local/Other Travel		16,536	13,836	**13,836**	
Insur & Employee Benefits					
Utilities		20,000	20,000	**12,000**	(8,000)
Miscellaneous					
Total Other	7,464	36,536	33,836	**25,836**	(8,000)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,444,673	$1,265,746	$1,258,188	**$1,209,304**	($48,884)

Div of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

CAT		DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
6	Q	Director II		1.000				
6	Q	Attorney		1.000				
6	P	Director I			1.000	1.000	**1.000**	
6	N	Coordinator				.200	**.200**	
6	M	Assistant Attorney		1.000				
6	BD	Instructional Specialist		3.000	3.000	3.000	**3.000**	
6	25	IT Systems Specialist		2.500	1.500	1.500	**1.500**	
6	24	Fiscal Specialist I		2.000	2.000	2.000	**2.000**	
7	22	Fiscal Assistant V			1.000	1.000		(1.000)
6	18	Fiscal Assistant IV		1.000	1.000	1.000	**1.000**	
6	16	Administrative Secretary III		1.000	1.000	1.000	**1.000**	
6	15	Legal Secretary		1.000				
6	14	Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	14	IT Services Technical Asst		1.000	1.000	1.000	**1.000**	
	Total Positions			**15.500**	**12.500**	**12.700**	**11.700**	**(1.000)**

Medical Assistance Program - 939

Julie S. Hall, Director I

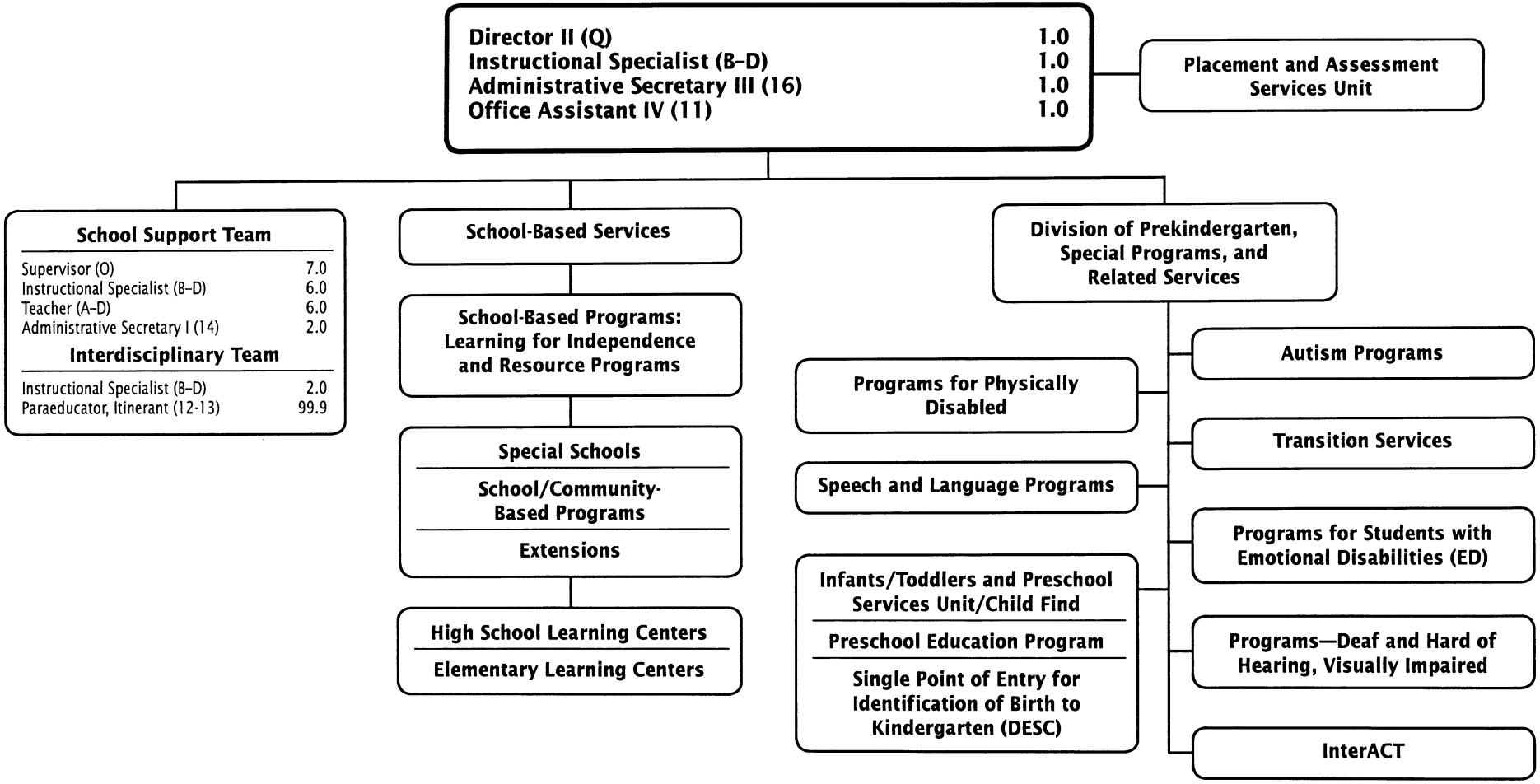
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	57.500	61.900	61.900	**54.500**	(7.400)
Position Salaries	$2,305,333	$2,250,985	$2,250,985	**$2,127,831**	($123,154)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	2,305,333	2,250,985	2,250,985	**2,127,831**	(123,154)
02 Contractual Services					
Consultants			19,959	**13,234**	(6,725)
Other Contractual		611,725	591,766	**693,491**	101,725
Total Contractual Services	727,747	611,725	611,725	**706,725**	95,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits		1,433,702	1,433,702	**1,209,206**	(224,496)
Utilities					
Miscellaneous		17,500	17,500	**17,500**	
Total Other	1,341,020	1,451,202	1,451,202	**1,226,706**	(224,496)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$4,374,100	$4,313,912	$4,313,912	**$4,061,262**	($252,650)

Medical Assistance Program - 939

Julie S. Hall, Director I

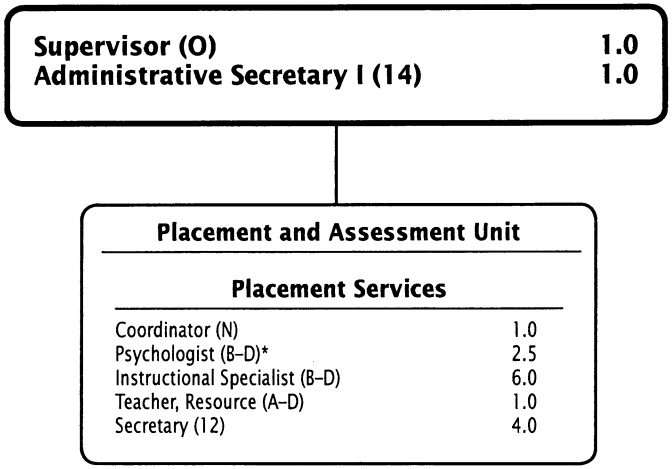
CAT		DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
6	N	Coordinator		1.000	.800	.800	**.800**	
6	27	Project Specialist		1.000	1.000	1.000	**1.000**	
6	22	Fiscal Assistant V		1.000	1.000	1.000	**1.000**	
6	14	Account Assistant III		1.000	1.000	1.000	**1.000**	
6	13	Spec Ed Itinerant Paraeducator	X	52.500	57.500	57.500	**50.100**	(7.400)
6	12	Secretary		1.000	.600	.600	**.600**	
	Total Positions			**57.500**	**61.900**	**61.900**	**54.500**	**(7.400)**

Department of Special Education Services



F.T.E. Positions 126.9

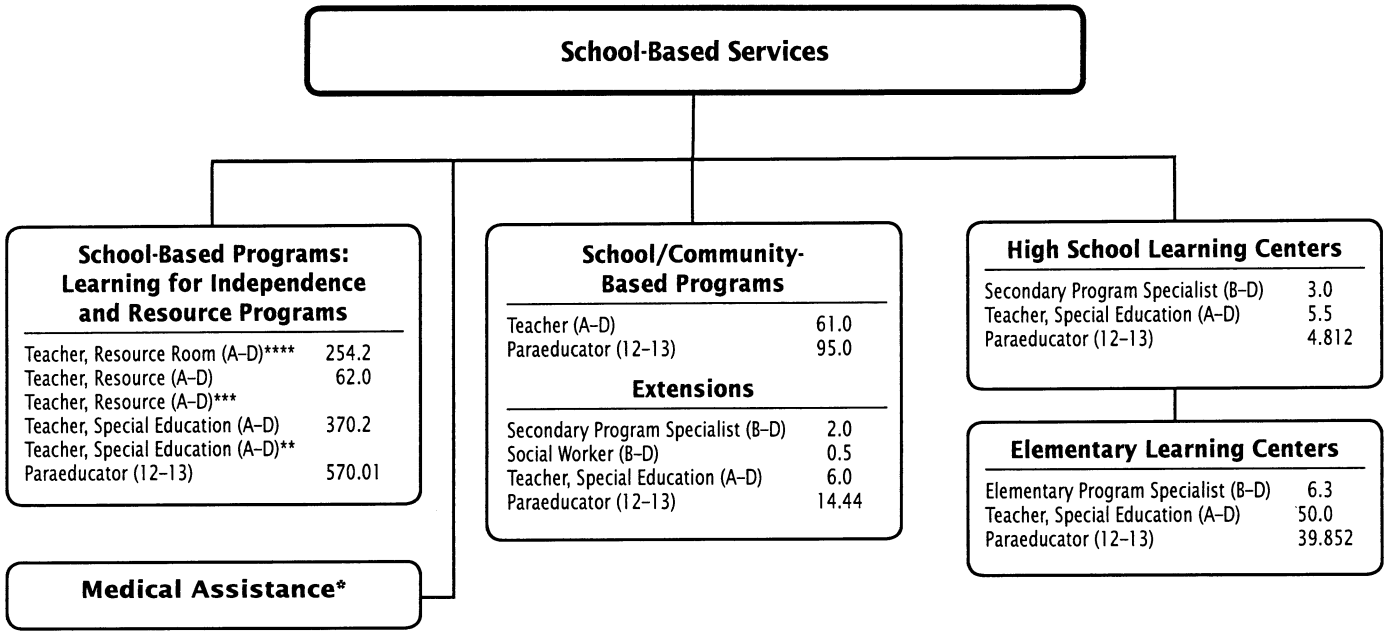
Placement and Assessment Services Unit



F.T.E. Positions 16.5

* Psychologist positions are supervised by the Psychological Services Unit Director

School-Based Services



F.T.E. Positions 1,544.814

* Resources for Medical Assistance are shown in the Division of Business, Fiscal, and Information Systems
** 184.0 positions funded by IDEA
*** 1.0 position supports Model Learning Center
**** 0.5 position supports Model Learning Center

Special Schools*

Rock Terrace

Principal (P)	1.0
Assistant Principal (N)	1.0
Psychologist (B–D)**	0.5
Media Specialist (B–D)	0.5
Counselor (B–D)	1.0
Teacher, Staff Development (A–D)	0.4
Teacher, Special Education (A–D)	16.1
Teacher, Physical Education (A–D)	0.6
Teacher, Art (A–D)	0.6
Teacher, Music (A–D)	0.6
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
School Secretary II (13)	1.0
Paraeducator (12–13)	16.1
Media Assistant (12)	1.0

Stephen Knolls

Coordinator (N)	1.0
Media Specialist (B–D)	0.5
Teacher, Staff Development (A–D)	0.3
Teacher, Special Education (A–D)	8.0
Teacher, Physical Education (A–D)***	0.7
Teacher, Art (A–D)***	0.5
Teacher, Music (A–D)***	0.4
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Paraeducator (12–13)	13.75
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Longview

Coordinator (N)	1.0
Teacher, Staff Development (A–D)	0.3
Teacher, Special Education (A–D)	9.0
Teacher, Physical Ed. (A–D)	0.5
Teacher, Art (A–D)	0.5
Teacher, Music (A–D)	0.4
School Administrative Secretary (16)	1.0
Paraeducator (12–13)	15.75
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

Carl Sandburg

Principal (O)	1.0
Elementary Program Specialist (B–D)	2.0
Psychologist (B–D)**	1.0
Media Specialist (B–D)	0.5
Teacher, Staff Development (A–D)	0.5
Teacher, Special Education (A–D)	16.0
Teacher, Art (A–D)	0.7
Teacher, Music (A–D)	0.5
Teacher, Physical Education (A–D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Paraeducator (12–13)	17.5
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

JLG RICA

Principal (P)	1.0
Assistant Principal (N)	1.0
Secondary Program Specialist (B–D)	2.0
Media Specialist (B–D)	1.0
Teacher, Special Education (A–D)	18.0
Teacher (A–D)	0.5
Teacher, Transition (A–D)	1.0
Teacher, Physical Education (A–D)	1.0
Teacher, Art (A–D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (16)	0.25
Security Assistant (14)	1.0
Paraeducator (12–13)	16.75
Media Assistant (12)	0.5
School Secretary I (12)	1.0

F.T.E. Positions 192.075

*Special schools are supervised by the Office of School Performance

**Psychologist positions are supervised by the Psychological Services Unit Director

***An additional 0.2 position is funded by IDEA

Department of Special Education Services—251/255/248/242/244/246/275/240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II 301–279–3135

Mission *The mission of the Department of Special Education Services (DSES) is to provide and monitor the delivery of a comprehensive and seamless continuum of services for students with disabilities from birth through age 21. In order to improve the academic performance and achievement of students with disabilities, DSES ensures access to the Montgomery County Public Schools' (MCPS) curricula and compliance with the Individuals with Disabilities Education Improvement Act of 2004. DSES is responsible for the implementation of Individualized Family Services Plans and Individualized Education Programs; monitors access to rigorous high-quality instruction for students with disabilities, offers a broad range of early intervention services, supports the development of appropriate skills to prepare students for post-secondary opportunities upon attaining a high school diploma or Maryland High School Certificate of Completion to access the pathways for career and college readiness.*

Major Functions

In order to provide cohesive, coordinated efforts, DSES aligned its goals and objectives with MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*. To accomplish systemwide goals, DSES, in conjunction with the Office of School Performance (OSP), the Office of the Chief Technology Officer (OCTO), the Office of Shared Accountability and the Office of Curriculum and Instructional Programs (OCIP), creates, coordinates, and facilitates opportunities to promote collaboration between general and special education teachers to improve the performance outcomes of students with disabilities on county and state accountability measures. These offices recommend services; plan, implement, and monitor Maryland School Assessments, professional development; and oversee and monitor implementation of scientifically research and evidenced-based interventions and strategies to ensure that effective instruction and behavioral practices are provided to students with disabilities. In addition, DSES promotes and coordinates the use of technology necessary to facilitate access to the general education curriculum.

