

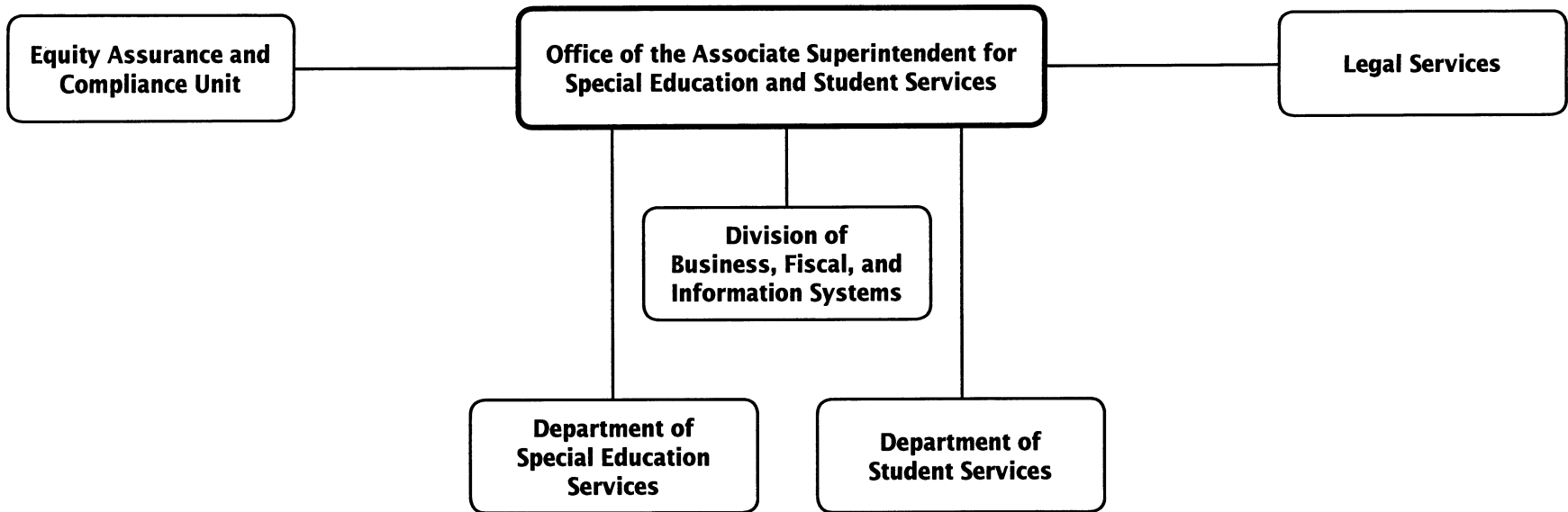
## Special Education and Student Services

	<b>PAGE</b>
<b>Associate Superintendent</b> .....	5-4
Division of Business, Fiscal, and Information Systems.....	5-11
Medical Assistance Program .....	5-11
▪ <b>Department of Special Education Services</b> .....	5-20
Placement and Assessment Services Unit.....	5-21
School-Based Services .....	5-22
Special Schools/Centers .....	5-23
Division of Prekindergarten, Special Programs, and Related Services.....	5-40
Individuals with Disabilities Education (IDEA).....	5-41
▪ <b>Department of Student Services</b> .....	5-59

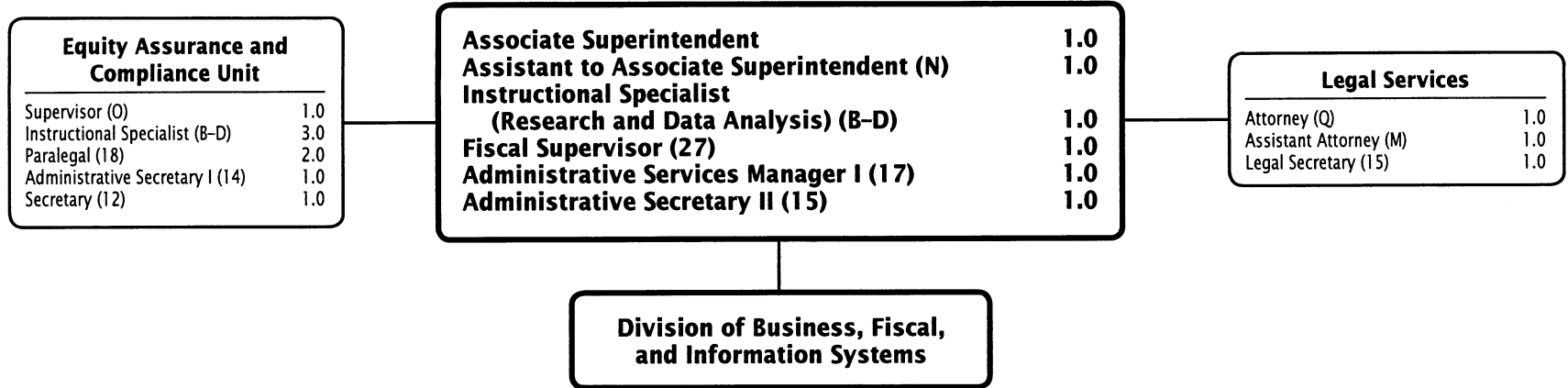
**Office of Special Education and Student Services**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 BUDGET	FY 2014 CHANGE
<b>POSITIONS</b>					
Administrative	48,000	46,000	47,000	47,000	
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	2,274,450	2,301,000	2,300,000	2,361,400	61,400
Supporting Services	1,530,910	1,576,203	1,576,203	1,606,055	29,852
<b>TOTAL POSITIONS</b>	<b>3,854,360</b>	<b>3,924,203</b>	<b>3,924,203</b>	<b>4,015,455</b>	<b>91,252</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$6,091,324	\$6,062,807	\$6,179,407	\$6,071,037	(\$108,370)
Business/Operations Admin.	95,947	85,052	85,052	88,624	3,572
Professional	175,823,510	181,896,667	181,780,067	187,252,220	5,472,153
Supporting Services	55,509,501	58,922,254	58,922,254	59,637,080	714,826
<b>TOTAL POSITION DOLLARS</b>	<b>237,520,282</b>	<b>246,966,780</b>	<b>246,966,780</b>	<b>253,048,961</b>	<b>6,082,181</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	6,587,808	6,129,478	6,129,478	6,358,602	229,124
Supporting Services	4,329,597	3,728,896	3,728,896	4,700,147	971,251
<b>TOTAL OTHER SALARIES</b>	<b>10,917,405</b>	<b>9,858,374</b>	<b>9,858,374</b>	<b>11,058,749</b>	<b>1,200,375</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>248,437,687</b>	<b>256,825,154</b>	<b>256,825,154</b>	<b>264,107,710</b>	<b>7,282,556</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>3,271,888</b>	<b>2,771,433</b>	<b>2,771,433</b>	<b>2,687,229</b>	<b>(84,204)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>2,865,673</b>	<b>2,066,310</b>	<b>2,066,310</b>	<b>2,018,235</b>	<b>(48,075)</b>
<b>04 OTHER</b>					
Local/Other Travel	809,528	671,362	671,362	840,972	169,610
Insur & Employee Benefits	9,207,669	8,275,171	8,275,171	8,575,663	300,492
Utilities	10,594	12,000	12,000	12,000	
Miscellaneous	36,066,926	37,341,147	37,341,147	38,964,425	1,623,278
<b>TOTAL OTHER</b>	<b>46,094,717</b>	<b>46,299,680</b>	<b>46,299,680</b>	<b>48,393,060</b>	<b>2,093,380</b>
<b>05 EQUIPMENT</b>	<b>667,985</b>	<b>335,223</b>	<b>335,223</b>	<b>331,171</b>	<b>(4,052)</b>
<b>GRAND TOTAL AMOUNTS</b>	<b>\$301,337,950</b>	<b>\$308,297,800</b>	<b>\$308,297,800</b>	<b>\$317,537,405</b>	<b>\$9,239,605</b>

# Office of Special Education and Student Services—Overview



# Office of the Associate Superintendent for Special Education and Student Services





**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 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 ages 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, Pupil Personnel Services, Psychological Services, School Counseling and Residency and International Admissions, and Student Affairs, and is the liaison office to School Health Services.

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 and the Extended School Year program. DBFIS 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 the *Individuals with Disabilities Education Act 2004 (IDEA)*; facilitate requests for mediation, due process hearings, administrative review and respond to Office of Civil Rights and Maryland State Department of Education (MSDE) complaints. The Legal Services Unit supports school and special centers, including 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, 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 17,404 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 that examines data outcomes, the office makes systematic decisions designed to reduce disproportionality in the identification of minority students for special education services, increases inclusive opportunities, expands access to appropriate interventions, ensures supports to schools to help them achieve, and provides increased LRE options for students.

OSESS also is responsible for providing 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). OSESS staff members work closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. OSESS collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements. OSESS 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.

OSESS provides ongoing support to students, parents, and school staff. OSESS 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. OESS staff also process all change of school assignment applications to render decisions consistent with current policies and procedures.

### Trends and Accomplishments

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. In addition, funding through the Collaboration Council linked to state legislation will support students with attendance, suspension, or juvenile justice issues and their families in four middle schools, as well as a truancy-reduction program in two other middle schools. Other outreach efforts include collaboration with the military education liaisons and the Montgomery County Mental Health Association, Serving Together project, Identity, Inc., Child Welfare Services, as well as local universities and colleges.

OESS 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) have shown an 23.81 percentage points over the last eight years, from 43.77 percent in FY 2003 to 67.58 percent in FY 2012, exceeding the state target of 62.11 percent. MCPS has also exceeded the state target of 15.36 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 12.15 percent in FY 2012, a difference of 18.05 percentage points.