DSES provides oversight of all school-based special education services and nonpublic placements for students with disabilities in prekindergarten–Grade 12. This includes ensuring implementation of special education services in a continuum of settings ranging from the general education environment, special class placements, public and private day schools and residential settings. DSES is responsible for providing direct oversight of the following array of public school-based services: Pre-K Special Education Services, Resource, Learning and Academic Disabilities, Elementary Learning Centers, High School Learning Centers (Grades 11–12), Emotional Disabilities, Autism, Transition, Learning for Independence, and School/Community-Based Services to ensure that students with disabilities achieve the goals of the MCPS general education curriculum or the Fundamental Life Skills (FLS) curriculum. DSES special education supervisors, instructional specialists and itinerant resource teachers actively support and assist schools with the implementation of curriculum and placement of students with disabilities in the least restrictive environment (LRE). Special emphasis is placed on organizing and implementing professional development activities for general and special education teachers on research-based instructional strategies and practices to improve the instructional outcomes for students with disabilities in the LRE. DSES utilizes a cadre of six itinerant resource teachers (IRTs), whose primary responsibility is to work with school-based staff and provide professional development on inclusive practices, best practices for coteaching, differentiated instruction, the effective use of paraeducators, and the provision of accommodations for students with disabilities to ensure access to the curriculum. The IRTs serve as central office case managers for selected special education students to facilitate access to the general education environment. Additionally, the IRTs provide direct support to schools with selecting, implementing, and monitoring mathematics and reading research-based interventions and collaborative planning between general and special educators. DSES is also responsible for the Division of Prekindergarten, Special Programs and Related Services (DPSPRS) which oversees and monitors the specialized and/or related services to students with developmental delays or disabilities from birth to age 21 and the Placement and Assessment Unit that is responsible for the oversight of students enrolled in nonpublic settings.

The DSES staff members also provide technical assistance to local school and nonpublic IEP teams regarding the identification, evaluation, and placement of students with disabilities. The major initiatives for DSES are outreach and collaboration efforts with parents, federal, state, and community agencies, and professional organizations as supported by *Our Call to Action: Pursuit of Excellence*, the Individuals with *Disabilities Education Act (IDEA)* and the *Elementary Secondary Education Act of 2001 (ESEA)*.

DSES provides ongoing monitoring of nonpublic, school-based, cluster, and countywide special education services to increase the graduation rate of students with disabilities, reduce overrepresentation of African American students in special education, and the suspension rate of students with disabilities to ensure the provision of a Free Appropriate Public Education as required by state and federal mandates.

Trends and Accomplishments

In support of the systemwide endeavor to ensure success for every student through *Our Call to Action: Pursuit of*

Excellence, ESEA, and IDEA, DSES is committed to promoting improved academic achievement for all students with disabilities in the LRE setting. LRE settings are defined according to the percentage of time spent outside of a regular classroom: for 6–21 year old students, less than 21 percent of the day (LRE A), and more than 60 percent of the day (LRE C). For children ages 3–5, the Maryland State Department of Education (MSDE) monitors the percentage of preschool students with disabilities served in settings with typically developing peers. The MSDE LRE goal for MCPS is for the percentage of students with disabilities, ages 6–21, receiving special education services in the general education setting (LRE A) to increase annually and the percentage of students receiving special education services in self-contained classrooms (LRE C) to decrease. According to the MSDE Census Data report, from 2005–2010, MCPS demonstrated a strong five-year trend in increasing the number of students with disabilities in LRE A, while decreasing the number of students in LRE C. An analysis of the October 29, 2010, Census Data report indicates that the percentage of students receiving services in LRE C is 11.91 percent, which exceeds the state target of 15.61 percent by 3.70 percentage points for FY 2011. The October 29, 2010, Census Data report also shows that the percentage of students receiving services in LRE A increased from 57.10 percent in 2006, to 68.19 percent in 2010, which exceeds the MSDE target of 62.11 percent by 6.08 percentage points. During the 2010–2011 school year, MCPS has significantly reduced the number of students enrolled in nonpublic placements. During the FY 2011 school year, 524 students were enrolled in nonpublic programs as compared to 568 students during the FY 2010 school year. Students with emotional disabilities represent 53 percent of the nonpublic placements. Students with autism represent 32 percent of students in nonpublic placements.

In order to meet the goal of improving the academic performance outcomes of students with disabilities in the LRE, DSES consistent with research and literature in the field of special education has worked in collaboration with OCIP and OSP toward increasing the capacity of staff to support the needs of students with disabilities in more inclusive settings through systematic professional development. As part of the on-going effort, professional development was conducted during the summer of 2011 for all elementary schools to ensure one Grade 2–5 general education teacher, special education teachers, paraeducators, speech and language pathologists and staff development teachers participated in strategies for collaborative planning and implementing the curriculum with Universal Design for Learning (UDL) strategies and technologies. Approximately 940 participants participated in this professional development activity.

During the 2010–2011 school year, OSESS in collaboration with OCIP, assisted in the design of the Elementary Integrated Curriculum (EIC) for Grades K–2. This collaborative effort resulted in the design of a curriculum that embeds the principles of UDL. All students, including students with disabilities, will have access to curriculum that includes strategies, materials and resources to make content areas readily accessible. OSESS purchased instructional materials and various technologies for all elementary schools to facilitate access to the EIC during the 2011–2012 school year. Professional development was conducted during summer 2011 for elementary staff on the use of these resources and technologies.

Professional development for general and special education teachers has been a major initiative for DSES since 2003. One of the most innovative and outstanding Initiatives implemented by DSES during the 2010–2011 school year was the establishment of a partnership with Towson University, to implement the Middle School Special Education Institute (MSSEI) at Tilden Middle School. The MSSEI was designed to build the capacity of general and special education teachers, staff development teachers and related service providers, and paraeducators to teach special education students in the LRE by providing them with targeted professional development opportunities and observations. During the 2010–2011 school year, approximately 800 MCPS staff including special and general education coteaching teams and staff development teachers observed best practices at Tilden Middle School on effective instructional practices for teaching students with disabilities with an emphasis on coteaching, collaborative planning, differentiated instruction, UDL, and the use of technology to build the capacity of staff. Grade 6 teams from all of the middle schools had the opportunity to participate in site visits for professional development and observational purposes. Each visit was conducted for the purpose of enabling visiting teams to replicate the instructional strategies observed within their middle schools. In addition to the MSSEI, Rosa Parks, Tilden, and Lakelands Park Middle Schools implemented the UDL Middle School Project: Building Instructional Technology Leadership Teams. This project focused on integrating technology into instruction for all students. UDL provides flexibility in the way information is presented, as well as the manner in which students respond and demonstrate their knowledge and skills. The three middle schools received customized professional development, coaching, and support on UDL and instructional technology. MCPS central office staff and other middle school principals conducted instructional walkthroughs at Rosa Parks Middle School to observe the effectiveness of UDL in the core content subject areas.

With *American Recovery and Reinvestment Act of 2009 (ARRA)* funds in 2010–2011, DSES developed mini-grants to provide increased opportunities for secondary coteaching teams and elementary general and special education staff to collaboratively plan to enhance instruction in the LRE for students with disabilities; increase the use of differentiation strategies, UDL

practices, and technology in order to provide an effective instructional program for students with disabilities.

MSDE awarded MCPS an Adequate Yearly Progress (AYP) Grant, which was implemented in five middle schools (Argyle, Francis Scott Key, Forest Oak, Gaithersburg, and Julius West) to support mathematics instruction during the 2010–2011 school year. The focus of the AYP grant was to ensure collaboration between special educators, mathematics content teachers and paraeducators on the academic discourse. Therefore, as part of the professional development, DSES collaborated with OCIP to provide professional development with an emphasis on mathematics strategies and vocabulary. Speech and language pathologists (SLPs) at each of the schools were also a part of the collaborative teams.

During the 2010–2011 school year, reading interventions and mathematics programs were expanded at all levels. Mathematics interventions were implemented in elementary schools with Learning Centers. New reading interventions will be expanded to elementary schools with Learning Centers, Learning and Academic Disabilities services and selected middle and high schools with Aspergers and Bridge services for implementation during the 2011–2012 school year.

Comprehensive, required professional development, coordinated with general education initiatives, ensures that more teachers are prepared to meet the challenge of instructing special education students in their classrooms. In light of the goal to improve the academic outcomes for students with disabilities while increasing the percentage of students receiving services in their home and/or consortia schools, MCPS provided one day of required professional development in summer 2011 to newly hired and assigned Grades 6–12 general and special educators, who are responsible for coteaching. The professional development focused on coteaching best practices, the effective use of paraeducators, the accessibility planning process, UDL, and technology to help students access the curricula.

MCPS must continue to increase the percentage of students with disabilities ages 3–5 to gain access to the general education environment. According to the MSDE Census Data Report, dated October 29, 2011, MCPS served 2,343 students with disabilities ages 3–5. Serving the largest number of prekindergarten students with disabilities in the state of Maryland, MCPS has the lowest percentage rate of students receiving prekindergarten special education services in regular early childhood settings. According to the MSDE Census Data Report for October 29, 2011, only 39.78 percent of disabled prekindergarten students participate in regular early childhood settings 80 percent of the day. As a result of this data, MCPS convened a Prekindergarten Project Team, consisting of parents, school-based and central office administrators and staff along with interagency representation to develop a long range plan to expand community based partnerships with early childhood settings to increase the participation of this population with typically developing peers. In the interim, MCPS established collaborative classes designed to provide students with disabilities access to the general education environment and curriculum. The professional development and collaborative planning efforts of general and special educators for these prekindergarten classes led to positive outcomes for students with disabilities transitioning to kindergarten. In FY2010, 91 percent of the children with disabilities from the collaborative prekindergarten classes were recommended for comparable or less restrictive environments for kindergarten, or were dismissed from special education, a slight increase from FY 2009. However, there is an overall seven year upward trend of providing services to children in inclusive settings. Also, 81.0 percent of the students in PEP Classic, PEP Itinerant, or pre-K Language classes who live in the attendance area of a Home School Model attended their home school in the 2010–2011 school year. DPSPRS will expand the PILOT (Providing Inclusive Learning Opportunities for Threes) by one class of four-year-olds. The eight PILOT sites continue a countywide feeder pattern for 2010–2011. In FY 2011, the collaborative prekindergarten classrooms initiative remained steady at 14 sites.

The state's high incidence growth disabilities categories closely parallel the trend in MCPS and indicates an increase in the number of students in the autism category. While students with specific learning disabilities and speech/language impairments comprise the majority of students receiving special education services, DSES continued to monitor the increased identification of students with autism and provided a variety of instructional programs and multiple opportunities for all students with disabilities to access the MCPS curricula. MCPS serves 1,642 students with autism.

The High Incidence Accessible Technology (HIAT) team provided technology training, online materials, guides, resource links, and examples of universally-designed instruction to support student access to the MCPS curriculum. HIAT expanded the availability of assistive technology services to a wider range of students with disabilities so that they could not only participate in general education classes but also compensate for their learning differences and achieve at higher levels. During the 2010–2011 school year, DSES and OCIP collaborated to expand the use of UDL. HIAT was responsible for implementing Tier 2 professional development for teachers during the summer of 2011.

DSES is committed to monitoring the achievement of students with disabilities as compared to their counterparts statewide. An analysis of the 2011 Maryland School Assessment preliminary results indicates that overall AYP proficiency rates for MCPS students with disabilities continues to exceed the proficiency rates for all students with disabilities across the state of Maryland. Data from MSDE indicates that during the 2010–2011 school year, MCPS students with disabilities achieved 73.8 percent proficiency in reading and

63.8 percent in mathematics as compared to the students with disabilities across the state, which attained 64.3 percent proficiency in reading and 57.0 percent in mathematics. These data indicate that the MCPS students outperformed students statewide on the MSA by 9.5 percentage points in reading and 6.8 percentage points in mathematics. Increased student performance links to initiatives to provide inclusive opportunities and hours-based staffing.

Students with disabilities are increasing their participation in rigorous courses and assessments at the high school level. DSES recognizes the importance of continuously monitoring the participation and completion rates of students with disabilities who are enrolled in HSA courses to ensure that these students exit with a high school diploma. DSES staff members work collaboratively with OCIP, OSP, and the Office of Shared Accountability on initiatives to support improving HSA performance.

Major Mandates

- Public Law 108–446, IDEA requires a free and appropriate education for students with disabilities in LRE to improve student achievement. The law also requires the provision of services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA also mandates transition services for students no later than age 14.
- ESEA mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and will be monitored annually. Local schools are mandated to focus instruction where it is most needed and to address achievement gaps for the benefit of all students.
- Federal regulations mandate early intervention services for infants and toddlers (birth through age two) that have or are at risk for developmental delays. MCPS delivers these services to children and their families in cooperation with other county agencies through the Montgomery County Infants and Toddlers Program. Maryland allows families to continue services delivered through the Infants and Toddlers program through age four for eligible children.
- MCPS' strategic plan, *Our Call to Action: Pursuit of Excellence* mandates a reduction of the overrepresentation of African American students in special education.
- MCPS' strategic plan, *Our Call to Action: Pursuit of Excellence* mandates an increase of participation of diverse learners, including students with disabilities, in Honors and Advanced Placement classes.
- MCPS policy requires that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.

Strategies

- Make improved student performance a primary focus of the MCPS/MSDE self-improvement plan
- Work collaboratively with other MCPS offices and community partners in implementing the strategic plan that will guide the department toward agreed-upon outcomes
- Develop and monitor data related to the indicators of success for students with disabilities to include LRE data, AYP results, and disproportionality
- Collaborate with community superintendents and principals to review individual school data to identify needs and develop strategies to improve special education student performance
- Provide services that align with the Maryland Common Core Standards and utilize a variety of instructional strategies and service delivery models for students with intensive special education needs
- Maintain and expand collaborative partnerships with businesses, community, and local government agencies to provide services for students with disabilities in the LRE
- Provide professional development to promote teacher use of a variety of instructional strategies and technologies to meet the needs of students with disabilities

Performance Measures

Performance Measure: To increase the percentage of students with special needs in general education settings (LRE A), as suggested by the MSDE self-evaluation guidelines.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
68.19%	73.20%	63.11%

Explanation: This measure indicates the degree to which students with special needs are educated in general education settings. In 2010, MCPS exceeded the LRE A MSDE state target of 62.11 percent by 6.08 percentage points. The FY 2011, MSDE state target is 62.11 percent; and the FY 2013 target is 63.11. MCPS has exceeded the recommended MSDE state target for FY 2011. MCPS will continue to increase the percentage of students with disabilities educated in the general education environment as indicated above.

Performance Measure: One-hundred percent of all students at the third, through eighth grade levels must be at the advanced or proficient level in reading and mathematics by the year 2014, to meet standards for the MSA program. Based on the actual student performance data in FY 2010, the percentage of students with special needs at the advanced and proficient levels combined will need to increase by approximately 7.53 percentage points per year in reading and 10.06 percentage points per year in mathematics for Grades 3–5 in order to achieve this outcome. In Grades 6–8, the percentage of students with special needs at the advanced and proficient levels combined will need to increase by approximately 9.33 percentage points per year in reading and 14.73 percentage points per year in mathematics. Annual performance measures for Grades 3–5 and Grades 6–8 for reading and mathematics are as follows:

Grades 3–5

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
77.4% Reading	84.9% Reading	92.5% Reading (SECURE DATA)
69.8% Mathematics	79.8% Mathematics	89.9% Mathematics

Grades 6–8

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
72.0% Reading	81.3% Reading	90.7% Reading
55.8% Mathematics	70.5% Mathematics	85.2% Mathematics

Mathematics Explanation: This measure assesses critical academic performance and is used to assess AYP relative to NCLB.

Performance Measure: Below is the FY 2010 actual performance data for students in Grades 9–12. Based upon these data, the percentage of students with special needs at the advanced and proficient levels combined will need to increase by approximately 10.46 percentage points per year in English 10 and 9.96 percentage points per year in Algebra for one hundred percent of all students in Grades 9–12 to be at the advanced or proficient levels by the year 2014.

Grades 9–12

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
68.60% English 10	79.06% English 10	89.52% English 10
70.10% Algebra	80.06% Algebra	90.02% Algebra

Explanation: This measure assesses critical academic performance and can be used to assess AYP relative to NCLB.*

Budget Explanation Department of Special Education Services—251

The current FY 2012 budget for this department is changed from the budget adopted by the Board of Education on June 16, 2011. The change is a result of a technical realignment of $2,000 for local travel mileage reimbursement from this department's budget to various programs within the Office of Special Education and Student Services.

The FY 2013 request for this department is $7,577,874, an increase of $447,313 over the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$113,247
There is an increase of $113,247 for continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Changes—$159,000
There is an increase of $159,000 for instructional materials due to projected increases in enrollment for FY 2013.

Realignment—$295,179
There is a projected revenue decrease of $252,650 in the Medical Assistance Program for FY 2013. As a result, $263,462 and 7.4 paraeducator positions must be shifted from that program's budget to the locally-funded budget in this department. In addition, there is a realignment of $28,717 for textbooks and instructional materials and $3,000 for office supplies from other unit budgets.

Inflation—$32,312
Applying a 3 percent inflation factor increases the budget for textbooks and instructional materials by $32,312.

Efficiencies and Reductions—($152,425)
There is a 1.0 instructional specialist position and $90,298 eliminated for FY 2013. The instructional specialist position is responsible for providing professional development and technical support to schools. These duties will be reassigned to the central office instructional specialists. Other reductions based on prior year spending trends in this department include $12,421 for stipends, $10,000 for extracurricular activities, $6,394 for annual reviews, and $1,000 for technician licensing. In addition, there is a reduction of $32,312 by eliminating a projected 3 percent inflationary adjustment for textbooks and instructional materials. As prices increase, this reduction will reduce the amount of supplies that may be purchased.

Budget Explanation Placement and Assessment Services Unit—255

The FY 2013 request for this unit is $39,101,977, an increase of $1,469,148 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($29,235)
There is decrease of $29,235 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—$27,161
A 0.75 secretary position and $30,161 is realigned to this unit from the Division of Prekindergarten, Special Programs, and Related Services. In addition, there is a shift of $3,000 from local travel mileage reimbursement to the Division of Prekindergarten, Special Programs, and Related Services.

Enrollment Changes—$768,335
There is an increase of $768,335 for tuition for students requiring nonpublic placements due to projected enrollment increases of 15 school age day students, 4 jointly funded students and a decrease of 12 preschool students.

Other—$732,887
There is an increase of $732,887 for a projected rate increase of 2 percent in tuition for students in nonpublic placements.

Efficiencies and Reductions—($30,000)
There is a decrease of $30,000 for temporary part-time salaries for summer assessment based on prior year spending trends.

Budget Explanation Special Schools—240/243/247/272/273/274/295

The current FY 2012 budget for this program is changed from the budget adopted by the Board of Education on June 16, 2011. The change is a result of a technical realignment of $450 for local travel mileage reimbursement from this program's budget to various programs within the Office of Special Education and Student Services.

The FY 2013 request for special schools is $10,979,068, a decrease of $1,408,253 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($1,096,471)
There is decrease of $1,096,471 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Enrollment Changes—($280,156)
There is a net decrease of 6.3 positions and $280,156 related to changes in student enrollment in this program. There is a decrease of $146,120 for 2.15 teacher and 1.15 paraeducator positions due to changing enrollment at Rock Terrace. In addition, there is an increase of 1.5 paraeductor positions and $40,620 at Stephen Knolls. In the budget at JLG-RICA, there is a decrease of 2.0 teacher and 2.5 paraeductor positions and $174,656.

Realignment—($15,351)
There is a decrease of $12,448 from summer employment and $2,903 from supporting services part-time salaries for the Extended School Year (ESY) program.

Efficiencies and Reductions—($16,275)
A reduction of $16,275 can be made in this program for temporary part-time salaries based on prior year spending trends.

Budget Explanation School-Based Services—248/242/244/246/275

The current FY 2012 budget for this program is changed from the budget adopted by the Board of Education on June 16, 2011. The change is a result of a technical realignment of $700 for local travel mileage reimbursement from this program's budget to various programs within the Office of Special Education and Student Services.

The FY 2013 request for this program is $87,252,477, an increase of $1,109,845 over the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$548,183
There is an increase of $548,183 for continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Changes—$384,787
There is a net increase of 19.755 positions and $384,787 related to changes in student enrollment in this program. There is a decrease of $389,591 for 4.5 teacher and 5.5 paraeducator positions due to changing enrollment in School/Community Based programs. In addition, there is a decrease of $887,645 for 10.5 teacher, 1.5 school secretary II, and 9.189 paraeducator positions for High School Learning Center programs. In the budget for the Elementary Learning Centers, there is an increase of 1.0 teacher and 1.75 paraeducator positions and $100,868. Increases for school-based programs include 8.7 teacher and 34.554 paraeducator positions and $1,400,982. In addition, there is an increase of 1.0 teacher and 3.94 paraeductor positions and $160,173 for the Extensions program.

New Schools—$53,478
The Downcounty Consortium Elementary School #29 will open in FY 2013. As a result, a 1.0 resource room teacher position and $53,478 are added to this budget.

Other—$123,397
The superintendent recommends a plan to phase-in Hours Based Staffing at the seven remaining middle schools that do not have it over a three year period. This plan increases this program's budget by $123,397 for FY 2013 for 1.2 teacher and 2.187 paraeductor positions.

Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	129.500	120.500	120.500	**126.900**	6.400
Position Salaries	$5,804,544	$5,519,153	$5,519,153	**$5,805,564**	$286,411
Other Salaries					
Summer Employment		5,625	5,625	**5,625**	
Professional Substitutes					
Stipends		172,000	172,000	**149,579**	(22,421)
Professional Part Time					
Supporting Services Part Time		591,139	591,139	**584,745**	(6,394)
Other					
Subtotal Other Salaries	1,572,836	768,764	768,764	**739,949**	(28,815)
Total Salaries & Wages	7,377,380	6,287,917	6,287,917	**6,545,513**	257,596
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services	16,135				
03 Supplies & Materials					
Textbooks		169,746	169,746	**280,625**	110,879
Media		18,674	18,674	**12,679**	(5,995)
Instructional Supplies & Materials		596,839	596,839	**679,672**	82,833
Office		6,326	6,326	**9,326**	3,000
Other Supplies & Materials					
Total Supplies & Materials	788,027	791,585	791,585	**982,302**	190,717
04 Other					
Local/Other Travel		47,000	45,000	**45,000**	
Insur & Employee Benefits					
Utilities					
Miscellaneous		6,059	6,059	**5,059**	(1,000)
Total Other	45,693	53,059	51,059	**50,059**	(1,000)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$8,227,235	$7,132,561	$7,130,561	**$7,577,874**	$447,313

Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

CAT		DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
6	Q	Director II		1.000	1.000	1.000	**1.000**	
6	O	Supervisor		8.000	7.000	7.000	**7.000**	
6	BD	Instructional Specialist		10.000	9.000	9.000	**9.000**	
6	AD	Teacher, Staff Development	X	1.000	1.000	1.000		(1.000)
6	AD	Teacher, Special Education	X	8.000	6.000	6.000	**6.000**	
6	16	Administrative Secretary III		1.000	1.000	1.000	**1.000**	
6	14	Administrative Secretary I		2.000	2.000	2.000	**2.000**	
6	13	Spec Ed Itinerant Paraeducator	X	97.500	92.500	92.500	**99.900**	7.400
6	11	Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Total Positions			**129.500**	**120.500**	**120.500**	**126.900**	**6.400**

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	17.700	15.750	15.750	**16.500**	.750
Position Salaries	$1,576,720	$1,517,164	$1,517,164	**$1,518,090**	$926
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		284,540	284,540	**254,540**	(30,000)
Supporting Services Part Time		5,880	5,880	**5,880**	
Other					
Subtotal Other Salaries	223,885	290,420	290,420	**260,420**	(30,000)
Total Salaries & Wages	1,800,605	1,807,584	1,807,584	**1,778,510**	(29,074)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		3,239	3,239	**3,239**	
Office		4,156	4,156	**4,156**	
Other Supplies & Materials					
Total Supplies & Materials	8,520	7,395	7,395	**7,395**	
04 Other					
Local/Other Travel		21,789	21,789	**18,789**	(3,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		35,796,061	35,796,061	**37,297,283**	1,501,222
Total Other	33,521,208	35,817,850	35,817,850	**37,316,072**	1,498,222
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$35,330,333	$37,632,829	$37,632,829	**$39,101,977**	$1,469,148

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	N Coordinator		1.200	1.000	1.000	**1.000**	
6	BD Instructional Specialist		6.000	6.000	6.000	**6.000**	
3	BD Psychologist		2.500	2.500	2.500	**2.500**	
6	AD Teacher, Resource Spec Ed	X	1.000	1.000	1.000	**1.000**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	12 Secretary		4.000	3.250	3.250	**4.000**	.750
6	9 Office Assistant II		1.000				
	Total Positions		**17.700**	**15.750**	**15.750**	**16.500**	**.750**

School-Based Services - 248/242/244/246/275

Gwendolyn J. Mason, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	1,643.818	1,520.672	1,520.672	**1,544.814**	24.142
Position Salaries	$95,653,135	$86,142,632	$86,142,632	**$87,252,477**	$1,109,845
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	95,653,135	86,142,632	86,142,632	**87,252,477**	1,109,845
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel		700			
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other		700			
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$95,653,135	$86,143,332	$86,142,632	**$87,252,477**	$1,109,845

School-Based Services - 248/242/244/246/275

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	248 School-Based Services						
6	AD Teacher, Special Education	X	508.100	360.300	360.300	**370.200**	9.900
6	AD Teacher, Sp Ed Resource Room	X	251.500	253.200	253.200	**254.200**	1.000
6	AD Teacher, Resource Spec Ed	X	62.000	62.000	62.000	**62.000**	
6	13 Special Education Paraeducator	X	505.717	533.269	533.269	**570.010**	36.741
	Subtotal		**1,327.317**	**1,208.769**	**1,208.769**	**1,256.410**	**47.641**
	242 School-Community Based						
6	AD Teacher, Special Education	X	65.500	65.500	65.500	**61.000**	(4.500)
6	13 Special Education Paraeducator	X	100.500	100.500	100.500	**95.000**	(5.500)
	Subtotal		**166.000**	**166.000**	**166.000**	**156.000**	**(10.000)**
	244 High School Learning Centers						
6	BD Sp Ed Secondary Prgm Spec	X	3.000	3.000	3.000	**3.000**	
6	AD Teacher, Special Education	X	26.000	16.000	16.000	**5.500**	(10.500)
6	13 School Secretary II		2.250	1.500	1.500		(1.500)
6	13 Special Education Paraeducator	X	21.126	14.001	14.001	**4.812**	(9.189)
	Subtotal		**52.376**	**34.501**	**34.501**	**13.312**	**(21.189)**
	246 Elementary Learning Centers						
6	BD Sp Ed Elem Prgrm Spec	X	5.000	6.300	6.300	**6.300**	
6	AD Teacher, Special Education	X	42.000	49.000	49.000	**50.000**	1.000
6	13 Special Education Paraeducator	X	36.750	38.102	38.102	**39.852**	1.750
	Subtotal		**83.750**	**93.402**	**93.402**	**96.152**	**2.750**
	275 Extensions						
7	BD Social Worker		.500	.500	.500	**.500**	
6	BD Sp Ed Elem Prgrm Spec	X	2.000				
6	BD Sp Ed Secondary Prgm Spec	X		2.000	2.000	**2.000**	
6	AD Teacher, Special Education	X	4.000	5.000	5.000	**6.000**	1.000
6	13 Special Education Paraeducator	X	7.875	10.500	10.500	**14.440**	3.940
	Subtotal		**14.375**	**18.000**	**18.000**	**22.940**	**4.940**
	Total Positions		**1,643.818**	**1,520.672**	**1,520.672**	**1,544.814**	**24.142**

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	212.625	198.375	198.375	**192.075**	(6.300)
Position Salaries	$10,008,736	$12,339,395	$12,339,395	**$10,962,768**	($1,376,627)
Other Salaries					
Summer Employment		12,448	12,448		(12,448)
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		7,903	7,903		(7,903)
Other		21,275	21,275	**10,000**	(11,275)
Subtotal Other Salaries	18,799	41,626	41,626	**10,000**	(31,626)
Total Salaries & Wages	10,027,535	12,381,021	12,381,021	**10,972,768**	(1,408,253)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials	19,593				
04 Other					
Local/Other Travel		6,750	6,300	**6,300**	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	5,353	6,750	6,300	**6,300**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$10,052,481	$12,387,771	$12,387,321	**$10,979,068**	($1,408,253)

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	243 Rock Terrace						
6	P Principal		1.000	1.000	1.000	**1.000**	
6	N Assisant Principal		1.000	1.000	1.000	**1.000**	
7	BD Social Worker		1.000				
3	BD Psychologist		1.000	.500	.500	**.500**	
6	BD Counselor	X	1.000	1.000	1.000	**1.000**	
6	BD Media Specialist	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	1.000	.400	.400	**.400**	
6	AD Teacher, Special Education	X	18.000	18.250	18.250	**16.100**	(2.150)
6	AD Teacher, Physical Education	X	.600	.600	.600	**.600**	
6	AD Teacher, Art	X	.600	.600	.600	**.600**	
6	AD Teacher, General Music	X	.600	.600	.600	**.600**	
6	16 School Financial Specialist		1.000				
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	16 Instructional Data Assistant	X	.375	.250	.250	**.250**	
6	14 Security Assistant	X	1.000	1.000	1.000	**1.000**	
6	13 School Secretary II	X	1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	17.000	17.250	17.250	**16.100**	(1.150)
6	12 Media Assistant	X	1.000	1.000	1.000	**1.000**	
	Subtotal		**48.675**	**45.950**	**45.950**	**42.650**	**(3.300)**
	272 Stephen Knolls						
6	N Coordinator Special Center		1.000	1.000	1.000	**1.000**	
6	BD Media Specialist	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	.500	.300	.300	**.300**	
6	AD Teacher, Special Education	X	9.500	8.000	8.000	**8.000**	
6	AD Teacher, Physical Education	X	.700	.700	.700	**.700**	
6	AD Teacher, Art	X	.500	.500	.500	**.500**	
6	AD Teacher, General Music	X	.400	.400	.400	**.400**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	16 Instructional Data Assistant	X	.375	.250	.250	**.250**	
6	13 Special Education Paraeducator	X	17.500	12.250	12.250	**13.750**	1.500
6	12 School Secretary I		.500	.500	.500	**.500**	
6	12 Media Assistant	X	.500	.500	.500	**.500**	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	**.875**	
	Subtotal		**33.850**	**26.775**	**26.775**	**28.275**	**1.500**
	273 Carl Sandburg						
6	O Principal		1.000	1.000	1.000	**1.000**	
3	BD Psychologist		1.000	1.000	1.000	**1.000**	
6	BD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000	**2.000**	
6	BD Media Specialist	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	1.000	.500	.500	**.500**	
6	AD Teacher, Special Education	X	16.000	16.000	16.000	**16.000**	