The achievement of students with disabilities in MCPS is improving. At the same time, students with disabilities are gaining access to rigorous instruction. The 2012 Maryland School Assessment (MSA) preliminary results indicate that overall Adequate Yearly Progress (AYP) proficiency rates for MCPS students with disabilities continue to exceed the proficiency rates for all students with disabilities across the state of Maryland. Data from MSDE indicate that, during the 2010–2011 school year, MCPS students with disabilities achieved 73.8 percent proficiency in reading and 63.8 percent in mathematics, compared with the students with disabilities across the state, who attained 64.3 percent proficiency in reading and 57.0 percent in mathematics. This data indicates that the MCPS students outperformed students state-wide 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.

Since FY 2009, EACU data reflect an 80 percent resolution rate for special education mediations filed. Additionally, the total number of requested special education hearings and mediations continues to represent less than 1 percent of the total number of special education students. Special Education Legal Services staff members assisted in these efforts by supporting the resolution of concerns through the IEP team process.

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 system-wide effort to reduce disproportionate identification of minority students in special education, EACU staff joins school-based professional learning communities 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, an effort to address the disproportionate suspension rate of students with disabilities and participate on the MCPS suspension M-Stat team.

DSS 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 physical 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 2012, the Home and Hospital Teaching program provided instructional services to 800 students with conditions that hindered their regular school attendance. DSS supported 84 schools, three special education schools and three Alternative Program sites in the implementation of Positive Behavioral Interventions and Supports (PBIS) in FY 2012. The Court Liaison assisted 48 students with the transition from a juvenile placement to a school placement. Linkages to Learning provided mental wellness and social services to over 5,000 students and families. The Bilingual Assessment Team administered 607 assessments and 796 language dominance determinations to students. The School Counseling, Residency, and International Admissions unit (SCRIA) has worked hard to form partnerships with many Historically Black Colleges

and Universities that bring admissions and scholarship events to our local schools. Through these partnerships, \$238.5 million in scholarships has been offered. SCRIA served 3,246 students from 147 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 be provided with 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 those birth to age 4, 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.

OSESS ensures 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. It is provided routinely for students enrolled in a full-day program.

SCRIA collaborates with the Department of Homeland Security and the U. S., 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.

OSESS provides 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 with 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 service-delivery models among education and health and human service providers.
- Develop higher education partnerships to facilitate student access to career and college pathways.

**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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
82%	85%	87%

**Explanation:** This measure identifies the results of efforts to implement successful dispute-resolution processes in mediation.

**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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
7	7	6

**Explanation:** This measure identifies the results of system-wide 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 FY 2014 request for this office \$2,228,762, a decrease of \$79,567 from the current FY 2013 current budget. An explanation of this change follows.

***Continuing Salary Costs—\$20,433***

There is an increase of \$20,433 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

***Other—(\$100,000)***

A legal services team comprised of a 1.0 attorney, a 1.0 paralegal, and a 1.0 secretary position is established for FY 2014 in the Office of the Superintendent of Schools. To help offset the cost of these positions, the amount budgeted for contractual legal services for special education is reduced by \$100,000. This reduction can be made based on actual expenditures in this line item over the past two years.

# Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

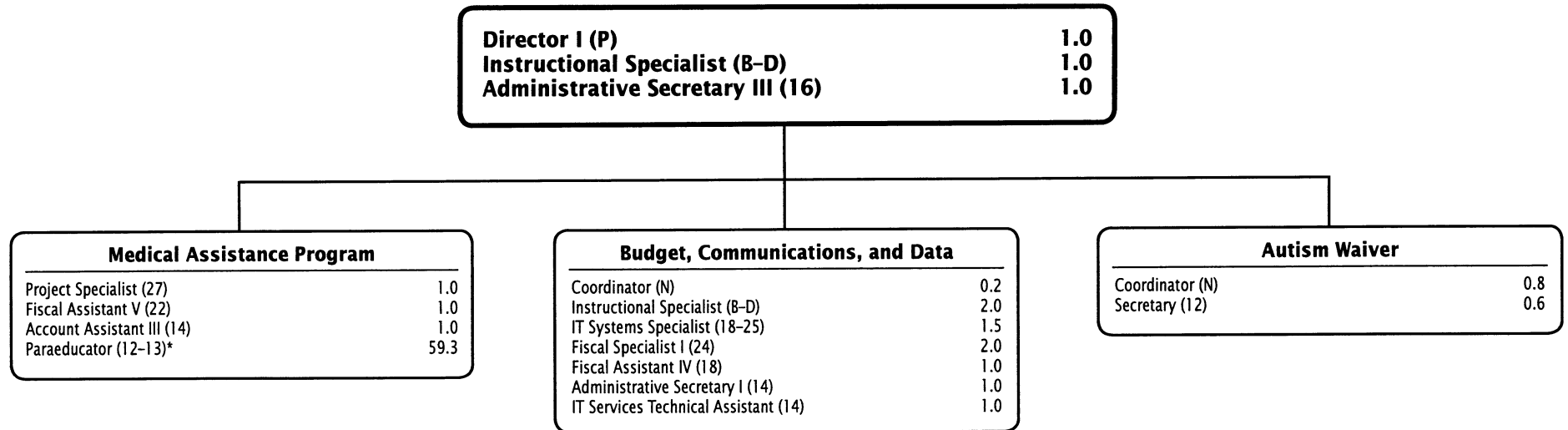
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18.000	17.000	17.000	17.000	
Position Salaries	\$1,558,079	\$1,588,552	\$1,588,552	\$1,608,985	\$20,433
<b>Other Salaries</b>					
Summer Employment					
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	62,903	78,125	78,125	78,125	
<b>Total Salaries &amp; Wages</b>	1,620,982	1,666,677	1,666,677	1,687,110	20,433
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		611,207	611,207	511,207	(100,000)
<b>Total Contractual Services</b>	618,597	611,207	611,207	511,207	(100,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		11,527	11,527	11,527	
Other Supplies & Materials		5,962	5,962	5,962	
<b>Total Supplies &amp; Materials</b>	13,741	17,489	17,489	17,489	
<b>04 Other</b>					
Local/Other Travel		4,956	4,956	4,956	
Insur & Employee Benefits					
Utilities					
Miscellaneous		8,000	8,000	8,000	
<b>Total Other</b>	5,649	12,956	12,956	12,956	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,258,969</u>	<u>\$2,308,329</u>	<u>\$2,308,329</u>	<u>\$2,228,762</u>	<u>(\$79,567)</u>

# Office of Special Education and Student Services - 511/257

Chrisandra A. Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>511 Office of Spec. Educ. &amp; Student Svcs.</b>						
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
6	Q Attorney		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
6	M Assistant Attorney		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	27 Fiscal Supervisor		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
6	15 Legal Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>257 Equity Assurance &amp; Compliance Unit</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
6	18 Paralegal		2.000	2.000	2.000	<b>2.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
6	11 Office Assistant IV		1.000				
	<b>Subtotal</b>		<b>9.000</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	
	<b>Total Positions</b>		<b>18.000</b>	<b>17.000</b>	<b>17.000</b>	<b>17.000</b>	

# Division of Business, Fiscal, and Information Systems



F.T.E. Positions 75.4

\*59.3 positions in Medical Assistance are school-based

**Mission** *The mission of the Division of Business, Fiscal, and Information Systems (DBFIS) is to manage services, value collaboration, and consistently respond to and respect the needs of students, 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 on-site 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 annual special education 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 members utilize enrollment and trend data for the allocation of special education personnel. 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 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 system-wide compliance with state performance indicators and disseminates information regarding MCPS performance related 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 assists central office, non-school-based and school-based staff members 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 adult life planning, 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 county-wide 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 2011–2012 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, the 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 and the MAP team worked closely with DBFIS leadership to ensure that Medicaid service providers were thoroughly trained to meet the standards for documentation of services. During 2011–2012, staff began planning and preparing to collect fees for eligible IEP services for students participating in ESY.

In Fiscal Year (FY) 2012, enhanced features continued to be added to O/SS, the online IEP tool. O/SS is aligned with the mandatory state IEP and other special education processes such as identification, reevaluation, manifestation, and service plans. It also provided a single source of data for 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 would be updated and due for release each July, the 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, and data stored in an online tool was utilized to provide the annual special education child count data to MSDE.

During 2011–2012, ESY upgraded its hiring process through the utilization of MCPS Careers and piloted the use of the Student Transportation Action Request form to mirror the processes of the system and regional summer school.

During the 2011–2012 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 are 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. Also during 2011–2012, technology representatives from DBFIS performed testing and evaluation of assistive technology applications, upgrading to Windows 7 and deploying across all technology modernization years. Use of a common Windows 7 operating system across MCPS allows for an equitable version distribution of assistive technology and ensured seamless usage by all students with disabilities and standardization of professional development for all special education staff.

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 the Deputy Superintendent for School Support and Improvement, and school-based administrators and staff are resulting in a significant increase in the monitoring of compliance with the SPP indicators and the achievement of these indicators.

In FY 2012, 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 non-educational services, staff who provide 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 *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 1, 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 in intensive individual support services, therapeutic integration service, adult life planning, 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 with 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, requires central and school-based staff to provide copies of any documents that 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 system-wide implementation of MCPS policies and procedures; federal, state, and local laws; and regulations related to special education.
- Implement the 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
\$4,391,663	\$4,300,000	\$4,420,000

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

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

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$3,000 from the Department of Special Education Services to increase the budget for office supplies for this division.

The FY 2014 request for this division is \$1,403,045, an increase of \$806 over the current FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—\$17,510**

There is an increase of \$17,510 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

**Other—\$13,500**

There is an increase of \$13,500 for substitutes for staff training on use of the Online Administrative Student Information System.

**Program Efficiencies and Reductions—(\$30,204)**

There is reduction of \$30,204 in the budget for contractual maintenance for office equipment. These reductions can be made based on review of actual spending trends.