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	273 Carl Sandburg						
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Art	X	.700	.700	.700	**.700**	
6	AD Teacher, General Music	X	.500	.500	.500	**.500**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	16 Instructional Data Assistant	X	.250	.250	.250	**.250**	
6	13 Special Education Paraeducator	X	17.500	17.500	17.500	**17.500**	
6	12 School Secretary I		.500	.500	.500	**.500**	
6	12 Media Assistant	X	.500	.500	.500	**.500**	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	**.875**	
	Subtotal		**44.325**	**43.825**	**43.825**	**43.825**	
	274 Longview						
6	N Coordinator Special Center		1.000	1.000	1.000	**1.000**	
6	AD Teacher, Staff Development	X	.500	.300	.300	**.300**	
6	AD Teacher, Special Education	X	10.000	9.000	9.000	**9.000**	
6	AD Teacher, Physical Education	X	.500	.500	.500	**.500**	
6	AD Teacher, Art	X	.500	.500	.500	**.500**	
6	AD Teacher, General Music	X	.400	.400	.400	**.400**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	17.500	15.750	15.750	**15.750**	
6	12 School Secretary I		.500	.500	.500	**.500**	
6	12 Media Assistant	X	.500	.500	.500	**.500**	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	**.875**	
	Subtotal		**33.275**	**30.325**	**30.325**	**30.325**	
	295 JLG - RICA						
6	P Principal		1.000	1.000	1.000	**1.000**	
6	N Assistant Principal		1.000	1.000	1.000	**1.000**	
6	BD Media Specialist	X	1.000	1.000	1.000	**1.000**	
6	BD Sp Ed Secondary Prgm Spec	X	2.000	2.000	2.000	**2.000**	
6	AD Teacher	X	.500	.500	.500	**.500**	
6	AD Teacher, Staff Development	X	1.000				
6	AD Teacher, Special Education	X	20.000	20.000	20.000	**18.000**	(2.000)
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Art	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Sp Ed Transition	X	1.000	1.000	1.000	**1.000**	
6	16 School Admin Secretary		1.000	1.000	1.000	**1.000**	
6	16 Instructional Data Assistant	X	.250	.250	.250	**.250**	
6	14 Security Assistant	X	1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	19.250	19.250	19.250	**16.750**	(2.500)
6	12 School Secretary I		1.000	1.000	1.000	**1.000**	

Special Schools - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	295 JLG - RICA						
6	12 Media Assistant	X	.500	.500	.500	**.500**	
	Subtotal		**52.500**	**51.500**	**51.500**	**47.000**	**(4.500)**
	Total Positions		**212.625**	**198.375**	**198.375**	**192.075**	**(6.300)**

Division of Prekindergarten, Special Programs, and Related Services

Individuals with Disabilities Education

Director I (P)	**1.0**
Instructional Specialist (B–D)	**1.0**
Administrative Secretary II (15)	**1.0**
Office Assistant IV (11)	**1.0**

Special Programs and Related Services

Programs—Deaf and Hard of Hearing and Visually Impaired

Supervisor (O)	1.0
Interpreting Services Coordinator (G)	1.0
Instructional Specialist (B–D)	3.0
Psychologist (B–D)*	1.0
Auditory Development Specialist (A–D)	7.0
Teacher,Vision (A–D)	15.0
Teacher, Auditory (A–D)	37.0
Braillist (18)	1.0
Interpreter II (18)	4.5
Interpreter I (15)	32.5
Administrative Secretary I (14)	1.0
Paraeducator (12-13)	25.376
Office Assistant IV (11)	1.0

Autism Programs

Instructional Specialist (B–D)	2.5
Elementary Program Specialist (B–D)	4.5
Psychologist (B–D)*	1.5
Teacher, Special Education (A–D)	85.3
Paraeducator (12-13)	167.975
Secretary (12)	1.0

Speech and Language Programs

Supervisor (O)	1.0
Speech Pathologist (B–D)	194.9
Administrative Secretary I (14)	1.0
Speech Pathologist Assistant (14)	0.8
Office Assistant IV (11)	1.0

Programs for Students with Emotional Disabilities (ED)

Supervisor (O)	1.0
Specialist, Emotional Disabilities (B–D)	1.0
Psychologist (B–D)*	7.0
Secondary Program Specialist (B–D)	13.0
Social Worker (B–D)	8.0
Teacher, Special Education (A–D)	56.0
Administrative Secretary I (14)	1.0
Paraeducator (12-13)	74.5

Bridge

Social Worker (B–D)	2.0
Psychologist (B–D)*	1.0
Teacher, Resource (A–D)	4.0
Teacher, Physical Education (A–D)	2.0
Teacher, Special Education (A–D)	23.0
School Secretary II (13)	2.0
Paraeducator (12-13)	28.875

Transition Services

Supervisor (O)	1.0
Instructional Specialist (B–D)	1.0
Secondary Program Specialist (B–D)	1.0
Teacher, Special Education (A–D)	44.6
Administrative Secretary I (14)	1.0
Paraeducator (12-13)	22.75

Programs for Physically Disabled

Supervisor (O)	1.0
Instructional Specialist (B–D)	2.0
Occupational Therapist (A–D)	67.2
Physical Therapist (A–D)	25.4
Teacher, Orthopedic (A–D)	6.0
Teacher, Physical Education (A–D)	0.4
Teacher, Special Education (A–D)	0.8
IT Services Technician Assistant II (16)	1.75
Administrative Secretary I (14)	1.0
Physical Therapy Assistant (14)	1.775
Paraeducator (12-13)	9.0
Secretary (12)	1.0

F.T.E. Positions 1,008.901

* Psychologist positions are supervised by the Psychological Services Unit Director

Individuals with Disabilities Education Act (IDEA) Home- and School-Based Services

Preschool Education Program Office

Coordinator (N)	2.0
Elementary Program Specialist (B–D)	2.0
Instructional Specialist (B–D)	1.0
Psychologist (B–D)*	2.5
Teacher, Preschool (A–D)	0.2
Administrative Secretary I (14)	2.0

Preschool Education Program (PEP Classic) and Early Childhood

Parent Educator (A–D)	16.0
Teacher, Preschool (A–D)	42.0
Paraeducator (12–13)	36.75

PEP Beginnings

Speech Pathologist (B–D)	1.6
Parent Educator (A–D)	2.0
Teacher, Beginnings (A–D)	8.0
Physical Therapist (A–D)	3.2
Occupational Therapist (A–D)	1.6
Paraeducator (12–13)	13.25

PEP Intensive Needs

Speech Pathologist (B–D)	6.0
Occupational Therapist (A–D)	8.4
Teacher, Preschool (A–D)	30.0
Paraeducator (12–13)	30.0

PEP Itinerant/Medically Fragile

Speech Pathologist (B–D)	0.7
Occupational Therapist (A–D)	0.5
Physical Therapist (A–D)	0.2
Teacher, Preschool (A–D)	1.7

Preschool Language Classes

Speech Pathologist (B–D)	5.3
Teacher, Special Education (A–D)	2.3
Paraeducator (12–13)	7.0

PEP Comprehensive

Speech Pathologist (B–D)	3.2
Teacher, Preschool (A–D)	16.0
Teacher, Special Education (A–D)	4.8
Physical Therapist (A–D)	3.2
Occupational Therapist (A–D)	3.2
Paraeducator (12–13)	24.0

Child Find

Supervisor (O)	1.0
Instructional Specialist (B–D)	3.0
Administrative Secretary I (14)	1.0
Program Secretary (13)	1.0

Single Point of Entry for Identification of Birth to Kindergarten DESC

Instructional Specialist (B–D)	4.0
Psychologist (B–D)*	1.5
Speech Pathologist (B–D)	3.0
Occupational Therapist (A–D)	2.5
Program Secretary (13)	2.0

Infants and Toddlers Program

Coordinator (N)	5.0
Elementary Program Specialist (B–D)	4.0
Speech Pathologist (B–D)	75.6
Occupational Therapist (A–D)	31.0
Physical Therapist (A–D)	35.0
Teacher, Auditory (A–D)	3.0
Teacher, Infants and Toddlers (A–D)	69.2
Teacher, Special Education (A–D)	0.2
Teacher, Vision (A–D)	3.0
Administrative Secretary I (14)	5.0
Paraeducator (12–13)	42.1

InterACT

Instructional Specialist (B–D)	1.0
Speech Pathologist (B–D)	6.5
Occupational Therapist (A–D)	1.6
Physical Therapist (A–D)	0.5
Teacher, Special Education (A–D)	4.0
IT Services Technical Assistant II (16)	1.0
Paraeducator (12–13)	0.875

Augmentative Communication

Speech Pathologist (B–D)	0.5
Teacher, Special Education (A–D)	2.6
Paraeducator (12–13)	4.55

Programs for Parentally Placed Private School Students

Speech Pathologist (B–D)	0.9

School-Based Programs: Learning and Academic Disabilities

Teacher, Special Education (A–D)	184.0

Stephen Knolls

Teacher, Art (A–D)	0.2
Teacher, Music (A–D)	0.2
Teacher, Physical Education (A–D)	0.2

Arc of Montgomery County

Teacher, Special Education (A–D)	1.0
Speech Pathologist (B–D)	0.5
Occupational Therapist (A–D)	0.2
Physical Therapist (A–D)	0.2

F.T.E. Positions 783.225

* Psychologist positions are supervised by the Psychological Services Unit Director

Division of Prekindergarten, Special Programs, and Related Services—271/245/249/252/253/254/256/258/259/299/276/277/278/913/907/930

Felicia Piacente, Director I 301–279–8520

Mission *The mission of the Division of 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 all students with disabilities, birth to age 21. Division goals are to lessen the impact of the disability through early identification and a broad range of parent/caregiver education services; to provide transition services to students ages 14 to 21; to provide special services uniquely designed to meet the needs of students with physical disabilities, autism spectrum disorders, emotional disabilities, speech/language, hearing and/or vision impairments; and to provide related services to students with disabilities from birth to age 21. The division remains committed to working toward preparing prekindergarten students for school age services. Montgomery County Public Schools (MCPS) goal is to serve young children with disabilities in public schools and as close to home as possible. Efforts continue to increase inclusive opportunities for prekindergarten students in the public schools and community settings. DPSPRS promotes the attainment of Success for Every Student goals as identified in the Children's Agenda, the MCPS' strategic plan, Our Call to Action: Pursuit of Excellence, the Elementary and Secondary Education Act of 2001, and the Maryland State Department of Education Bridge to Excellence plan.*

Major Functions

DPSPRS oversees and monitors the Child Find/Early Childhood Disabilities unit, Preschool Education Program (PEP), the Montgomery County Infants and Toddlers Program (MCITP), Physical Disabilities Program, Interdisciplinary Augmentative Communication and Technology (InterACT) team, and the following specialized services for students with disabilities: Transition, speech and language, occupational and physical therapy, deaf or hard of hearing, vision, autism spectrum disorders, and emotional disabilities, including Bridge services.

Early identification includes services through MCITP for children from birth to age 3 (or age 4 through parent choice.) This interagency program includes the Montgomery County Department of Health and Human Services, MCPS, and private contractors. Staff members work with families to identify children with developmental delays and implement plans to address identified needs through an Individualized Family Services Plan (IFSP). The Child Find office conducts developmental screenings for children between the ages of 33 and 35 months who have not gone through MCITP, and refers children who may need further assessment to an interdisciplinary assessment team, the Bilingual Assessment team, or the local school.

A child with an educational disability requires access to a wide range of special education services to support acquisition of developmental skills. For children served under MCITP, the focus is on providing the family with the strategies and tools they need to foster these skills. MCPS staff members provide special instruction; parent training; speech, occupational, and/or physical therapy primarily in homes or child care settings, the natural environments for infants and toddlers. The focus of this intervention is on teaching caregivers to address the developmental needs of the child. For prekindergarten students over the age of 3, the focus shifts to school readiness, and provides services in the natural environment through an Extended IFSP or through educational services with an Individualized Education Program (IEP), and may include consultation in community preschools, itinerant services at a local school, or small supportive classes located within an elementary school. The provision of these early intervention services decreases the likelihood that children will need special education services and/or reduces the intensity of the services required as they enter kindergarten. To the greatest extent possible prekindergarten special education staff members collaborate with early childhood staff to provide specialized instruction in the least restrictive environment (LRE).

Integrated throughout these functions are collaborative interagency efforts that address the needs of children with disabilities and their families. These include interagency planning committees, development of grant applications with other agencies and community organizations, and MCPS participation in current interagency projects, such as MCITP, the Montgomery County Early Care and Education Congress, the Integrated Early Childhood Budget Committee, the Home Visiting Consortium, and the Judy Centers. Funds also support outreach to local early care and education settings, as well as collaboration among MCPS prekindergarten programs such as Head Start/prekindergarten, PEP, and the Child Development Program.

Speech and language services are provided for the prevention, assessment, diagnosis, and intervention of communication disabilities for students from birth to age 21. Services focus on the development of oral, gestural, and/or augmentative communication skills and are individualized for each student to support their goals and provide access to the MCPS curriculum. The Physical Disabilities Program provides comprehensive special education instruction and related services to students with physical and health-related disabilities in prekindergarten through Grade 5. Individualized instruction focuses on access to the general education curriculum in the LRE. Related services of occupational and physical therapy are provided to students with disabilities

throughout the county in accordance with the IFSP for eligible children from birth to age 3 (or age 4 through parent choice) or the IEP for students ages 3 to 21.

Programs for students who are Deaf or Hard of Hearing (D/HOH) provide educational services and access to the general education environment by supporting the development of critical cognitive, language, and communication skills. Three communication methodologies—auditory/oral, cued speech, and total communication—are offered to address individual student needs and family preferences. Special classes are offered for students ages 3 to 21 in centrally-located schools, providing an intensive instructional program. Itinerant services are available in neighborhood schools or other recommended sites. Interpreting services are provided to students throughout the county who require this support to benefit from their instructional program. Specialized communication skill development and expert assistance to students, families, and staff are necessary to address the complex needs presented by significant hearing loss, and keep staff current with continuing technological developments in hearing aids and frequency modulation amplification devices. D/HOH teachers and staff, including an educational audiologist and a psychologist provide ongoing consultation to school staff and vital outreach to parents to maximize students' development.

Vision services support the instructional program for students with visual impairments by providing essential direct services in compensatory skills and the use of specialized materials, equipment, and technology for students, as well as ongoing consultation to school staff. A vision prekindergarten class—in a centrally-located school—provides a critical and unique multisensory approach to the MCPS prekindergarten curriculum. Itinerant vision services, assistive technology, and specially formatted materials (Braille, large print, digitized books, audio tapes, etc.) are provided to students, in their neighborhood schools or other recommended sites, enabling students to access the curriculum and more fully participate with peers. Orientation and mobility services are provided to teach students how to travel safely in their schools and communities. Parent education and outreach activities help ensure the implementation of compensatory life strategies at home, in the community, and in post-secondary settings.

The autism program provides prekindergarten classes through the Comprehensive Autism Preschool Program in five elementary schools countywide. Classes for students with autism in Grades K–12 are located in general education schools throughout the county. Classes and supports for students with Asperger's Syndrome in Grades 1–12 focus on an enriched general education curriculum and instruction in coping skills and prosocial behaviors. The Autism unit, a team of centrally-based staff with expertise in autism, provides consultation to school staff with regard to understanding the disorder, accommodations, and specialized teaching strategies. Autism Resource Services are provided at three middle schools county-wide to students with Autism Spectrum Disorder who require supports in the general education setting and instruction in pragmatic and social skills. Students receive specialized instruction in core academic classes in a combination of supported general education and special education classes.