**Budget Explanation  
Medical Assistance Program—939**

The FY 2014 budget request for this program is \$4,412,832, an increase of \$351,570 over the FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—(\$118,566)**

There is a decrease of \$118,566 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

**Realignment—\$420,861**

Additional revenue projected for FY 2014 allows for a shift of locally-funded expenditures to this grant program. This included 9.0 itinerant paraeducator positions and \$171,634, and \$249,227 from employee benefits budgeted in the Department of Financial Services.

**Other—\$49,275**

An increase of \$34,959 is budget to fund higher contractual costs to administer medical assistance reimbursements, and \$9,275 is required for licenses for speech/language pathologists. Also, \$5,041 is budgeted for increased rates for Autism consultant services.

**Project's Funding History**

	<b>FY 2013 Projected 7/1/12</b>	<b>FY 2013 Received 11/30/12</b>	<b>FY 2014 Projected 7/1/13</b>
Federal	\$4,061,262	\$4,385,210	\$4,412,832
State			
Other			
County			
<b>Total</b>	<b>\$4,061,262</b>	<b>\$4,385,210</b>	<b>\$4,412,832</b>

# Div of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12.700	11.700	11.700	<b>11.700</b>	
Position Salaries	\$1,091,564	\$1,048,468	\$1,048,468	<b>\$1,065,978</b>	\$17,510
<b>Other Salaries</b>					
Summer Employment				<b>13,500</b>	13,500
Professional Substitutes					
Stipends					
Professional Part Time		226,310	226,310	<b>226,310</b>	
Supporting Services Part Time		35,517	35,517	<b>35,517</b>	
Other					
Subtotal Other Salaries	670	261,827	261,827	<b>275,327</b>	13,500
<b>Total Salaries &amp; Wages</b>	1,092,234	1,310,295	1,310,295	<b>1,341,305</b>	31,010
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		48,204	48,204	<b>18,000</b>	(30,204)
<b>Total Contractual Services</b>	17,616	48,204	48,204	<b>18,000</b>	(30,204)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,897	10,897	<b>10,897</b>	
Other Supplies & Materials		7,007	7,007	<b>7,007</b>	
<b>Total Supplies &amp; Materials</b>	9,699	14,904	17,904	<b>17,904</b>	
<b>04 Other</b>					
Local/Other Travel		13,836	13,836	<b>13,836</b>	
Insur & Employee Benefits					
Utilities		12,000	12,000	<b>12,000</b>	
Miscellaneous					
<b>Total Other</b>	18,688	25,836	25,836	<b>25,836</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>	8,998				
<b>Grand Total</b>	<b>\$1,147,235</b>	<b>\$1,399,239</b>	<b>\$1,402,239</b>	<b>\$1,403,045</b>	<b>\$806</b>

## Div of Business, Fiscal, & Information Systems - 241

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	P Director I		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		.200	.200	.200	<b>.200</b>	
6	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
6	25 IT Systems Specialist		1.500	1.500	1.500	<b>1.500</b>	
6	24 Fiscal Specialist I		2.000	2.000	2.000	<b>2.000</b>	
7	22 Fiscal Assistant V		1.000				
6	18 Fiscal Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
6	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	14 IT Services Technical Asst		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>12.700</b>	<b>11.700</b>	<b>11.700</b>	<b>11.700</b>	

# Medical Assistance Program - 939

Julie S. Hall, Director I

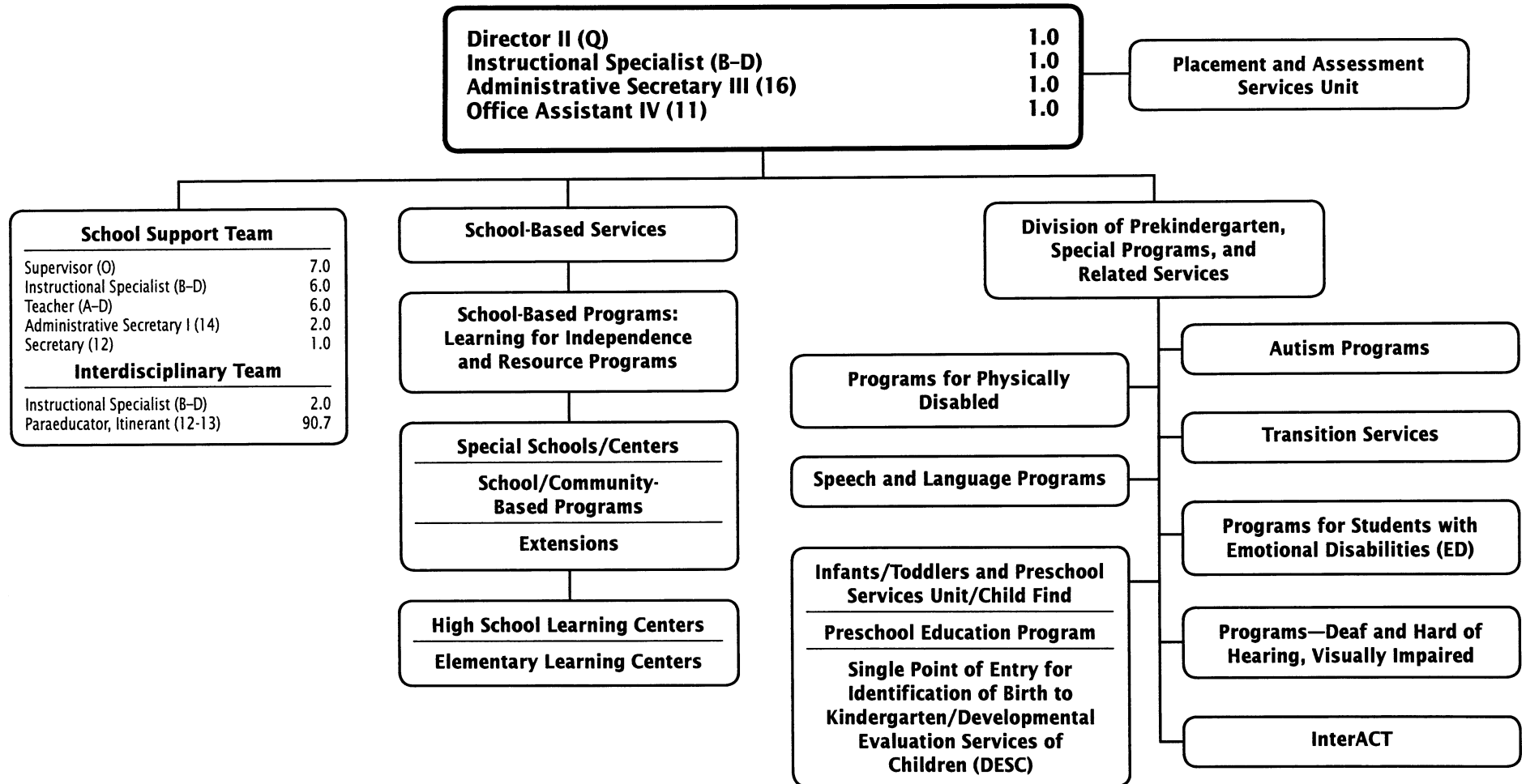
Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	61.900	54.500	54.500	<b>63.700</b>	9.200
Position Salaries	\$2,021,841	\$2,127,831	\$2,127,831	<b>\$2,180,899</b>	\$53,068
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	2,021,841	2,127,831	2,127,831	<b>2,180,899</b>	53,068
<b>02 Contractual Services</b>					
Consultants		13,234	13,234	<b>25,000</b>	11,766
Other Contractual		693,491	693,491	<b>721,725</b>	28,234
<b>Total Contractual Services</b>	744,886	706,725	706,725	<b>746,725</b>	40,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		1,209,206	1,209,206	<b>1,458,433</b>	249,227
Utilities					
Miscellaneous		17,500	17,500	<b>26,775</b>	9,275
<b>Total Other</b>	1,330,749	1,226,706	1,226,706	<b>1,485,208</b>	258,502
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$4,097,476</u>	<u>\$4,061,262</u>	<u>\$4,061,262</u>	<u><b>\$4,412,832</b></u>	<u>\$351,570</u>

# Medical Assistance Program - 939

Julie S. Hall, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	N Coordinator		.800	.800	.800	<b>.800</b>	
6	27 Project Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	22 Fiscal Assistant V		1.000	1.000	1.000	<b>1.000</b>	
6	14 Account Assistant III		1.000	1.000	1.000	<b>1.000</b>	
6	13 Spec Ed Itinerant Paraeducator	X	57.500	50.100	50.100	<b>59.300</b>	9.200
6	12 Secretary		.600	.600	.600	<b>.600</b>	
	<b>Total Positions</b>		<b>61.900</b>	<b>54.500</b>	<b>54.500</b>	<b>63.700</b>	<b>9.200</b>

# Department of Special Education Services



Chapter 5 – 20



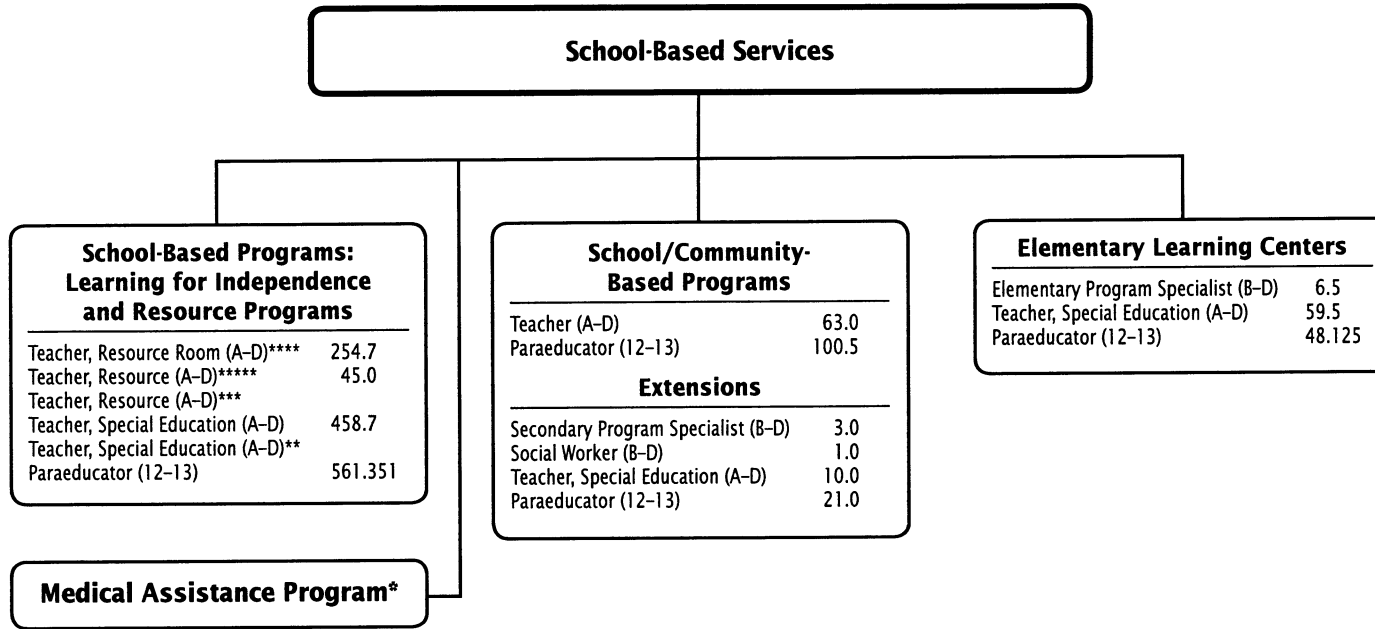
# Placement and Assessment Services Unit

<b>Supervisor (O)</b>	<b>1.0</b>
<b>Coordinator (N)</b>	<b>1.0</b>
<b>Instructional Specialist (B-D)</b>	<b>6.0</b>
<b>Psychologist (B-D)*</b>	<b>2.5</b>
<b>Teacher, Resource (A-D)</b>	<b>1.0</b>
<b>Administrative Secretary I (14)</b>	<b>1.0</b>
<b>Secretary (12)</b>	<b>4.0</b>

F.T.E. Positions 16.5

\* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

# School-Based Services



F.T.E. Positions 1,632.376

\* Resources for Medical Assistance are shown in the Division of Business, Fiscal, and Information Systems

\*\* 108.0 positions funded by IDEA

\*\*\* 1.0 position supports Model Learning Center

\*\*\*\* 0.5 position supports Model Learning Center

\*\*\*\*\* 20.0 positions funded by IDEA

# Special Schools/Centers\*

Rock Terrace School	
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)	0.1
Teacher, Special Education (A-D)*****	
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 School	
Coordinator (N)	1.0
Media Specialist (B-D)	0.5
Teacher, Special Education (A-D)*****	
Teacher, Staff Development (A-D)	0.3
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 School	
Coordinator (N)	1.0
Teacher, Special Education (A-D)****	
Teacher, Staff Development (A-D)	0.3
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 Learning Center	
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)	28.0
Media Assistant (12)	0.5
School Secretary I (12)	0.5
Lunch Aide (7)	0.875

John L. Gildner Regional Institute for Children and Adolescents (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 (A-D)	0.5
Teacher, Special Education (A-D)*****	
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 151.975

\* Special schools/centers are supervised by the Office of the Deputy Superintendent for School Support and Improvement

\*\* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

\*\*\* An additional 0.2 position is funded by IDEA

\*\*\*\* Additional 9.0 positions funded by IDEA

\*\*\*\*\* Additional 16.0 positions funded by IDEA

\*\*\*\*\* Additional 18.0 positions funded by IDEA

\*\*\*\*\* Additional 8.0 positions funded by IDEA

**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 postsecondary 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 the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence* and the Maryland State Department of Education vision for special education services. To accomplish system-wide and statewide goals, DSES, in conjunction with the Office of the Deputy Superintendent for School Support and Improvement (OSSSI), 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 and professional development; and oversee and monitor implementation of evidence-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 to 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 five 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, which 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 Accountability Waiver for Maryland*. DSES provides ongoing monitoring of nonpublic, school-based, cluster, and county-wide special education services to increase the graduation rate of students with disabilities, reduce the 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 system-wide 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 to 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 2005–2011, MCPS demonstrated a strong six-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 28, 2011, Census Data report indicates that the percentage of students receiving services in LRE C is 12.15 percent, which exceeds the state target of 15.36 percent by 3.21 percentage points for FY 2012. The October 28, 2011, Census Data report also shows that the percentage of students receiving services in LRE A increased from 57.10 percent in 2006, to 67.58 percent in 2011, which exceeds the MSDE target of 62.11 percent by 5.47 percentage points. During the 2011–2012 school year, MCPS has reduced the number of students enrolled in nonpublic placements. During the FY 2012 school year, actual enrollment with nonpublic programs was 513 students, compared with 524 students during the FY 2011 school year. Students with emotional disabilities represent 35 percent of the nonpublic placements. Students with autism represent 34 percent of students in nonpublic placements.

Since the 2010–2011 school year, OSESS, in collaboration with OCIP, assisted in the design of Curriculum 2.0 for Grades K–2. This collaborative effort resulted in the design of a curriculum that embeds the principles of the University Design for Learning (UDL). All students, including students with disabilities, 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 Curriculum 2.0 during the 2011–2012 school year. Professional development was conducted during summer 2011 for elementary staff on the use of these resources and technologies.

DSES staff established Professional Learning Communities (PLC) at three elementary schools and three middle schools regarding the implementation of UDL strategies.

Grade-level teams consisting of general and special education teachers, media specialists, paraeducators and instructional leadership teams collaboratively planned, designed, and implemented UDL practices in general education classrooms for the benefit of all the students in the school. Each school will continue to serve as a resource for training materials, video examples, and models on UDL implementation to benefit all MCPS schools and curriculum offices over the next several years. Resources from these projects are already available at the following link: <http://montgomeryschoolsmd.org/departments/hiat/udl/>.

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. 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, MSSEI was expanded to two additional middle schools: Rosa Parks and Lakelands Park middle schools. Approximately 152 MCPS staff, including special and general education Grade 7 coaching teams observed 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 7 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. MSDE awarded MCPS a grant to improve the performance outcomes of elementary students with disabilities. The AYP project for 2011–2012 focused on working with students with disabilities in five elementary schools on improving mathematics instruction by forming a mathematics PLC. The PLC focused on equitable practices, differentiated strategies, and increasing student discourse. It provided professional development to general and special education teachers on the use of technology and manipulatives and flexible groupings, and it used instructional rounds to monitor implementation. Ninety percent of the elementary students with disabilities in the targeted schools exhibited gains on the mathematics intervention assessments. In addition, 86 percent of the general and special education teachers reported improvement in their teaching due to collaboration.

During the 2011–2012 school year, reading interventions and mathematics programs were expanded at

all levels. New mathematics interventions to improve fluency and automaticity through systematic teaching with technology were expanded in elementary schools identified as having Title 1 and Focus status. New reading interventions were expanded to elementary schools with Learning Centers, Learning and Academic Disabilities services, and selected middle and high schools with Asperger's and Bridge services. During the 2012–2013 school year, elementary schools with only resource services will receive reading interventions.

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 the summer of 2012 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 28, 2011, MCPS served 2,482 students with disabilities ages 3–5. Serving the largest number of prekindergarten students with disabilities in the state of Maryland, MCPS has the fourth lowest percentage rate of students receiving prekindergarten special education services in regular early childhood settings. According to the MSDE Census Data Report for October 28, 2011, 41.38 percent of disabled prekindergarten students participate in regular early childhood settings at least 10 hours per week. As a result of this data, MCPS has 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 with 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 FY 2011, 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 rate that has been holding steady since 2010. There is an overall eight-year upward trend of providing services

to children in inclusive settings. DPSPRS will expand the PILOT (Providing Inclusive Learning Opportunities for Threes) by two classes of 4-year-olds. The eight PILOT sites continue a county-wide feeder pattern for 2011–2012. In FY 2012, the collaborative prekindergarten classrooms initiative continued at 15 sites.

The state's high-incidence growth disabilities categories closely parallel the trend in MCPS and indicate 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 1,727 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 2011–2012 school year, DSES and OCIP collaborated to expand the use of UDL. HIAT continues to provide professional development on UDL strategies for teachers throughout the school year. DSES is committed to monitoring the achievement of students with disabilities as compared with their counterparts statewide. An analysis of the 2012 Maryland School Assessment 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 with the students with disabilities across the state, who attained 64.3 percent proficiency in reading and 57.0 percent in mathematics. This data indicates 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.
- The ESEA Flexibility Waiver 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 2) who 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 4 for eligible children.
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates a reduction of the overrepresentation of African American students in special education.
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, mandates an increase in 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, proficient and advanced performance on the Maryland School Assessments, 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 State 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
67.58%	72.58%	77.58%

**Explanation:** This measure indicates the degree to which students with special needs are educated in general education settings. In 2012, MCPS exceeded the LRE A MSDE state target of 62.11 percent by 6.08 percentage points. Each consecutive year, MCPS will continue to increase the percentage of students with disabilities educated in the general education environment as indicated above.