Emotional disabilities classes are located in selected high school clusters and serve students in Grades K–12 who need individualized instruction, comprehensive behavior management, alternative learning structures, and social skills instruction. Bridge services are designed to meet the needs of socially vulnerable secondary students with disabilities who face challenges in problem-solving skills, peer relationships, organization and planning, and coping skills.

Transition services are designed to coordinate activities to improve the graduation rate and post-secondary outcomes of students with disabilities. Services focus on improving the academic and functional achievement of students as they move from school to post-secondary opportunities. A transition support teacher is assigned to each high school, Rock Terrace, and Regional Institute for Children and Adolescents and supports the MCPS initiative of the Seven Keys to College Readiness, and the County Council's goal of Career and Work Readiness for students with disabilities, ages 14 to 21.

Trends and Accomplishments

In response to the Montgomery County Children's Agenda, interagency collaboration among MCPS and other county and community agencies that provide services to young children with disabilities and their families continues to be enhanced. These efforts enable parents to address their children's special needs by accessing direct and linkage services in Montgomery County, as demonstrated on a small scale by Child Link, the single source of information for parents seeking early childhood services in Montgomery County. Due in part to these efforts, the number of very young children referred to MCITP increased by over 5 percent in Fiscal Year (FY) 2011, following a steady trend the previous year. MCITP served over 4,022 children, representing an increase of 125 children from FY 2010. The increase over the years indicates that outreach efforts to families and communities are successful, and that children and their families are receiving necessary early intervention and supports. Effective February 1, 2010, parents have had a choice to remain with MCITP through the extended IFSP rather than transitioning to prekindergarten special education. Since July 1, 2010, 307 families, or 42 percent of those eligible have made this choice.

Child Find screening clinics continue at a steady pace for children between the ages of 3 and 5. Screening clinics are scheduled at the Carver Educational Services Center, community centers, and local libraries to

improve access for families. Spanish-speaking staff from Child Find and MCITP serves at several screening clinics arranged through local liaison groups. In FY 2012, community-specific clinics are planned for the Crossways Community Center, the Takoma Park East Silver Spring (TESS) Community Service Center, and the Bohrer Activity Center, as well as public libraries. Demographic shifts are evident in assessment referrals of speakers of languages other than English and in referrals of children with mental health issues. During FY 2011, over 32 percent of referrals to Child Find required services from an interpreter—maintaining a steady trend since FY 2010. The most frequently requested languages are Spanish, Vietnamese, French, Amharic, Russian, and Mandarin Chinese.

In response to growing evidence regarding the importance of stimulation and early intervention for children under the age of 5, the Montgomery County Council created an Early Childhood Services Initiative. Early childhood services staff members work with county agencies and private providers to address issues related to young children and their families. Child Find and MCITP staff members represent early childhood special education and MCPS on committees and projects in this interagency effort. Examples of interagency collaboration include the Montgomery County Early Care and Education Congress, the Home Visiting Consortium, the Early Childhood Public Engagement Campaign subcommittee, the Early Childhood Workgroup of the Child Well-Being Committee of the Montgomery County Collaboration Council, and the Judy Centers' advisory boards. Child Find and PEP staff members consult with community early care and education programs about child development, curriculum modifications, and accommodations to support children with disabilities throughout the year.

Although early identification and intervention decrease the need for intensive special education services when children reach school age, there has been a significant increase in the number of infants and toddlers entering MCPS who require services, with stable referrals between FY 2010 and FY 2011. This trend can be attributed to increases in prenatal exposure to drugs, alcohol, or viral infections, and to technologically-advanced medical interventions for babies who are born prematurely or have low birth weight MCITP conducts outreach efforts with the medical community to locate these families. The increased referrals affect all aspects of prekindergarten special education programs. Approximately 33 percent of eligible children remain in prekindergarten special education for three years due to guidelines for kindergarten eligibility. These trends are expected to continue in the foreseeable future.

MCPS continues efforts to keep young children with disabilities in public schools and as close to home as possible. Serving children closer to home eases the transition to kindergarten and minimizes transportation costs. PEP colocates Classic classes with more intensive Beginnings and/or Intensive Needs classes to allow flexible grouping, and provide a challenging curriculum for all children served. Currently, MCPS has thirteen PEP Comprehensive classes in eleven locations providing services to students with developmental delays in multiple areas, with plans to expand by five classes in FY 2013.

Students in prekindergarten special education classes continue to participate with other MCPS programs such as Head Start and prekindergarten—on joint activities when located in the same school. During FY 2011, special education and general education staff cotaught classes for 4-year-old students at 13 schools. Head Start/prekindergarten and special education staff members participate jointly in training for new teachers as well as all prekindergarten staff during the school year. MCPS formed a multi-stakeholder project team to make recommendations for increasing inclusive opportunities for prekindergarten students with disabilities.

In order to continue to meet the needs of prekindergarten students with speech-language disabilities, MCPS Speech and Language Services expanded the range of services for students, allowing for a continuum of services available to students with speech-language disabilities. One hundred twenty-six students were served in the 5-day and 2-day prekindergarten language classes during FY 2011. Speech-language pathologists use the prekindergarten classroom structure to focus on the development of oral communication skills. Ongoing opportunities are provided for parent training and collaboration, consistent with best practices for speech and language development.

Assistive technology and augmentative communication provides access to the general education curriculum for students with disabilities and serves as a vital component of educational plans for many students. InterACT provides consultative services, maintains a lending library of equipment, conducts professional development, and provides examples of adapted instructional materials to support the communication and curricular access needs of students with disabilities from birth to age 21. By providing professional development to school teams in the use of tools such as voice-output devices, alternative keyboards, and picture communication symbols, students have greater access and participation in the curriculum. In FY 2011, InterACT received 172 requests from school teams for consultative services to support students, a nine percent increase. InterACT also provides consultative services to MCPS staff, supporting 531 students throughout the county. Through InterACT's support, school team members are able to continue developing skills in the use of assistive technology to ensure that students can participate and progress in the curriculum, as outlined in the IEP.

The Physical Disabilities Program provides an inclusive prekindergarten class where neighborhood peers attend school with students with physical disabilities. The High

Incidence Assistive Technology Team (HIAT) continues to expand its consultation and professional development for MCPS school teams on Universal Design for Learning (UDL) and the use of technology to achieve curricular outcomes. HIAT courses include UDL and the use of assistive technology for reading and writing for students with high incidence disabilities, such as learning disabilities. In FY 2011, HIAT provided support to 46 schools and conducted 112 professional development sessions. MCPS staff members, both general and special educators, are actively completing technology related professional development provided by HIAT, InterACT, and the Technology Consulting team through a program called Educators Using Technology to Improve the Performance of Students (E-TIPS). To date, 940 MCPS staff members have attended E-TIPS trainings. In FY 2011, HIAT provided five parent workshops on the use of universally designed learning strategies and accessible technology tools to support students at home. The HIAT website had an average of 1,300 resources downloaded each month. The website expanded to include video examples of UDL in action. These were used as a primary resource for staff development, with over 9,000 visitors on average each month.

Services for students who are deaf or hard of hearing are on the rise due to the increase in use of cochlear implants in students of every age group, from prekindergarten through high school, with the most significant increase in the birth to age 3 populations. There is an increasing number of students who are served in the general education environment in their neighborhood schools and more students who have multiple disabilities and are deaf, requiring sign language support in other special education programs. In a continued effort to address the national shortage of educational interpreters, the D/HOH program collaborates with nationwide agencies and training institutions in an effort to recruit sign language interpreters and cued speech transliterators. On-site mentoring support and training opportunities from the D/HOH staff in the Office of Interpreting Services enhances the professional development of existing staff.

Within the D/HOH program, there is an increased number of students who are English Language Learners. D/HOH staff members provide in-home support for parents to learn more about amplification and communication for their children, and teaching sign language.

Vision Services continues to implement a privately funded grant from the Aid Association for the Blind of the District of Columbia. Grant funds provide students—who are blind or visually impaired—opportunities to participate in leisure and community activities outside of the school day. Vision Services remain current with state-of-the-art technology and Technology Modification (TechMod) upgrades in MCPS schools. It continues to be necessary to upgrade equipment and software that enables students county-wide to fully and independently participate at the highest levels of academic functioning.

In FY 2011, consistent with the county-wide initiatives to provide increased inclusive practices at the prekindergarten level, the vision prekindergarten class continued its participation in collaborative activities with the MCPS prekindergarten class located in the school. This shared programming provides structured social interactions and academic learning opportunities for children who are visually impaired along with nondisabled peers; this effort will continue in FY 2012

During the past two decades, increasing numbers of babies have been diagnosed with Cortical Visual Impairments. These children typically have multiple disabilities in addition to a visual impairment. Research has shown that using very specific teaching strategies and materials and creating specially adapted environments, increases the likelihood that students will make progress. Vision Services continues to adapt to these changing student needs.

In support of the Children's Agenda, the Success for Every Student plan, the MCPS' strategic plan, *Our Call to Action: Pursuit of Excellence* and *The Elementary and Secondary Education Act (ESEA)*, DPSPRS—in collaboration with Partners for Success—provides child development education, resource information, and training to parents and caregivers. The strong emphasis on parent education is designed to help parents develop the skills to be active decision makers in their child's education.

Major Mandates

- Public Law 108–446, the Individuals with Disabilities Education Act (IDEA) mandates a free and appropriate public education for students with disabilities in LRE to meet students' needs. It also requires the provision of services, birth to age 21, including related services, to support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, and psychological services. IDEA, Part C, mandates identification of and services to families who have children with developmental delays, birth to age 3, on a year-round basis.
- Code of Maryland regulations set forth state requirements for implementing federal laws concerning the education of children with disabilities, children with developmental delays, birth to age 3, and their families.
- MCPS delivers services to children and their families in participation with other county agencies through MCITP. The Early Childhood Education policy requires an appropriate program for children, birth through age 5, who participate in educational programs and receive designated related services.

- ESEA mandates that state, district, and local schools are accountable to federal requirements and guidelines for academic standards and testing programs; the intersection of state testing and national assessment; the tracking of yearly progress; and a variety of interventions, rewards, and sanctions. Standards, testing, and accountability are the foundations of this act. Local schools are mandated to focus instruction where it is most needed and address achievement gaps for the benefit of all students.
- MCPS' strategic plan, *Our Call to Action: Pursuit of Excellence* mandates a reduction of the overrepresentation of African American students in special education.

Strategies

- Provide an educational environment for prekindergarten special education services in which students and families receive respect, encouragement, and an opportunity to build knowledge, skills, and attitudes to be successful
- Support prekindergarten special education services that involve parents, students, and community members to ensure that students are ready for school by age 5
- Encourage involvement of parents, business/community representatives, and students in DPSPRS programs
- Provide programs that utilize a variety of instructional strategies and service delivery models for students with disabilities
- Provide special education service and transition supports that involve parents, students, and community members to prepare students for higher learning and workplace success
- Increase cooperative partnerships with the business community to provide services for students with disabilities
- Provide instruction, technology, and service delivery models that support access to the MCPS curriculum in the LRE
- Provide professional development that promotes the use of research-based assessment and instructional strategies and technologies to increase student achievement on local, state, and national assessments
- Provide parents with the information and support they need to be actively involved in their child's education

Performance Measures

Performance Measure: To increase the percentage of children receiving prekindergarten special education services who consistently demonstrate skills, behaviors, and knowledge for school to "full" readiness based on the Maryland Model for School Readiness (MMSR).

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
47%	50%	52%

Explanation: This measure determines readiness for learning in the fall of the kindergarten year. Targeted performance measures are for children deemed at "full" readiness for kindergarten.

Performance Measure: To increase the percentage of children currently attending prekindergarten special education classes, being recommended for services in their home school in kindergarten.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
78.1%	80%	85%

Explanation: This measure indicates effectiveness of early intervention of special education services in decreasing the impact of a child's disability or developmental delay upon entering kindergarten.

Performance Measure: To increase the percentage of children ages 3 through 5 receiving services in settings with typically developing peers.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
52.9%	56%	60%

Explanation: This measure indicates improvement toward LRE mandates and promotes special education instruction in early childhood environments; targets are set by MSDE and new targets have not been released.

Performance Measure: To increase the cumulative number of participants completing professional development in the area of Universal Design for Learning (UDL) through E-tips certification

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
940	1,050	1,180

Explanation: This measure indicates the number of staff members in special education or related services who have completed E-tips professional development for accessing technology to enhance instruction for all students.

Performance Measure: To increase the number of staff successfully completing non-violent crisis intervention and physical restraint training through the Crisis Prevention Institute (CPI).

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
NA	2,000 staff members	2,200 staff members

Explanation: This measure determines staff members' ability to respond to student crises safely. One team of five staff members per school and all ED cluster staff will be trained in FY 2012 and complete refresher In FY 2013.

Performance Measure: To increase the percentage of preschool children aged 3 through 5 with IEPs who demonstrate Improved Positive Social-emotional Skills (Outcome A), Acquisition and Use of Knowledge and Skills (Outcome B); and Use of Appropriate Behaviors to meet their needs (Outcome C).

	FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
Outcome A	57.6%	68.3%	70%
Outcome B	62.1%	68.6%	70%
Outcome C	54.0%	63.7%	68%

Explanation: This measure determines children who substantially increase their rate of growth by the time they exited early childhood special education.

Budget Explanation
Division of Prekindergarten, Special Programs, and Related Services—271/245/249/252/253/254/256/258/259

The current FY 2012 budget for this division is changed from the budget adopted by the Board of Education on June 16, 2011. The changes are a result of a technical realignment of $25,142 to the Division of Business, Fiscal, and Information Systems. In addition, there is a realignment of $5,800 for local travel mileage reimbursement from this division's budget to various units within the Office of Special Education and Student Services.

The FY 2013 request for this division is $63,614,402, an increase of $460,609 over the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$78,091
There is an increase of $78,091 for continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Changes—$485,087
There is a net increase of 11.063 positions and $485,087 related to changes in student enrollment in this division. There is an increase of 1.0 teacher and 1.5 paraeducator positions and $94,098 due to changing enrollment in the Bridge program. In addition, there is a decrease of 1.5 teacher positions and $80,217 in the budget for Programs for Students who are Deaf/Hard of Hearing.

In the budget for Students with Speech and Language Disabilities there is an increase of 2.3 speech-language pathologist positions and $139,072. Also, there is an increase of 1.0 teacher and 1.313 paraeductor positions and $89,034 in the Programs for Students who are Visually Impaired. For Programs for Students with Physical Disabilities, there is a decrease of 2.0 teacher and 3.0 paraeducator positions and $188,196.

Increasing enrollment projected for Students with Emotional Disabilities requires a reduction of 8.5 teacher, 12.5 paraeducator positions, and $793,063 and an increase of a 0.4 social worker and $42,029. There is an increase of 11.8 teacher and 19.25 paraeducator positions and $1,152,330 for Programs for Students with Autism. Also, there is an increase of $30,000 for assistive technology equipment.

Realignment—($55,225)
There are a number of realignments among and between programs within this division. There is a net decrease of $30,161 for Programs for Students with Speech and Language Disabilities, a decrease of $2,000 in the Programs for Students who are Visually Impaired, and an increase of $3,000 for Programs for Students with Physical Disabilities. In addition, there is a decrease of $1,000 in the Transition Services Program, an increase of $5,000 for Students with Emotional Disabilities, an increase of $4,725 for Students with Autism, and a net decrease of $34,789 in the Division of Prekindergarten, Special Programs, and Related Services.