**Performance Measure:** The ESEA Accountability Waiver granted by the United States Department of Education to the state of Maryland in spring 2012 has replaced the Adequate Yearly Progress formula for processing the Annual Measurable Objectives (AMO). Each school and each subgroup within a school has its own AMO. An analysis of the spring 2012 performance of students with disabilities in MCPS indicated the following:

<b>Grades 3-5</b>		<b>Change in Proficiency Rate from 2011-2012 2012</b>
<b>Mathematics Performance</b>		
<b>2011</b>		
65.4	65.6	0.2
<b>Reading Performance</b>		<b>Change in Proficiency Rate from 2011-2012 2012</b>
<b>2011</b>		
74.7	75.2	0.5
<b>Grades 6-8</b>		<b>Change in Proficiency Rate from 2011-2012 2012</b>
<b>Mathematics Performance</b>		
<b>2011</b>		
51.1	52.3	1.2
<b>Reading Performance</b>		<b>Change in Proficiency Rate from 2011-2012 2012</b>
<b>2011</b>		
69.3	66.5	-2.8

**Grades 9–12**  
**Data is not available**

**Explanation:** Under the ESEA Flexibility Waiver, MCPS must reduce the gap between the highest performing subgroup and the lowest performing subgroup by 2017.

**Budget Explanation**  
**Department of Special Education**  
**Services—251**

The current FY 2013 budget for this department is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of \$3,000 from office supplies to the Division of Business, Fiscal, and Information Services.

The FY 2014 request for this department is \$8,223,391, an increase of \$546,214 over the current FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—(\$156,789)**

There is decrease of \$156,789 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

**Enrollment Changes—\$1,005,977**

There is an increase of \$245,185 for part-time teacher and paraeducator salaries for a projected increase in the number of students that will require extended school year services based on their individualized education programs (IEP's). As more special education students are served in general education settings, additional support for students and staff is required. There is an increase of \$660,792 for more individualized paraeducator support for students served in general education classrooms. In addition, there is a budgetary increase of \$100,000 for substitute paraeducators.

**Realignment—(\$254,899)**

Due to additional revenue projected for the Medical Assistance program for FY 2104, 9.2 positions and \$171,634 can be realigned from this budget to the grant budget saving tax-supported funds. In addition, there is a realignment of \$83,265 in stipends to fund local travel mileage reimbursement costs in the locally-funded budget for the Infants and Toddlers Program.

**Program Efficiencies and Reductions—(\$48,075)**

There is a reduction of \$48,075 for FY 2014 for supplies and materials based on prior year spending trends.

**Budget Explanation**  
**Placement and Assessment Services**  
**Unit—255**

The FY 2014 request for this unit is \$40,062,568, an increase of \$1,473,538 over the current FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—(\$138,566)**

There is decrease of \$138,566 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

**Enrollment Changes—\$847,084**

The FY 2014 budget includes an increase of \$847,084 for tuition payments for a projected 535 students projected to be served in nonpublic programs next year. This is an increase of six students over the 529 budgeted in FY 2013.

**Other—\$765,020**

A projected two percent rate increase in tuition rates for students in nonpublic setting increases the budget by \$765,020. This rate is established by the state and will be finalized when the Governor releases the state's budget later this year.

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

The FY 2014 request for the special centers and schools is \$7,757,422, a decrease of \$220,961 from the current FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—(\$550,824)**

There is decrease of \$550,824 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

**Enrollment Changes—\$329,863**

The FY 2014 budget includes an increase of \$284,340 for 10.5 paraeducator positions for the Carl Sandburg Center. Currently, students with Autism Spectrum Disorder make up 80 percent of the center's population and the ratio for paraeducators to teachers must increase to 1.75:1. Also, there is an increase of a .4 physical education teacher and \$21,391 for the center. An increase of \$24,132 is necessary for part-time salaries for staff at RICA for extended school-year services that must be provided in accordance with students IEPs.



## **Budget Explanation**

### **School-based Services—248/242/244/246/275**

The FY 2014 request for school-based services for special education students is \$94,119,386, an increase of \$2,036,143 over the current FY 2013 budget. An explanation of this change follows.

#### ***Continuing Salary Costs—\$930,032***

There is an increase of \$930,032 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

#### ***Enrollment Changes—\$1,530,549***

An additional 2.0 teacher and 5.5 paraeducator positions and \$255,896 are budgeted to serve seven additional students in School/Community-based Programs. These programs are located in 31 schools. At the Elementary Learning Centers, an increase 68 students will require \$744,167 for an additional 9.7 teachers and 8.275 paraeducator positions. An additional 16 students are expected to receive services in the Extensions Program and two new sites will be added next year. As a result, there is an increase of 5.0 teachers, 6.56 paraeducators, and a .5 social worker position at a cost of \$512,571. Also for next year, 20 additional students projected to be served in the Learning for Independence Program will increase the budget by \$184,129 for 9.7 teacher and 8.273 paraeducator positions.

An additional 35 students projected in the GT/LD Program requires an additional \$216,084 for 2.8 teacher and 2.450 paraeducator positions. There are fewer services projected to be needed for students served by the Home School Model allowing for a reduction of 5.2 teacher and 17.0 paraeducator positions and \$738,446. Similarly, a projected decrease in the number of hours of service required for students served by the Hours-based Staffing Model will required 18.75 fewer paraeducator positions and allow for a budget reduction of \$508,698.

An increase of \$790,717 for 6.5 teachers and 16.363 paraeducators is necessary for additional students and for the implementation of the teaching station model for students served by the Learning and Academic Disabilities (LAD) model. Also, an additional .5 teacher for students who require resource services adds \$26,739 to the budget, and 1.75 paraeducator positions will provide LRE transition support services to students at a cost of \$47,390.

#### ***Program Efficiencies and Reductions—(\$424,438)***

The plan to phase-out the Secondary Learning Centers will be completed by June, 2013. As a result, there is a reduction in the budget of \$424,438 and 10.312 positions. This includes a reduction of 5.5 teacher positions, an increase of 3.0 resource teacher positions, and a reduction of 4.812 paraeducator positions. Students will continue to receive special education supports in accordance with their IEPs.

# Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	120.500	127.900	127.900	<b>118.700</b>	(9.200)
Position Salaries	\$5,500,612	\$5,907,867	\$5,907,867	<b>\$5,579,444</b>	(\$328,423)
<b>Other Salaries</b>					
Summer Employment		5,625	5,625	<b>98,453</b>	92,828
Professional Substitutes					
Stipends		149,579	149,579	<b>66,314</b>	(83,265)
Professional Part Time					
Supporting Services Part Time		584,745	584,745	<b>1,497,894</b>	913,149
Other					
Subtotal Other Salaries	4,988,830	739,949	739,949	<b>1,662,661</b>	922,712
<b>Total Salaries &amp; Wages</b>	<b>10,489,442</b>	<b>6,647,816</b>	<b>6,647,816</b>	<b>7,242,105</b>	594,289
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks		280,625	280,625	<b>280,625</b>	
Media		12,679	12,679	<b>12,679</b>	
Instructional Supplies & Materials		679,672	679,672	<b>631,597</b>	(48,075)
Office		9,326	6,326	<b>6,326</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>921,117</b>	<b>982,302</b>	<b>979,302</b>	<b>931,227</b>	(48,075)
<b>04 Other</b>					
Local/Other Travel		45,000	45,000	<b>45,000</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		5,059	5,059	<b>5,059</b>	
<b>Total Other</b>	<b>49,242</b>	<b>50,059</b>	<b>50,059</b>	<b>50,059</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$11,459,801</b>	<b>\$7,680,177</b>	<b>\$7,677,177</b>	<b>\$8,223,391</b>	<b>\$546,214</b>

## Department of Special Education Services - 251

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	Q Director Schl Support & Improv		1.000	1.000	1.000	<b>1.000</b>	
6	O Supervisor		7.000	7.000	7.000	<b>7.000</b>	
6	BD Instructional Specialist		9.000	9.000	9.000	<b>9.000</b>	
6	AD Teacher, Staff Development	X	1.000				
6	AD Teacher, Special Education	X	6.000	6.000	6.000	<b>6.000</b>	
6	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		2.000	2.000	2.000	<b>2.000</b>	
6	13 Spec Ed Itinerant Paraeducator	X	92.500	99.900	99.900	<b>90.700</b>	(9.200)
6	12 Secretary			1.000	1.000	<b>1.000</b>	
6	11 Office Assistant IV		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>120.500</b>	<b>127.900</b>	<b>127.900</b>	<b>118.700</b>	<b>(9.200)</b>

## Placement and Assessment Services Unit - 255

David Patterson, Supervisor

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	15.750	16.500	16.500	16.500	
Position Salaries	\$1,499,736	\$1,561,897	\$1,561,897	\$1,423,331	(\$138,566)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		64,230	64,230	64,230	
Supporting Services Part Time		5,880	5,880	5,880	
Other					
Subtotal Other Salaries	215,618	70,110	70,110	70,110	
<b>Total Salaries &amp; Wages</b>	1,715,354	1,632,007	1,632,007	1,493,441	(138,566)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>	20,072				
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		3,239	3,239	3,239	
Office		4,156	4,156	4,156	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	7,436	7,395	7,395	7,395	
<b>04 Other</b>					
Local/Other Travel		18,789	18,789	18,789	
Insur & Employee Benefits					
Utilities					
Miscellaneous		36,930,839	36,930,839	38,542,943	1,612,104
<b>Total Other</b>	35,664,327	36,949,628	36,949,628	38,561,732	1,612,104
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$37,407,189</u>	<u>\$38,589,030</u>	<u>\$38,589,030</u>	<u>\$40,062,568</u>	<u>\$1,473,538</u>

## Placement and Assessment Services Unit - 255

David Patterson, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
6	BD Instructional Specialist		6.000	6.000	6.000	<b>6.000</b>	
3	BD Psychologist		2.500	2.500	2.500	<b>2.500</b>	
6	AD Teacher, Resource Spec Ed	X	1.000	1.000	1.000	<b>1.000</b>	
6	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
6	12 Secretary		3.250	4.000	4.000	<b>4.000</b>	
	<b>Total Positions</b>		<b>15.750</b>	<b>16.500</b>	<b>16.500</b>	<b>16.500</b>	

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

Gwendolyn J. Mason, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	1,520.672	1,611.902	1,611.902	<b>1,632.376</b>	20.474
Position Salaries	\$89,766,214	\$92,083,243	\$92,083,243	<b>\$94,119,386</b>	\$2,036,143
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	448				
<b>Total Salaries &amp; Wages</b>	89,766,662	92,083,243	92,083,243	<b>94,119,386</b>	2,036,143
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>					
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$89,766,662</u>	<u>\$92,083,243</u>	<u>\$92,083,243</u>	<u><b>\$94,119,386</b></u>	<u>\$2,036,143</u>

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

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>248 School-Based Services</b>						
6	AD Teacher, Special Education	X	360.300	451.600	451.600	<b>458.700</b>	7.100
6	AD Teacher, Sp Ed Resource Room	X	253.200	254.200	254.200	<b>254.700</b>	.500
6	AD Teacher, Resource Spec Ed	X	62.000	42.000	42.000	<b>45.000</b>	3.000
6	13 Special Education Paraeducator	X	533.269	575.698	575.698	<b>561.351</b>	(14.347)
	<b>Subtotal</b>		<b>1,208.769</b>	<b>1,323.498</b>	<b>1,323.498</b>	<b>1,319.751</b>	<b>(3.747)</b>
	<b>242 School-Community Based</b>						
6	AD Teacher, Special Education	X	65.500	61.000	61.000	<b>63.000</b>	2.000
6	13 Special Education Paraeducator	X	100.500	95.000	95.000	<b>100.500</b>	5.500
	<b>Subtotal</b>		<b>166.000</b>	<b>156.000</b>	<b>156.000</b>	<b>163.500</b>	<b>7.500</b>
	<b>244 High School Learning Centers</b>						
6	BD Sp Ed Secondary Prgm Spec	X	3.000	3.000	3.000		(3.000)
6	AD Teacher, Special Education	X	16.000	5.500	5.500		(5.500)
6	13 School Secretary II		1.500				
6	13 Special Education Paraeducator	X	14.001	4.812	4.812		(4.812)
	<b>Subtotal</b>		<b>34.501</b>	<b>13.312</b>	<b>13.312</b>		<b>(13.312)</b>
	<b>246 Elementary Learning Centers</b>						
6	BD Sp Ed Elem Prgm Spec	X	6.300	6.300	6.300	<b>6.500</b>	.200
6	AD Teacher, Special Education	X	49.000	50.000	50.000	<b>59.500</b>	9.500
6	13 Special Education Paraeducator	X	38.102	39.852	39.852	<b>48.125</b>	8.273
	<b>Subtotal</b>		<b>93.402</b>	<b>96.152</b>	<b>96.152</b>	<b>114.125</b>	<b>17.973</b>
	<b>275 Extensions</b>						
7	BD Social Worker		.500	.500	.500	<b>1.000</b>	.500
6	BD Sp Ed Secondary Prgm Spec	X	2.000	2.000	2.000	<b>3.000</b>	1.000
6	AD Teacher, Special Education	X	5.000	6.000	6.000	<b>10.000</b>	4.000
6	13 Special Education Paraeducator	X	10.500	14.440	14.440	<b>21.000</b>	6.560
	<b>Subtotal</b>		<b>18.000</b>	<b>22.940</b>	<b>22.940</b>	<b>35.000</b>	<b>12.060</b>
	<b>Total Positions</b>		<b>1,520.672</b>	<b>1,611.902</b>	<b>1,611.902</b>	<b>1,632.376</b>	<b>20.474</b>

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

Gwendolyn J. Mason, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	198.375	141.075	141.075	<b>151.975</b>	10.900
Position Salaries	\$6,436,710	\$7,962,083	\$7,962,083	<b>\$7,716,990</b>	(\$245,093)
<b>Other Salaries</b>					
Summer Employment				<b>14,052</b>	14,052
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time				<b>10,080</b>	10,080
Other		10,000	10,000	<b>10,000</b>	
Subtotal Other Salaries	2,240	10,000	10,000	<b>34,132</b>	24,132
<b>Total Salaries &amp; Wages</b>	<b>6,438,950</b>	<b>7,972,083</b>	<b>7,972,083</b>	<b>7,751,122</b>	(220,961)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	55,771				
<b>04 Other</b>					
Local/Other Travel		6,300	6,300	<b>6,300</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	8,288	6,300	6,300	<b>6,300</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$6,503,009</b>	<b>\$7,978,383</b>	<b>\$7,978,383</b>	<b>\$7,757,422</b>	(220,961)



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

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
<b>243 Rock Terrace School</b>							
6	P Principal		1.000	1.000	1.000	1.000	
6	N Assisant Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		.500	.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	.400	.400	.400	.400	
6	AD Teacher, Special Education	X	18.250	.100	.100	.100	
6	AD Teacher, Physical Education	X	.600	.600	.600	1.000	.400
6	AD Teacher, Art	X	.600	.600	.600	.600	
6	AD Teacher, General Music	X	.600	.600	.600	.600	
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 School Secretary II	X	1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	17.250	16.100	16.100	16.100	
6	12 Media Assistant	X	1.000	1.000	1.000	1.000	
<b>Subtotal</b>			<b>45.950</b>	<b>26.650</b>	<b>26.650</b>	<b>27.050</b>	<b>.400</b>
<b>272 Stephen Knolls School</b>							
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	.300	.300	.300	.300	
6	AD Teacher, Special Education	X	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	.250	.250	.250	.250	
6	13 Special Education Paraeducator	X	12.250	13.750	13.750	13.750	
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	
<b>Subtotal</b>			<b>26.775</b>	<b>20.275</b>	<b>20.275</b>	<b>20.275</b>	
<b>273 Carl Sandburg Learning Center</b>							
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 Prgm 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	.500	.500	.500	.500	
6	AD Teacher, Special Education	X	16.000	16.000	16.000	16.000	
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Art	X	.700	.700	.700	.700	

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

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
<b>273 Carl Sandburg Learning Center</b>							
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	28.000	10.500
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	
<b>Subtotal</b>			<b>43.825</b>	<b>43.825</b>	<b>43.825</b>	<b>54.325</b>	<b>10.500</b>
<b>274 Longview School</b>							
6	N Coordinator Special Center		1.000	1.000	1.000	1.000	
6	AD Teacher, Staff Development	X	.300	.300	.300	.300	
6	AD Teacher, Special Education	X	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	15.750	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	
<b>Subtotal</b>			<b>30.325</b>	<b>21.325</b>	<b>21.325</b>	<b>21.325</b>	
<b>295 JLG - RICA</b>							
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, Special Education	X	20.000				
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	16.750	16.750	16.750	
6	12 School Secretary I		1.000	1.000	1.000	1.000	

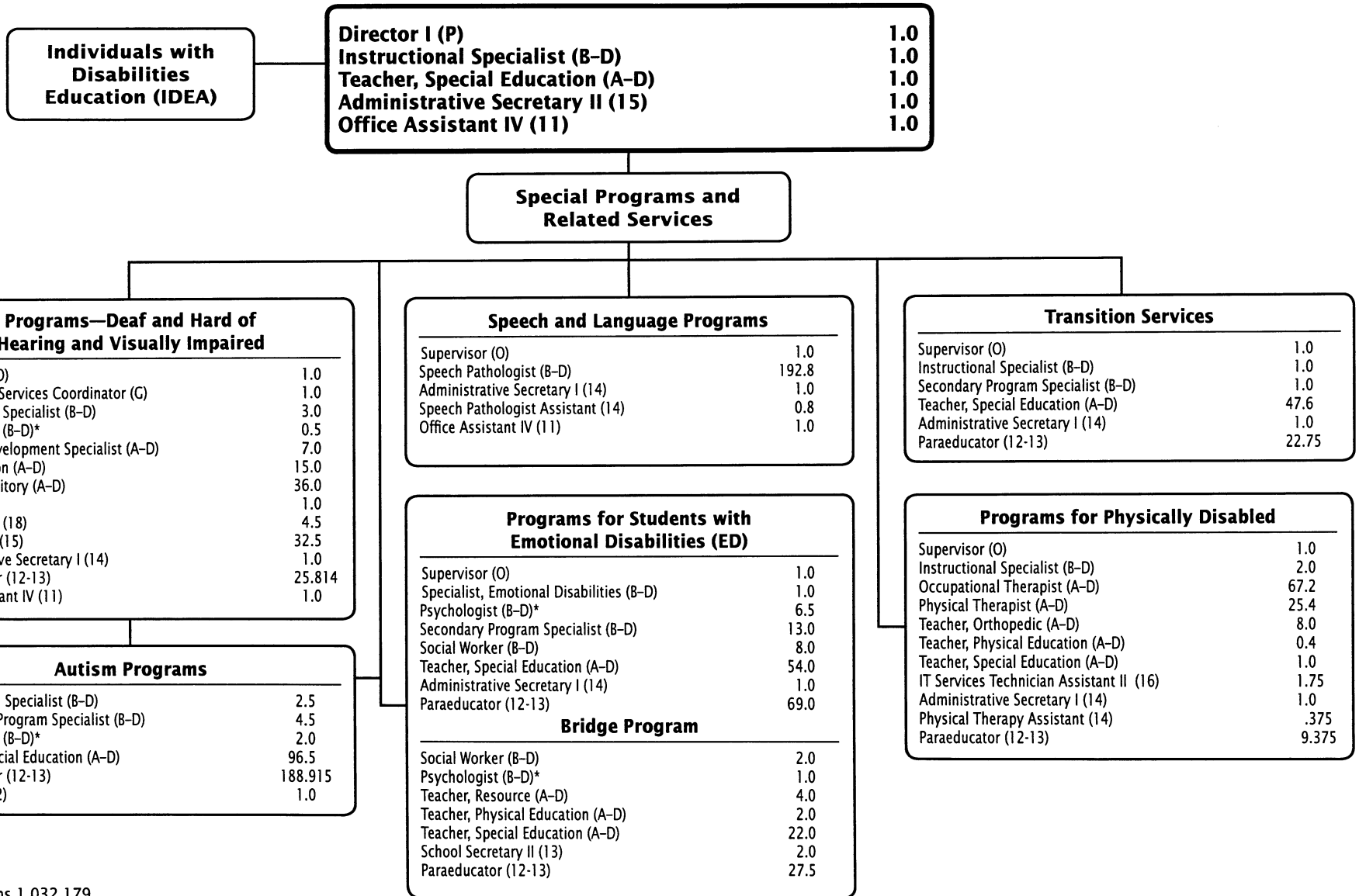
## Special Schools/Centers - 240/243/247/272/273/274/295