Inflation—$13,848
Applying a 3 percent inflation factor increases the budget for textbooks and instructional materials by $13,848.

Other—$5,106
There is an increase of $5,106 for testing materials in this division.

Efficiencies and Reductions—($66,298)
There are reductions of $20,000 for temporary part-time salaries and $32,450 for consultants based on prior year spending patterns. In addition, there is a reduction of $13,848 by eliminating a projected 3 percent inflationary adjustment for textbooks and instructional materials. As prices increase, this reduction may reduce the amount of supplies that may be purchased.

Budget Explanation Individuals with Disabilities Education—299/276/277/278/907/913/930

The current FY 2012 budget for this program is changed from the budget adopted by the Board of Education on June 16, 2011. The change is a result of a technical realignment of $9,350 to this budget for local travel mileage reimbursement from various programs within the Office of Special Education and Student Services.

The FY 2013 request for this program is $71,088,272, an increase of $2,103,493 over the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$259,131
There is an increase of $259,131 for continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Changes—$1,600,504
There is a net increase of 34.85 positions and $1,600,504 related to changes in student enrollment in this division. There is a decrease of 0.4 teacher, 0.1 speech-language pathologist, and 0.7 paraeducator positions and $46,394 in the locally-funded budget for the Individuals with Disabilities Education program. In addition, there is an increase of 13.0 teacher, 1.4 physical therapist, 1.7 occupational therapist, and 11.25 paraeducator positions and $1,165,645 and a decrease of a 0.9 speech-language pathologist and $54,420 in the locally-funded budget for the Preschool Education Program/Childfind program. Also, there is an increase of a 1.0 teacher, 0.4 paraeducator, 4.7 speech-language pathologist, 1.5 physical therapist, and 2.0 occupational therapist positions, and $535,673 in the locally-funded budget for the Infants and Toddlers program.

Realignment—$12,698
There are a number of realignments among and between programs within this program. There is a net increase of a 0.1 occupational therapist position and $12,698.

Other—$276,055
It is projected that MCPS will receive increased IDEA revenue for FY 2013. This results in an increase of $266,055 in the grant-funded budget for this program. In addition, there is an increase of $3,000 for supporting services part-time salaries in the locally-funded budget in this program and an increase of $7,000 for supporting services part-time salaries in the locally-funded budget for the Infants and Toddlers program.

Efficiencies and Reductions—($44,895)
There is a reduction of a 1.0 secretary position at a savings of $44,895. The duties of the secretary position will be reassigned to two remaining secretary positions in the same unit.

Project's Funding History Individuals with Disabilities Education Act (IDEA)—299/276/277/278/907/913

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal	$29,160,564	$29,425,299	$29,425,299
State			
Other			
County	$36,305,471	$38,840,021	$40,688,129
Total	$65,466,035	$68,265,320	$70,113,428

Project's Funding History Infants and Toddlers—930

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal			
State			
Other			
County	$974,844	$974,844	$974,844
Total	$974,844	$974,844	$974,844

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	963.288	997.313	997.838	**1,008.901**	11.063
Position Salaries	$53,916,066	$62,345,109	$62,319,967	**$62,822,983**	$503,016
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		151,749	151,749	**151,749**	
Other		50,448	50,448	**30,448**	(20,000)
Subtotal Other Salaries	226,878	202,197	202,197	**182,197**	(20,000)
Total Salaries & Wages	54,142,944	62,547,306	62,522,164	**63,005,180**	483,016
02 Contractual Services					
Consultants		25,725	25,725		(25,725)
Other Contractual		60,000	60,000	**60,000**	
Total Contractual Services		85,725	85,725	**60,000**	(25,725)
03 Supplies & Materials					
Textbooks		42,462	42,462	**31,600**	(10,862)
Media					
Instructional Supplies & Materials		294,172	294,172	**245,010**	(49,162)
Office		2,720	2,720	**2,720**	
Other Supplies & Materials					
Total Supplies & Materials	486,152	339,354	339,354	**279,330**	(60,024)
04 Other					
Local/Other Travel		194,800	189,000	**192,000**	3,000
Insur & Employee Benefits					
Utilities					
Miscellaneous		17,550	17,550	**17,550**	
Total Other	152,206	212,350	206,550	**209,550**	3,000
05 Equipment					
Leased Equipment					
Other Equipment				**60,342**	60,342
Total Equipment				**60,342**	60,342
Grand Total	$54,781,302	$63,184,735	$63,153,793	**$63,614,402**	$460,609

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 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	1.000	1.000	**1.000**	
6	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
6	11 Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Subtotal		**5.000**	**4.000**	**4.000**	**4.000**	
	245 Bridge Program						
7	BD Social Worker		2.000	2.000	2.000	**2.000**	
3	BD Psychologist		1.000	1.000	1.000	**1.000**	
6	AD Teacher, Special Education	X	21.000	22.000	22.000	**23.000**	1.000
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	**2.000**	
6	AD Teacher, Resource Spec Ed	X	4.000	4.000	4.000	**4.000**	
6	13 School Secretary II		2.000	2.000	2.000	**2.000**	
6	13 Special Education Paraeducator	X	25.875	27.375	27.375	**28.875**	1.500
	Subtotal		**57.875**	**60.375**	**60.375**	**62.875**	**2.500**
	249 Deaf and Hard of Hearing Programs						
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		1.000	1.000	1.000	**1.000**	
6	AD Teacher, Auditory	X	34.000	38.500	38.500	**37.000**	(1.500)
6	AD Auditory Development Spec	X	7.000	7.000	7.000	**7.000**	
6	18 Interpreter Hearing Impair II	X	4.500	4.500	4.500	**4.500**	
6	15 Interpreter Hearing Impair I	X	29.000	32.500	32.500	**32.500**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	16.188	21.438	21.438	**21.438**	
	Subtotal		**96.688**	**109.938**	**109.938**	**108.438**	**(1.500)**
	252 Speech and Language Services						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Speech Pathologist	X	188.200	192.600	192.600	**194.900**	2.300
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	14 Speech/Language Path Asst	X	.800	.800	.800	**.800**	
6	11 Office Assistant IV		1.300	1.000	1.000	**1.000**	
	Subtotal		**192.300**	**196.400**	**196.400**	**198.700**	**2.300**
	253 Visually Impaired Programs						
6	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
6	AD Teacher, Vision	X	13.500	14.000	14.000	**15.000**	1.000
6	18 Braillist		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	2.625	2.625	2.625	**3.938**	1.313

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	253 Visually Impaired Programs						
6	11 Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Subtotal		**19.125**	**19.625**	**19.625**	**21.938**	**2.313**
	254 Physically Disabled Programs						
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	8.000	8.000	8.000	**6.000**	(2.000)
6	AD Teacher, Special Education	X	.800	.800	.800	**.800**	
6	AD Teacher, Physical Education	X	.400	.400	.400	**.400**	
6	AD Physical Therapist	X	25.400	25.400	25.400	**25.400**	
6	AD Occupational Therapist	X	68.100	67.200	67.200	**67.200**	
6	17 Media Services Technician		.750				
6	16 IT Services Tech Asst II			.750	1.750	**1.750**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	14 Occupational Therapy Asst	X	1.175	1.175			
6	14 Physical Therapy Assistant	X	1.075	1.075	1.775	**1.775**	
6	13 Special Education Paraeducator	X	12.000	12.000	12.000	**9.000**	(3.000)
6	12 Secretary		1.000	1.000	1.000	**1.000**	
	Subtotal		**122.700**	**121.800**	**122.325**	**117.325**	**(5.000)**
	256 Transition Services						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
6	BD Sp Ed Secondary Prgm Spec	X	1.000	1.000	1.000	**1.000**	
6	AD Teacher, Sp Ed Transition	X	46.000	44.600	44.600	**44.600**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	22.750	22.750	22.750	**22.750**	
	Subtotal		**72.750**	**71.350**	**71.350**	**71.350**	
	258 Programs for Students with ED						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	**1.000**	
7	BD Social Worker		7.600	7.600	7.600	**8.000**	.400
3	BD Psychologist		7.000	7.000	7.000	**7.000**	
6	BD Sp Ed Secondary Prgm Spec	X	13.000	13.000	13.000	**13.000**	
6	AD Teacher, Special Education	X	63.400	64.500	64.500	**56.000**	(8.500)
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	84.000	87.000	87.000	**74.500**	(12.500)
	Subtotal		**178.000**	**182.100**	**182.100**	**161.500**	**(20.600)**
	259 Autism Program						
6	BD Instructional Specialist		2.500	2.500	2.500	**2.500**	
3	BD Psychologist		1.500	1.500	1.500	**1.500**	
6	BD Sp Ed Elem Prgrm Spec	X	4.500	4.500	4.500	**4.500**	

Div. PreK Spec Prog. & Rel. Svcs. - 271/245/249/252/253/254/256/258/259

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	259 Autism Program						
6	AD Teacher, Special Education	X	68.500	73.500	73.500	**85.300**	11.800
6	13 Special Education Paraeducator	X	140.850	148.725	148.725	**167.975**	19.250
6	12 Secretary		1.000	1.000	1.000	**1.000**	
	Subtotal		**218.850**	**231.725**	**231.725**	**262.775**	**31.050**
	Total Positions		**963.288**	**997.313**	**997.838**	**1,008.901**	**11.063**

PEP/Child Find/DESC - 276/277/278/299/907/913/930

Chris Richardson, Associate Superintendent

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	643.624	750.325	750.125	**783.225**	33.100
Position Salaries	$51,638,910	$52,805,675	$52,805,675	**$54,599,315**	$1,793,640
Other Salaries					
Summer Employment		1,454,424	1,454,424	**1,576,692**	122,268
Professional Substitutes		2,372,291	2,372,291	**2,478,718**	106,427
Stipends		289,240	289,240		(289,240)
Professional Part Time		108,892	108,892	**57,964**	(50,928)
Supporting Services Part Time		2,496,000	2,496,000	**2,783,193**	287,193
Other					
Subtotal Other Salaries	6,350,148	6,720,847	6,720,847	**6,896,567**	175,720
Total Salaries & Wages	57,989,058	59,526,522	59,526,522	**61,495,882**	1,969,360
02 Contractual Services					
Consultants					
Other Contractual		1,166,622	1,166,622	**1,077,747**	(88,875)
Total Contractual Services	1,489,653	1,166,622	1,166,622	**1,077,747**	(88,875)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		382,791	382,791	**370,590**	(12,201)
Office		12,799	12,799	**11,299**	(1,500)
Other Supplies & Materials		240,143	240,143	**247,954**	7,811
Total Supplies & Materials	2,249,594	635,733	635,733	**629,843**	(5,890)
04 Other					
Local/Other Travel		221,191	230,541	**230,541**	
Insur & Employee Benefits		7,073,254	7,073,254	**7,048,397**	(24,857)
Utilities					
Miscellaneous		66,246	66,246	**330,981**	264,735
Total Other	10,561,832	7,360,691	7,370,041	**7,609,919**	239,878
05 Equipment					
Leased Equipment					
Other Equipment		285,861	285,861	**274,881**	(10,980)
Total Equipment	665,698	285,861	285,861	**274,881**	(10,980)
Grand Total	$72,955,835	$68,975,429	$68,984,779	**$71,088,272**	$2,103,493

Individuals with Disabilities Education - 299/276/277/278/913/907/930

Felicia Piacente, Director I

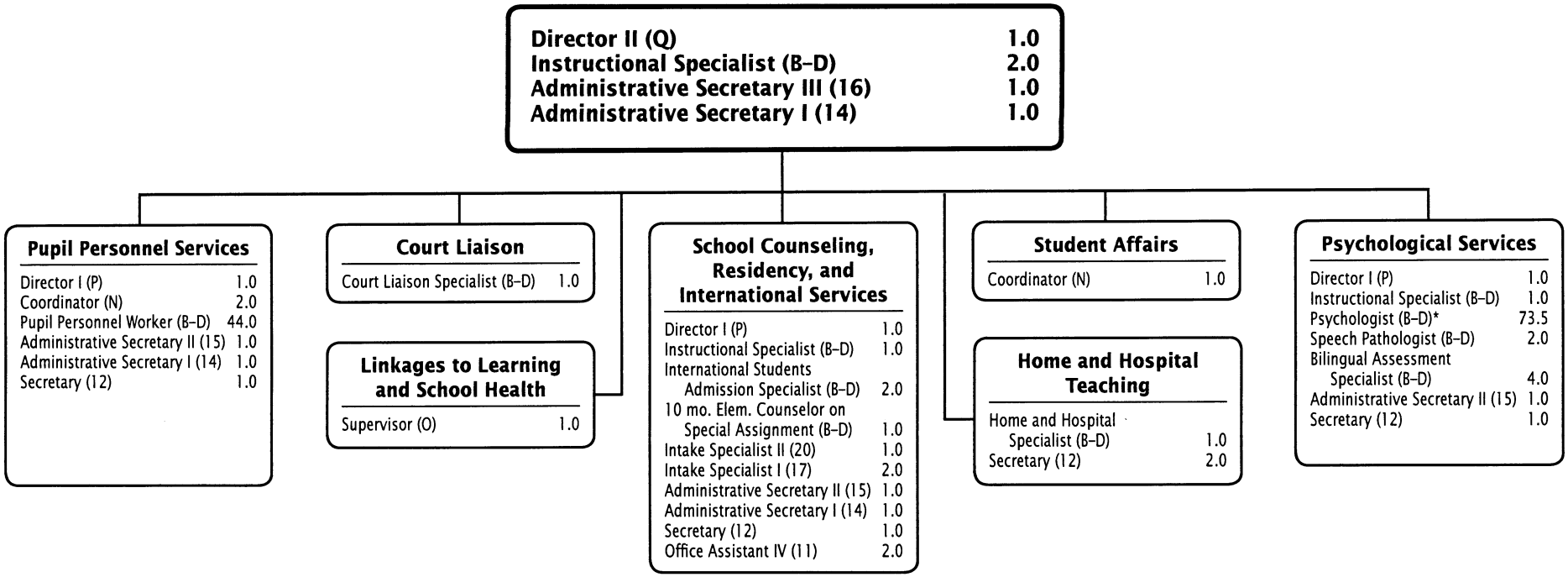
CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	299 Individuals with Disabilities Educ.						
6	BD Speech Pathologist	X	8.100	5.900	5.900	**5.800**	(.100)
6	AD Teacher, Special Education	X	5.000	5.300	5.300	**24.100**	18.800
6	AD Teacher, Physical Education	X	.200	.200	.200	**.200**	
6	AD Teacher, Art	X	.200	.200	.200	**.200**	
6	AD Teacher, General Music	X	.200	.200	.200	**.200**	
6	13 Special Education Paraeducator	X	3.500	12.250	12.250	**11.550**	(.700)
	Subtotal		**17.200**	**24.050**	**24.050**	**42.050**	**18.000**
	276 PEP/Child Find/DESC						
6	O Supervisor		1.000	1.000	1.000	**1.000**	
6	N Coordinator		2.000	2.000	2.000	**2.000**	
6	BD Instructional Specialist		8.000	8.000	8.000	**8.000**	
3	BD Psychologist		4.500	4.000	4.000	**4.000**	
6	BD Sp Ed Elem Prgrm Spec	X		2.000	2.000	**2.000**	
6	BD Speech Pathologist	X	1.500	15.500	15.500	**14.700**	(.800)
6	AD Teacher, Beginnings	X	1.000			**3.000**	3.000
6	AD Teacher, Preschool Education	X	70.400	82.900	82.900	**89.900**	7.000
6	AD Teacher, Special Education	X	17.800	20.800	20.800	**23.050**	2.250
6	AD Physical Therapist	X	1.500	5.400	5.400	**6.800**	1.400
6	AD Occupational Therapist	X	1.400	14.700	14.700	**16.400**	1.700
6	14 Administrative Secretary I		3.000	3.000	3.000	**3.000**	
6	13 Program Secretary		4.000	3.000	3.000	**3.000**	
6	13 Special Education Paraeducator	X	65.500	92.750	92.750	**104.000**	11.250
6	12 Secretary		1.000	1.000	1.000		(1.000)
	Subtotal		**182.600**	**256.050**	**256.050**	**280.850**	**24.800**
	277 Infants and Toddlers						
6	N Coordinator		4.000	5.000	5.000	**5.000**	
6	BD Speech Pathologist	X	31.900	70.900	70.900	**75.600**	4.700
6	AD Teacher, Infants & Toddlers	X	51.800	67.200	67.200	**69.000**	1.800
6	AD Teacher, Vision	X		3.000	3.000	**3.000**	
6	AD Teacher, Special Education	X	.200	.200	.200	**.200**	
6	AD Physical Therapist	X	4.000	32.500	32.500	**34.000**	1.500
6	AD Occupational Therapist	X	5.300	29.000	29.000	**31.000**	2.000
6	AD Teacher, Auditory	X		4.000	4.000	**3.000**	(1.000)
6	14 Administrative Secretary I		3.000	4.000	4.000	**4.000**	
6	13 Special Education Paraeducator	X	40.900	41.700	41.700	**42.100**	.400
	Subtotal		**141.100**	**257.500**	**257.500**	**266.900**	**9.400**
	278 InterACT						
6	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
6	BD Speech Pathologist	X	6.500	6.500	6.500	**6.500**	
6	AD Teacher, Special Education	X	4.200	4.000	4.000	**4.000**	

Individuals with Disabilities Education - 299/276/277/278/913/907/930

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	278 InterACT						
6	AD Physical Therapist	X	.500	.500	.500	**.500**	
6	AD Occupational Therapist	X	1.400	1.600	1.600	**1.600**	
6	16 IT Services Tech Asst II		1.000	1.000	1.000	**1.000**	
6	13 Special Education Paraeducator	X	.875	.875	.875	**.875**	
	Subtotal		**15.475**	**15.475**	**15.475**	**15.475**	
	913 Individuals with Disabilities Educ.						
6	N Coordinator			.200			
6	BD Sp Ed Elem Prgrm Spec	X	1.000				
6	BD Speech Pathologist	X	38.600	.900	.900	**.900**	
3	AD Central Off Teacher	X	.700				
6	AD Teacher, Infants & Toddlers	X	13.000				
6	AD Teacher, Vision	X	3.000				
6	AD Teacher, Special Education	X	55.600	184.000	184.000	**164.800**	(19.200)
6	AD Physical Therapist	X	28.500				
6	AD Occupational Therapist	X	24.900				
6	AD Teacher, Auditory	X	4.000				
6	13 Special Education Paraeducator	X	67.749				
6	12 Secretary			.750	.750		(.750)
	Subtotal		**237.049**	**185.850**	**185.650**	**165.700**	**(19.950)**
	907 PEP/Child Find/DESC						
6	BD Sp Ed Elem Prgrm Spec	X	2.000				
6	BD Speech Pathologist	X	14.400	.400	.400	**.300**	(.100)
6	AD Teacher, Beginnings	X	6.000	5.000	5.000	**5.000**	
6	AD Teacher, Preschool Education	X	5.600				
6	AD Teacher, Special Education	X				**.750**	.750
6	AD Physical Therapist	X	3.000				
6	AD Occupational Therapist	X	13.200				
	Subtotal		**44.200**	**5.400**	**5.400**	**6.050**	**.650**
	930 Infants and Toddlers						
6	BD Sp Ed Elem Prgrm Spec	X	4.000	4.000	4.000	**4.000**	
6	AD Teacher, Infants & Toddlers	X				**.200**	.200
6	AD Physical Therapist	X	1.000	1.000	1.000	**1.000**	
6	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
	Subtotal		**6.000**	**6.000**	**6.000**	**6.200**	**.200**
	Total Positions		**643.624**	**750.325**	**750.125**	**783.225**	**33.100**

Department of Student Services



F.T.E. Positions 157.5

* Program and Special School Psychologist positions are supervised by the Psychological Services Unit Director

Mission *The mission of the Department of Student Services (DSS) is to support the strategic plan of Montgomery County Public Schools (MCPS) by optimizing the educational experience and well-being of every student. This is achieved through the development and implementation of a coordinated series of programs, services, and activities that include student and family support, personal advocacy, direct and indirect services, and focused interventions. The department implements and coordinates these activities at the system and school levels to ensure that the academic priorities of the Board of Education are achieved. Data on DSS programs and services are collected and analyzed to verify their effectiveness and impact on student achievement and school performance.*

Major Functions

DSS includes the following: Bilingual Assessment Team (BAT), Court Liaison, Disciplinary Review and School Assignment Unit (DRSAU), Home and Hospital Teaching (HHT), Home Schooling Review, Liaison to Linkages to Learning (LTL) and School Health Services, Pupil Personnel Services and Section 504 Coordinator, Psychological Services, Positive Behavior Intervention Support (PBIS) and Home School Screening Services, Residency and International Admissions (RIA), School Counseling Services Unit (SCSU), and Student Affairs. DSS develops and maintains partnerships with county government agencies, private organizations, and other community groups that serve students and their families.

DSS supports student academic achievement through coordinated teams of school counselors, school psychologists, and pupil personnel workers (PPWs) who assist school staff in addressing the academic, behavioral, social, and emotional needs of students. DSS staff members also serve as resources for school staff, while participating in community presentations on a variety of topics related to mental health and well-being. The services provided by health technicians and school nurses support DSS' efforts through a formal partnership with the Montgomery County Department of Health and Human Services (DHHS).

BAT provides consultation, screening, and assessment services to English Language Learners (ELLs) who are suspected of having a learning disability recognized under the *Individuals with Disabilities Education Act of 2004 (IDEA)*. When an ELL is suspected of having a learning disability, BAT staff members complete language dominance screenings and when appropriate, conducts educational, psychological, and speech/language assessments in close collaboration with school-based staff.

The court liaison serves as a link between MCPS and the Montgomery County Department of Juvenile Services. The court liaison chairs the Interagency Transition Team, which facilitates the process for adjudicated youth to return to school.

The DRSAU processes all requests that recommend expulsion in compliance with MCPS Regulation JGA-RB: *Suspension or Expulsion of an MCPS Student*. The unit holds investigative conferences for students recommended for expulsion by their school principal and provides families with interagency resource information. DRSAU, in collaboration with DSS leadership, the Office of the Chief Operating Officer and the Appeals/Transfer team, implement MCPS Regulation JEE-RA: *Transfer of Students*. Approvals are permitted for students who are exempt or have a documented unique hardship. The unit also responds to issues and concerns of school administrators regarding the implementation of discipline policy and change of student school assignments.

HHT is an instructional service for students who are unable to participate in their schools of enrollment due to a physical, administrative, or emotional condition. HHT is routinely provided for students enrolled in a full-day program. This service is available to all Montgomery County students who are enrolled in MCPS from kindergarten through Grade 12, have been placed by MCPS in a nonpublic school, or those who attend a private school and qualify for special education services.

Following COMAR requirements, the home schooling liaison works with home schooling families to maintain registration records and facilitate home schooling reviews.

The LTL program provides school-based health, mental health, and social services to more than 5,000 families through a partnership/collaboration with MCPS, DHHS, and public, nonprofit partner agencies. Linkages staff members work onsite in 27 elementary and middle schools to lessen the effects of poverty by removing barriers to learning that affect student academic achievement, in addition to their social and emotional development.

PBIS is a framework for schools to implement best practices to build and maintain a positive school culture to improve academic and behavioral outcomes for all students. The PBIS specialist supports schools through the design and delivery of professional development and training, networking opportunities, consultation, and the allocation of resources.

Pupil Personnel Services address barriers to academic success by working to ensure a positive link among families, communities, and schools. PPWs problem solve and identify prevention and early intervention strategies for student success through a collaborative problem solving process. PPWs serve primarily as advocates for all students and their families, accessing information on policies, procedures, and resources. They act

as consultants to parents, guardians, and school staff on a variety of issues such as chronic attendance concerns and drop-out prevention, homelessness, alcohol, and other drug abuse, and special education. In an effort to form home-school-community partnerships, the PPW serves as a liaison among various departments within the school system and local government. PPWs collaborate with school staff, other MCPS departments, community agencies and organizations to facilitate direct and indirect services for students and their families. PPWs work with Home School Screening Services to review records of home schooling students twice a year. This unit is responsible for the oversight of implementation of the federal Section 504 of the *Rehabilitation Act of 1973* and the Interagency Truancy Review Board (TRB) and Attendance Matters, an internal MCPS truancy prevention program. The unit also coordinates a program of professional development for PPWs.

Psychological Services support healthy child development and academic success by helping schools teams implement PBIS, behavior improvement plans, counseling, social skills programs, and staff development and training pertaining to mental and behavioral health. Psychologists provide consultation, formal and Informal psychological assessments, and crisis services. School psychologists regularly consult with teachers, administrators, and parents during Collaborative Problem Solving, Educational Management team, Section 504, and Individualized Education Program (IEP) team meetings. The unit supports collaborative approaches to analyzing and resolving barriers that impact students' academic, behavioral, or social growth. Psychologists are critical members of the IEP teams for students with disabilities. Psychological Services monitors and maintains psychological records. Psychological Services staff members supervise and help to evaluate all school psychologists. In collaboration with other offices, this unit plans and implements an annual program of professional supervision, evaluation, and growth by coordinating a comprehensive program of professional development for all school psychologists.

RIA provides information and services regarding enrollment, attendance, and residency for families new to Montgomery County, homeless students, international students, foreign exchange students, and United States (U.S.) citizen students coming from foreign schools into MCPS. RIA also serves students who do not reside with parents, who are 18 years old and self supporting, and residing in Montgomery County with a short-term lease or awaiting completion of permanent housing. RIA staff is conversant and literate in the major languages spoken in Montgomery County. RIA works closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. RIA collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements and implements preventive practices for early identification of communicable diseases. RIA collaborates with the Department of Homeland Security and the U.S. Department of State to ensure compliance with existing regulations for admitting foreign students with exchange (J-1) and non-Immigrant student (F-1) visas.

The mission of the School Counseling Services Unit (SCSU) aligns with the mission and vision of DSS and MCPS in supporting the academic success and personal growth of every student in his or her academic, career, personal, interpersonal, and healthy development. To this end, SCSU works closely in collaboration, and consultation with school counselors, school administrators, and community stakeholders to provide support services. Last year, the SCSU offered more than 40 professional development opportunities to counselors and college/career information coordinators. Throughout the school year, SCSU was actively involved in system-wide crisis training and response. The unit works closely with other DSS staff members to coordinate crisis support as needed. SCSU staff members also provide parent education and outreach, serving as the liaison to a number of community groups.

Counselors align school programs with the established standards when planning for program improvement.

The MCPS School Counseling Program is a comprehensive program designed to enhance the abilities of all students in their academic and personal growth. Aligned with the American School Counselor Association Model, MCPS counseling program is delivered through the school counseling curriculum, individual planning, responsive services, and system support. The role of SCSU is to identify the most effective prevention and intervention strategies for building pathways to academic rigor, college readiness, and career planning for all students. Working collaboratively with other MCPS offices, SCSU ensures that school counseling programs are aligned with initiatives such as the Seven Keys to College Readiness and partnerships with Historically Black Colleges and Universities.

SCSU supports school counseling teams in assisting students in all aspects of the college planning process including the application process, testing, financial aid, and scholarships. The MCPS graduating class of 2011 earned $264.6 million in college scholarships—up more than 18 percent from last year. The class of 2011 earned $40 million more in scholarships than the class of 2010, showing significant gains in scholarship money among all racial and ethnic subgroups.

SCSU works collaboratively with local universities to assign counselor interns and enhanced professional development opportunities available to school counselors. During the 2010–2011 school year, 14 interns were placed throughout the county under counseling supervision.

SCSU staff supported MCPS efforts to create the Guiding the Pathways of Success (GPS) to College manual to assist first-generation college bound, minority, low-income students in successfully navigating the systems required for admittance into college and securing financial aid. The manual will be utilized during the summer of 2011 at the GPS to College course created to help eliminate the barriers faced by first-generation college bound MCPS students.

The Student Affairs unit coordinates student related activities by providing advice, counsel, and support to student government organizations within schools and at the county and state level. The unit facilitates the annual revision of "A Student's Guide to Rights and Responsibilities," organizes the election of the Montgomery County student member of the Board of Education, monitors the selection of the Montgomery County Delegation of Maryland Legislative Page Program applicants, partners with the Montgomery County Business Roundtable for Education to coordinate the Student Emerging Leaders Programs, works with the Montgomery County Board of Elections to conduct the annual student voter registration drive, and facilitates the "Drive for Supplies" project at the end of the school year.

Trends and Accomplishments

DSS strategically assigns personnel to all schools in order to support the effective and efficient implementation of the school program. The staff collaborates with others MCPS offices to positively impact the academic, personal, interpersonal, and mental health of students, while supporting a high-quality, world-class education for every student.

In FY 2011:

- DSS staff provided leadership in the development of MCPS Regulation JHG-RA, *Gangs, Gang Activity, or Other Similar Destructive* or *Illegal Group Behavior Prevention*. Training was provided for all secondary school principals and selected staff members.
- BAT staff members conducted 685 language dominance assessments, 201 educational assessments, 264 psychological assessments, and 144 speech/language assessments. With the assistance of BAT staff members, teachers were able to better plan for the academic strengths and needs of these students, ensuring greater academic success for each.
- HHT provided instructional services to 769 students. These services allowed students to continue their course of study while recovering from long-term illness. HHT piloted a WebEx program, allowing the HHT student and teacher to meet face-to-face with integrated video and audio using two trained HHT teachers for a period of six weeks. Based on the feedback and success of the program, 10 additional home and hospital teachers will receive training on how to use the trained WebEx program for the 2011–2012 school year.
- The RIA unit served 7,385 students from 144 countries. Responses from the parent questionnaire expressed a 99.03 percent satisfaction with RIA services.
- DSS supported 73 schools and three Alternative Program sites in the implementation of PBIS.
- Mental health crisis response training, via webinar, is provided yearly to develop the skills of new DSS staff and to refresh and enhance the skills of veteran staff. At the system level, DSS collaborates with DHHS and the Mental Health Association to implement a Memorandum of Understanding on mental health response in a large scale crisis. This agreement formalizes the collaboration among these agencies so that appropriate numbers of well-trained staff can respond to schools as needed. In order to support this initiative, a comprehensive training program in mental health crisis response is offered each year to new and veteran staff to ensure that all responders are equipped with the latest information and resources to serve students and staff during a large-scale crisis situation. Crisis response teams were sent to address over 25 situations.
- The Interagency TRB was initiated by DSS to address chronic and severe truancy issues. In FY 2011, 65 cases were referred to TRB for intervention. The Attendance Matters program was piloted in three clusters and will be expanded for the 2011–2012 school year.
- DRSAU staff conducted investigative conferences for 550 expulsion requests.
- DRSAU staff processed 3,761 Change of School Assignment requests.
- PPWs conducted nearly 1,000 home schooling reviews. Parents who elect to educate their children in their home were provided with feedback on their educational program, and were offered suggestions and resources to improve their instructional delivery.
- PPWs provided case management, advocacy, and referral services for approximately 23 students who participated in an Expulsion Review Board hearing.
- Pupil Personnel Services, in collaboration with many PPWs, psychologists, and the SCSU, provided Section 504 systemwide training for approximately 230 MCPS staff members.
- DSS worked collaboratively with DHHS to support School-based Health-Wellness Centers, including the Wellness Center at Northwood High School and five Linkages to Learning School-based Health-Wellness Centers at Broad Acres, Harmony Hills, Summit Hall, Gaithersburg and New Hampshire Estates elementary schools. A Linkages to Learning School-based Health-Wellness Center will open in August 2011 at Rolling Terrace Elementary School.
- DSS partners with three local community agencies to provide activities, programs, and services to schools located in communities impacted by gang activity.