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>295 JLG - RICA</b>						
6	12 Media Assistant	X	.500	.500	.500	.500	
	<b>Subtotal</b>		<b>51.500</b>	<b>29.000</b>	<b>29.000</b>	<b>29.000</b>	
	<b>Total Positions</b>		<b>198.375</b>	<b>141.075</b>	<b>141.075</b>	<b>151.975</b>	<b>10.900</b>

# Division of Prekindergarten, Special Programs, and Related Services

Chapter 5 – 40



F.T.E. Positions 1,032.179

\* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services

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

<b>Programs for Parentally Placed Private School Students</b>	
Speech Pathologist (B-D)	0.9

<b>Preschool Education Program (PEP) Office</b>	
Elementary Program Specialist (B-D)	2.0

<b>School-Based Programs: Learning and Academic Disabilities</b>	
Teacher, Resource (A-D)	20.0
Teacher, Special Education (A-D)*	19.2
Teacher, Special Education (A-D)	88.8

<b>Preschool Education Program (PEP Classic) and Early Childhood</b>	
Teacher, Preschool (A-D)	.75

<b>Stephen Knolls School</b>	
Teacher, Art (A-D)*	0.2
Teacher, Music (A-D)*	0.2
Teacher, Physical Education (A-D)*	0.2
Teacher, Special Education (A-D)	8.0

<b>PEP Beginnings</b>	
Teacher, Beginnings (A-D)	5.0

<b>Longview School</b>	
Teacher, Special Education (A-D)	9.0

<b>PEP Intensive Needs</b>	
Speech Pathologist (B-D)	0.3

<b>Rock Terrace School</b>	
Teacher, Special Education (A-D)	16.0

<b>Augmentative Communication</b>	
Speech Pathologist (B-D)*	0.6
Teacher, Special Education (A-D)*	3.0
Paraeducator (12-13)*	5.25

<b>JIG-RICA</b>	
Teacher, Special Education (A-D)	18.0

<b>Preschool Language Classes</b>	
Speech Pathologist (B-D)*	7.5
Teacher, Special Education (A-D)*	2.3
Paraeducator (12-13)*	7.0

<b>Speech and Language Programs</b>	
Speech Pathologist (B-D)	3.0

F.T.E. Positions 217.2

\* Funded by local IDEA

# Infants and Toddlers, Prekindergarten Special Education Programs, and InterACT

<b>Infants and Toddlers Program</b>	
Coordinator (N)	5.0
Elementary Program Specialist (B-D)	1.0
Elementary Program Specialist (B-D)**	4.0
Speech Pathologist (B-D)	77.6
Occupational Therapist (A-D)	31.7
Physical Therapist (A-D)	35.8
Physical Therapist (A-D)**	1.0
Teacher, Auditory (A-D)	3.0
Teacher, Infants and Toddlers (A-D)	75.0
Teacher, Infants and Toddlers (A-D)**	1.0
Teacher, Special Education (A-D)	0.2
Teacher, Vision (A-D)	3.0
Administrative Secretary I (14)	5.0
Paraeducator (12-13)	42.1

<b>Preschool Education Program (PEP) Office</b>	
Coordinator (N)	2.0
Elementary Program Specialist (B-D)***	
Instructional Specialist (B-D)	1.0
Psychologist (B-D)*	3.0
Teacher, Preschool (A-D)	0.2
Administrative Secretary I (14)	2.0

<b>Preschool Education Program (PEP Classic) and Early Childhood</b>	
Parent Educator (A-D)	16.0
Parent Educator (A-D)***	
Teacher, Preschool (A-D)	45.0
Paraeducator (12-13)	39.25

<b>PEP Beginnings</b>	
Speech Pathologist (B-D)	2.1
Parent Educator (A-D)	2.0
Teacher, Beginnings (A-D)	2.0
Teacher, Beginnings (A-D)***	
Physical Therapist (A-D)	2.8
Occupational Therapist (A-D)	1.4
Paraeducator (12-13)	10.5

<b>PEP Intensive Needs</b>	
Speech Pathologist (B-D)	6.0
Speech Pathologist (B-D)***	
Occupational Therapist (A-D)	8.4
Teacher, Preschool (A-D)	32.0
Paraeducator (12-13)	32.0

<b>PEP Itinerant</b>	
Speech Pathologist (B-D)	2.0
Occupational Therapist (A-D)	1.0
Physical Therapist (A-D)	.7
Teacher, Preschool (A-D)	5.0

<b>PEP Comprehensive</b>	
Speech Pathologist (B-D)	3.2
Teacher, Preschool (A-D)	15.0
Teacher, Special Education (A-D)	4.8
Physical Therapist (A-D)	3.2
Occupational Therapist (A-D)	3.2
Paraeducator (12-13)	22.5

<b>Arc of Montgomery County</b>	
Teacher, Special Education (A-D)	2.5
Speech Pathologist (B-D)	.75
Occupational Therapist (A-D)	0.5
Physical Therapist (A-D)	1.0
Paraeducator (12-13)	3.75

<b>Child Find</b>	
Supervisor (O)	1.0
Instructional Specialist (B-D)	3.0
Administrative Secretary I (14)	1.0
Program Secretary (13)	1.0

<b>Single Point of Entry for Identification of Birth to Kindergarten/DESC</b>	
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

<b>InterACT</b>	
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

F.T.E. Positions 596.625

- \* Psychologist positions are supervised by the Psychological Services Unit Director under the Department of Student Services
- \*\* Positions funded by The Department of Health and Human Services
- \*\*\* Positions funded by IDEA

**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 developmental delay 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 readiness. The goal of Montgomery County Public Schools (MCPS) 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 and language, 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. Services are provided 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, special education and/or related services at a local school in an early childhood setting, 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 eligible children from birth to 3 years old or age 4 (through parent choice), and students ages 3 to 21 years old. 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, audiotapes, 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 school and the community. Parent education and outreach activities help ensure the implementation of compensatory life strategies at home, in the community, and in postsecondary settings.

The autism program provides prekindergarten classes through the Comprehensive Autism Preschool Program in five elementary schools county-wide. 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 and three high schools for Grade 9 in fall 2012 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 school 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 postsecondary outcomes of students with disabilities. Services focus on improving the academic and functional achievement of students as they move from school to postsecondary opportunities. A transition support teacher is assigned to each high school, Rock Terrace School, 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 more than 11 percent in FY 2012, following a steady trend the previous year. In FY 2012, MCITP served a total of 4,545 children, representing an increase of 447 children from FY 2011. 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. Since February 1, 2010, parents have a choice to remain with MCITP through the Extended IFSP rather than transitioning to prekindergarten special education. The Maryland State



Department of Education October 2011 census reports that 296 families made the 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 2013, community-specific clinics are planned for the Crossways Community Center, the Takoma Park East Silver Spring (TESS) Community Service Center, 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 2012, approximately 33 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 inter-agency 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, and the Prekindergarten Work Group. 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. In FY 2012, 2,674 new referrals were made to MCITP, which is an increase of 277 over the previous year and the largest increase within the last four year. This trend can be attributed 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 age guidelines for kindergarten eligibility. These trends are expected to continue in the foreseeable future.

In FY 2011, MCPS formed a multi-stakeholder project team to make recommendations for increasing inclusive opportunities for prekindergarten students with disabilities. A subgroup on the original project team continues its work to expand on current practices and plan for additional inclusive opportunities. MCPS continues efforts to serve young students with disabilities in early childhood settings. During FY 2012, PEP provided specialized instruction to 150 students with IEPs in a regular early childhood setting by inviting nondisabled community peers to participate in classroom activities. This increased inclusive opportunities for 3- and 4-year-old students, contributing to improved access to the LRE. Students in prekindergarten special education classes also continue to participate with other MCPS programs such as Head Start and prekindergarten on joint activities when located in the same school. During FY 2012, special education and general education staff cotaught 15 classes for 4-year-old students at 12 schools. Head Start/prekindergarten and special education staff members participate jointly in professional development opportunities. MCPS is committed to collocating new special education classrooms in schools with general education prekindergarten classrooms.

In an effort to increase seamless services for children from birth through age 5, MCPS formed a partnership with the Arc Montgomery County in FY 2012 and opened its first prekindergarten classroom in a community child care center. This enables young students with disabilities to receive specialized instruction and related services in a regular early childhood setting, and reduces the impact of removal from this environment.

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. A total of 178 students were served in the five-day and two-day prekindergarten language classes during FY 2012. Speech-language pathologists use the prekindergarten classroom structure to focus on the development of oral communication skills through the MCPS prekindergarten curriculum. Ongoing opportunities are provided for parent training and collaboration, consistent with best practices for speech and language development. In FY 2013, neighborhood nondisabled peers will be invited to participate in the five-day classes, enabling students with disabilities to learn in a regular early childhood setting.