- Student Affairs facilitated the election of the student member on the Board of Education. This election is the 10th largest election in the state. All secondary students participate in the election process.
- As a part of the Student Voter Registration Drive, 3,494 MCPS students were registered as voters at the Montgomery County Board of Elections.
- The Drive for Supplies program, facilitated by the Student Affairs unit and in cooperation with Learn Shop, Inc., is an end-of-the-school-year collection of used, yet usable, school supplies. In July 2011, 11,627 pounds of materials were collected and sorted by students. The supplies are distributed to local schools and non-profit organizations, surrounding counties, and other organizations for overseas use.
- LTL provided adult English Literacy classes at eight sites, serving 12 school communities and an average of 284 students during the 2010–2011 school year, which more than tripled the enrollment from the program's inception in 2005–2006. Linkages applied for and received a $21,250 grant from the Montgomery Coalition for Adult English Literacy to support the program.
- LTL provided comprehensive mental health and social services to over 6,000 students and families. In addition, in summer 2010, Camp Sandy Cove, Camp Pecometh, Caleeva, City of Gaithersburg, Montgomery County Recreation Department, Round House Theater, Black Rock, Camp Sonshine, One on One Basketball, Teens to Go, Creative Adventures, Girl Scouts of America, and Berrend Dance Center provided summer camp scholarships to over 200 children. Donations were received from Bank of America/Merrell Lynch, Kiwanis Club, and private donors to provide needed services and opportunities to eligible families. Holiday food baskets were provided to over 770 families, 1,200 winter coats and 50 pairs of new shoes to children and adults, and school supplies to more than 1,000 students. Over 2,700 children at 28 school sites participated in the Holiday Exchange Program.

Major Mandates

- Maryland regulations require each school system to provide comprehensive training pertaining to bullying prevention. MCPS policy and regulation JHF-RA *Bullying, Harassment, or Intimidation* directs school personnel to provide procedures that address the prohibition of bullying in schools by implementing prevention, early intervention, remedial activities, and specific consequences as needed, and guard against reprisal or retaliation against individuals who report acts of bullying.
- As part of Maryland's policy pertaining to the *Safe Schools Act of 2010, Maryland's Model Policy to Address Gangs*, Gang Activity, and Similar Destructive or Illegal Group Behavior was created to implement procedures for reporting suspected gang activity or similar destructive or illegal group behavior in schools. DSS provided information and training to secondary school principals in collaboration with the Montgomery County Police, Gang Task Force, and other county agencies.
- Maryland regulations (COMAR 13A.05.05.01) require each school system to provide a coordinated program of student services that include counseling, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for home and hospital teaching; transfer of students within the county; student suspension and expulsion; and home schooling.
- MCPS policy and regulation MCPS Regulation IJA-RA, School Counseling Programs and Services directs school counseling programs to remove barriers to learning and to promote the knowledge and skills necessary for the academic achievement and personal growth of all students through prevention and intervention services. MCPS policies and regulations also specify that schools will exercise responsible open-enrollment practices with regard to honors and advanced placement courses.
- IDEA requires MCPS to implement strategic general educational interventions; and, if those general education interventions are ineffective, staff must identify, assess, and determine if the child has an educational disability and then provide special education services for these identified children.
- *The Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*, and the *Americans with Disabilities Act Amendments Act (ADAAA) of 2008*, prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.
- The *McKinney-Vento Homeless Education Act* requires that students who are homeless be immediately enrolled in the school that is in his or her best interest. MCPS Regulation JEA-RD, Enrollment of Homeless Students.
- Maryland law requires each child between the ages of 5 and 16 to attend school.
- Maryland state regulation requires, under certain circumstances, the disclosure of a police record and a juvenile court record concerning a child to the superintendent of schools to determine the need for adjustments or modifications in the education program.
- The *Safe Schools Reporting Act* mandates that the Maryland State Department of Education (MSDE) requires county boards of education to report incidents of harassment or intimidation against students in public schools under the county board's jurisdiction.
- Maryland law requires elementary schools with suspension rates at specific percentages over the next four years to implement a positive behavioral intervention and support program or an alternative program.

- Maryland law requires instructional services to public school students who are unable to participate in their school of enrollment due to a physical or emotional condition.

Strategies

- Provide a coordinated program of student services that includes counseling, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for HHT; transfer of students within the county; student suspension and expulsion; and home schooling
- Develop assignments that provide each school with student services staff
- Provide leadership and support to implement PBIS in schools to create a more positive and academically-focused school environment
- Support schools with the understanding and implementing of Section 504 of the *Rehabilitation Act of 1973*
- Implement initiatives to provide a continuum of prevention and intervention services to support student academic achievement and self management through collaboration, problem solving, and response to intervention practices
- Implement school counseling program standards, K–12, which utilize a strategic planning process to increase academic rigor for all students
- Continue to work collaboratively with schools to reduce the incidence of habitual truancy through school strategies, student interventions, and the implementation of the Interagency TRB
- Design and implement coordinated professional development that increases DSS staff capacity to deliver mental health crisis response services on a school or system level
- Support schools through the processing of requests for change of school assignments and the processing of requests for expulsion
- Support schools with guidance, information, and support for collaborative problem-solving teams
- Represent the school system on county, state, and regional committees
- Work with non-profit organizations and community to deliver positive youth development programs to students
- Complete home schooling reviews twice each year for those families who are not affiliated with an MSDE registered group
- Facilitate and monitor the distribution of funds to children/families in need through Neediest Kids, Inc., Bridge to Excellence program
- Support schools with understanding and adhering to the Safe Schools Act
- Support school-based health centers, including the first high school wellness center located at Northwood High School

Performance Measures

Performance Measure: Participants attending student services professional development meetings will respond that the information presented was meaningful to their work.

	FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
Pupil Personnel Services	97%	98%	98%
School Counseling Services	99%	99%	99%
School Psychological Services	90%	92%	94%
Disciplinary Review and School Assignment Unit	99%	99%	99%

Explanation: Professional development that related directly to job function and is considered meaningful will have a positive impact on the delivery of student services.

Performance Measure: To increase the percentage of students whose attendance improves in the semester following an Interagency TRB hearing.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
77%	80%	85%

Explanation: Regular school attendance is directly correlated with student academic success and is aligned with the strategic plan to ensure success for every student. Pupil personnel workers are the case managers who support students and their families through the TRB process.

Performance Measure: Increase the percentage of students who begin HHT services no later than 10 school days from the date the application for service is approved.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
84%	87%	90%

Explanation: Beginning HHT services promptly will limit any disruption to the instructional program.

Performance Measure: To maintain a high level of parent satisfaction with the HHT unit as indicated on satisfaction surveys.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
80.7%	90%	95%

Explanation: It is important that parents feel they had the opportunity to express their concerns and were treated in a professional manner.

Performance Measure: To increase attendance in after school tutorial programs of students in short and long-term homeless shelters.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
90% (both)	95% (both)	96% (both)

Explanation: It is important that parents of homeless shelter students understand the importance for their children to receive after-school tutorial services to support their academic performance and that they feel services were provided in an expeditious and professional manner. Data has been expanded to include homeless students served at long-term and short-term shelters. Tutors maintain records.

Performance Measure: To maintain a high level of parent satisfaction with DRSAU Investigative Conference held in response to a suspension/expulsion request as indicated on satisfaction surveys.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
99%	99%	99%

Explanation: It is important that parents feel they had the opportunity to express their concerns and were treated in a professional manner.

Performance Measure: Schools implementing PBIS will report that they meet or are below the system identified (yearly) suspension target.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
83%	85%	90%

Explanation: Schools implementing Positive Behavioral Intervention and Supports (PBIS) will report a decrease in office referrals when comparing this school year to the previous.

Performance Measure: Increase principal/school satisfaction with the mental health crisis response services of DSS.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
98%	98%	98%

Explanation: Effective mental health supports provided after a crisis assists with the prompt return to a school environment that promotes academic environment.

Budget Explanation Department of Student Services—551/552/553/555/561/628

The FY 2013 request for this department is $18,256,820, a decrease of $24,084 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$197,386
There is an increase of $197,386 for continuing salary costs to reflect step or longevity increases for current employees.

Other—$16,000
There is an increase of $16,000 for contractual services for private duty nurses.

Efficiencies and Reductions—($237,470)
Reductions for this department are as follows:

There is a reduction of 2.0 supervisor positions and $252,370 and a 1.0 central office teacher position and $91,075 in the Disciplinary Review and School Assignment Unit. This unit will be incorporated with the Pupil Personnel Services unit to reduce administrative expenditures without any changes in current services. This reduction is offset by an increase in temporary part-time salaries of $35,517, a 1.0 elementary counselor position and $90,293, and a 1.0 secretary position and $34,165 to provide additional support as needed.

Other reductions based on prior year spending trends in this department include $15,000 for local travel mileage reimbursement, $27,000 for professional part-time salaries, and $12,000 for residency compliance.

Budget Explanation National Institutes of Health Program—908

The FY 2013 request for this program is $254,733, no change from the current FY 2012 budget.

Project's Funding History

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal			
State			
Other	$254,733	$254,733	$254,733
County			
Total	$254,733	$254,733	$254,733

Department of Student Services - 551/552/553/555/628

Brenda L. Wilks, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	160.000	158.500	158.500	**157.500**	(1.000)
Position Salaries	$16,425,453	$16,320,175	$16,320,175	**$16,298,574**	($21,601)
Other Salaries					
Summer Employment					
Professional Substitutes		28,000	28,000	**28,000**	
Stipends		196,720	196,720	**196,720**	
Professional Part Time		1,095,994	1,095,994	**1,053,900**	(42,094)
Supporting Services Part Time		52,828	52,828	**103,439**	50,611
Other		12,000	12,000		(12,000)
Subtotal Other Salaries	1,552,717	1,385,542	1,385,542	**1,382,059**	(3,483)
Total Salaries & Wages	17,978,170	17,705,717	17,705,717	**17,680,633**	(25,084)
02 Contractual Services					
Consultants					
Other Contractual		251,550	251,550	**267,550**	16,000
Total Contractual Services	233,389	251,550	251,550	**267,550**	16,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		40,106	40,106	**40,106**	
Office		15,347	15,347	**15,347**	
Other Supplies & Materials		79,594	79,594	**79,594**	
Total Supplies & Materials	92,913	135,047	135,047	**135,047**	
04 Other					
Local/Other Travel		174,940	174,940	**159,940**	(15,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous		13,650	13,650	**13,650**	
Total Other	178,155	188,590	188,590	**173,590**	(15,000)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$18,482,627	$18,280,904	$18,280,904	**$18,256,820**	($24,084)

National Institutes of Health Program - 908

Brenda L. Wilks, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		200,940	200,940	**200,940**	
Supporting Services Part Time		18,657	18,657	**18,657**	
Other					
Subtotal Other Salaries		219,597	219,597	**219,597**	
Total Salaries & Wages		219,597	219,597	**219,597**	
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local/Other Travel					
Insur & Employee Benefits		17,568	17,568	**17,568**	
Utilities					
Miscellaneous		17,568	17,568	**17,568**	
Total Other		35,136	35,136	**35,136**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total		$254,733	$254,733	**$254,733**	

Department of Student Services - 551/552/553/555/563/628/937/964/908

Brenda L. Wilks, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	551 Department of Student Services						
7	Q Director II		1.000	1.000	1.000	**1.000**	
7	P Director I		2.000	2.000	2.000	**2.000**	
3	O Supervisor		1.000	1.000	1.000	**1.000**	
7	O Supervisor		2.000	2.000	2.000		(2.000)
7	N Coordinator		3.000	3.000	3.000	**3.000**	
7	BD Court Liaison Specialist		1.000	1.000	1.000	**1.000**	
3	BD Instructional Specialist			.500	1.000	**1.000**	
7	BD Instructional Specialist		3.000	3.000	3.000	**3.000**	
7	BD Pupil Personnel Worker		44.000	44.000	44.000	**44.000**	
3	BD Psychologist		68.500	68.500	68.500	**68.500**	
7	22 Fiscal Assistant V		1.000				
7	16 Administrative Secretary III		1.000	1.000	1.000	**1.000**	
7	15 Administrative Secretary II		2.000	2.000	2.000	**2.000**	
7	14 Administrative Secretary I		2.000	2.000	2.000	**2.000**	
2	12 Secretary			1.000	1.000	**1.000**	
3	12 Secretary		1.000				
7	12 Secretary		1.000	1.000	1.000	**1.000**	
	Subtotal		**133.500**	**133.000**	**133.500**	**131.500**	**(2.000)**
	552 Bilingual Assessment Team						
2	BD Instruct Assessment Spec		4.000	4.000	4.000	**4.000**	
3	BD Psychologist		5.500	5.500	5.000	**5.000**	
3	BD Speech Pathologist	X	2.000	2.000	2.000	**2.000**	
2	12 Secretary		1.000	1.000	1.000	**1.000**	
	Subtotal		**12.500**	**12.500**	**12.000**	**12.000**	
	553 Home & Hospital Teaching						
2	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
2	AD Central Off Teacher	X	1.000				
3	AD Central Off Teacher	X		1.000	1.000		(1.000)
2	12 Secretary		1.000	1.000	1.000	**2.000**	1.000
	Subtotal		**3.000**	**3.000**	**3.000**	**3.000**	
	555 Counseling, Residency & Intl.						
7	P Director I		1.000	1.000	1.000	**1.000**	
7	BD Intnl Students Admission Spec		2.000	2.000	2.000	**2.000**	
3	BD Counselor, Elementary	X				**1.000**	1.000
7	20 ISAO Intake Specialist II		1.000	1.000	1.000	**1.000**	
7	17 ISAO Intake Specialist I		2.000	2.000	2.000	**2.000**	
7	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
7	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
7	12 Secretary		1.000				

Department of Student Services - 551/552/553/555/563/628/937/964/908

Brenda L. Wilks, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	555 Counseling, Residency & Intl.						
7	11 Office Assistant IV		2.000	2.000	2.000	**2.000**	
	Subtotal		**11.000**	**10.000**	**10.000**	**11.000**	**1.000**
	Total Positions		**160.000**	**158.500**	**158.500**	**157.500**	**(1.000)**