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 2012, InterACT received 155 new requests from school teams for consultative services to support students, a slight decrease from the prior year. InterACT also provides ongoing consultative services to MCPS staff, supporting 545 students throughout the county, which is an increase of 14 students over the previous year. 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. In FY 2011 and 2012, three elementary schools and three middle schools were identified as UDL pilot sites where grade-level teams of general and special educators implemented professional learning communities focusing on school-wide integration of UDL practices into instruction. Resources from these projects, including video examples of UDL demonstrations, are uploaded to the HIAT website and used for professional development. In FY 2012, the HIAT website had an average of 13,491 visitors per month, and approximately 2,100 downloads of their resources each month. HIAT also provides courses on UDL Leadership, Mentoring, and Coaching and the use of assistive technology for reading and writing for students with high-incidence disabilities, such as learning disabilities. In FY 2012, HIAT provided support to 52 schools and conducted 159 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, 1,440 MCPS staff members have attended E-TIPS trainings.

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 with opportunities to participate in leisure and community activities outside of the school day. Vision Services remains 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 2012, 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 to the greatest degree possible. 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 2013

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 necessary to be active decision makers in their children'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 to those 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 the 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.

The 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 children’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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
52%	55%	58%

**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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
62.2%	65%	69%

**Explanation:** This measure indicates the 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 who receive services in settings with typically developing peers.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
54.1	58%	62%

**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.

**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

**Performance Measure:** To increase the cumulative number of participants that complete professional development in the area of universal design for learning (UDL) through E-TIPS certification

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
1440	1,800	2,250

**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 that successfully complete Crisis Prevention Institute (CPI) initial and refresher nonviolent crisis intervention and physical restraint training.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
2,450	2,393	1,000

**Explanation:** This measure determines staff members' ability to respond to student crises safely. One team of five staff members per school and discrete special education programs pre-K through Grade 12, school security staff, and all ED cluster staff were trained in FY 2012 and will complete refreshers in FY 2013 and FY 2014. Estimates for FY 2013 and FY 2014 include new staff members and those participating in the refresher course.

**Performance Measure:** To increase the percentage of preschool children ages 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
Outcome A	67.1%	70%	73%
Outcome B	72.0%	74%	78%
Outcome C	60.8%	63.7%	68%

**Explanation:** This measure determines the number of 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/  
253/254/256/257/258/259**

The current FY 2013 budget for this division is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of a .9 position and \$83,910 to this division from the locally-funded portion of the IDEA budget.

The FY 2014 request for this division is \$64,172,018, an increase of \$242,027 over the current FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—(\$903,623)**

There is decrease of \$903,623 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

**Enrollment Changes—\$1,299,214**

The provision of services for students with Asperger's Syndrome requires a budget increase of \$124,563 for an additional 1.0 teacher and a 2.625 paraeducator positions for next year. The projected number of pre-kindergarten students that will require Autism services adds \$157,329 for 1.2 teacher and 3.44 paraeducator positions. The number of students in Grades 1-12 with Autism are projected to increase slightly but they will be served at several sites. As a result, there is an increase of \$ 682,381 for 7.0 teachers and 11.375 paraeducator positions for next year.

Students served by the Bridge Program are projected to decrease by 30 allowing for a reduction of a 1.0 teacher and a 1.375 paraeducator position and \$90,713. In addition, there is a decrease of 1.0 teacher and .437 paraeducator positions and \$65,312 for services and classes for students who are deaf and hard of hearing. There are fewer students with emotional disabilities that are projected to require services in FY 2014. This allows for a reduction of \$255,896 for 2.0 teacher and 5.5 paraeducator positions. To provide resource and classroom services for students with physical disabilities, it is necessary to increase the budget by \$85,163 for an additional 2.2 teacher and a .375 paraeducator positions. An additional \$187,445 is budgeted for 3.1 speech/language pathologists to provide resource and classroom services to students.

An additional \$106,956 and 2.0 teachers (a .5 teacher for four high schools) are needed next year to provide transition support for students. A 1.0 teacher that will be located centrally to provide transition coordination and support services will add \$53,478 to the budget. A projected increase of 35 students with visual impairments that will require resource services will increase the budget by \$23,695 for a .875 paraeducator position.

**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

Other resources related to changes in enrollment include an increase of a 1.0 special education teacher position for \$53,478 and \$23,251 for part-time salaries for interpreters budgeted in this division. Also, there is an increase of \$11,660 for local travel for additional itinerant positions added for next year.

**Realignment—(\$187,445)**

To align resources where they are needed, there is a shift of 3.1 positions and \$187,445 from this budget to the locally-funded portion of the IDEA budget.

**Other—\$37,933**

An additional \$30,433 is required for FY 2014 due to a current spending deficit for local travel. Also, there is an increase of \$1,500 budgeted to provide special events for special education students, and an increase of \$6,000 to support the Marriot Foundation Partnership.

**Program Efficiencies and Reductions—(\$4,052)**

There is reduction of \$4,052 in this budget as a result of reducing supplies and materials. This reduction can be made based on prior year spending trends.

**Budget Explanation  
Individuals with Disabilities Education  
(IDEA)—299/276/277/278/907/913/930**

The current FY 2013 budget for this program is changed from the budget adopted by the Board of Education on June 14, 2012. The change is a result of a realignment of a .9 position and \$83,910 from this program to the budget for the Division of Prekindergarten, Special Programs, and Related Services.

The FY 2014 request for this program is \$76,140,531, an increase of \$4,633,116 over the current FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—\$2,702,528**

There is an increase of \$2,702,528 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

**Enrollment Changes—\$1,563,975**

Five additional students are projected to require augmentative communication services next year and there is an increase of a .4 teacher, a .7 paraeducator, and a .1 speech/language pathologist position and \$46,394. An additional 12.3 positions and \$720,282 is required for the Infants and Toddlers Program to provide an additional 462 instructional services next year, as well as 132 additional physical therapy services, 86 occupational therapy services, and 125 additional speech/language services.

The number of students in the various Preschool Programs is projected to increase by 105 requiring a budget increase of \$790,692 for 7.8 teacher, .75 parent educator, 1.5 physical/occupational therapist, 2.35 speech/

language pathologist, and 4.0 paraeducator positions. Related to the increase in the number of itinerant special education specialists, an additional \$6,607 is required for mileage reimbursement for local travel.

**Realignment—\$319,878**

There are a number of budget neutral realignments within the units in this program and between this program and other OSSES units. The realignments are made to ensure that resources are budgeted appropriately and to fund higher priority spending needs. The net impact of these realignments in this program is an additional 3.1 positions and \$319,878.

**Other—\$46,735**

Based on current year projections, an increase of \$46,735 is required to fund additional reimbursements for mileage for local travel.

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

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$29,425,299	\$30,223,014	\$30,314,319
State			
Other			
County	\$42,166,026	\$41,284,401	\$45,826,212
Total	\$71,591,325	\$71,507,415	\$76,140,531

**Project's Funding History  
Infants and Toddlers—930**

	FY 2013 Projected 7/1/12	FY 2013 Received 11/30/12	FY 2014 Projected 7/1/13
Federal	\$974,844	\$1,040,242	\$1,050,088
State			
Other			
County			
Total	\$974,844	\$1,040,242	\$1,050,088

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

**Felicia Piacente, Director I**

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	997.838	1,004.401	1,005.301	<b>1,032.179</b>	26.878
Position Salaries	\$58,420,766	\$63,054,662	\$63,138,572	<b>\$63,311,807</b>	\$173,235
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		151,749	151,749	<b>175,000</b>	23,251
Other		30,448	30,448	<b>30,448</b>	
Subtotal Other Salaries	219,722	182,197	182,197	<b>205,448</b>	23,251
<b>Total Salaries &amp; Wages</b>	<b>58,640,488</b>	<b>63,236,859</b>	<b>63,320,769</b>	<b>63,517,255</b>	196,486
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		60,000	60,000	<b>66,000</b>	6,000
<b>Total Contractual Services</b>	399,973	60,000	60,000	<b>66,000</b>	6,000
<b>03 Supplies &amp; Materials</b>					
Textbooks		31,600	31,600	<b>31,600</b>	
Media					
Instructional Supplies & Materials		245,010	245,010	<b>245,010</b>	
Office		2,720	2,720	<b>2,720</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	133,006	279,330	279,330	<b>279,330</b>	
<b>04 Other</b>					
Local/Other Travel		192,000	192,000	<b>234,093</b>	42,093
Insur & Employee Benefits					
Utilities					
Miscellaneous		17,550	17,550	<b>19,050</b>	1,500
<b>Total Other</b>	221,392	209,550	209,550	<b>253,143</b>	43,593
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		60,342	60,342	<b>56,290</b>	(4,052)
<b>Total Equipment</b>		60,342	60,342	<b>56,290</b>	(4,052)
<b>Grand Total</b>	<b>\$59,394,859</b>	<b>\$63,846,081</b>	<b>\$63,929,991</b>	<b>\$64,172,018</b>	<b>\$242,027</b>

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

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>271 Dept. of Prschl Sp Ed &amp; Related Svc</b>						
6	P Director I		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X				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	
	<b>Subtotal</b>		<b>4.000</b>	<b>4.000</b>	<b>4.000</b>	<b>5.000</b>	<b>1.000</b>
	<b>245 Bridge Program</b>						
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	22.000	23.000	23.000	22.000	(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	27.375	28.875	28.875	27.500	(1.375)
	<b>Subtotal</b>		<b>60.375</b>	<b>62.875</b>	<b>62.875</b>	<b>60.500</b>	<b>(2.375)</b>
	<b>249 Deaf and Hard of Hearing Programs</b>						
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	.500	.500	.500	
6	AD Teacher, Auditory	X	38.500	37.000	37.000	36.000	(1.000)
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	32.500	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	21.438	21.438	21.438	21.001	(.437)
	<b>Subtotal</b>		<b>109.938</b>	<b>107.938</b>	<b>107.938</b>	<b>106.501</b>	<b>(1.437)</b>
	<b>252 Speech and Language Services</b>						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Speech Pathologist	X	192.600	191.900	192.800	192.800	
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		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>196.400</b>	<b>195.700</b>	<b>196.600</b>	<b>196.600</b>	
	<b>253 Visually Impaired Programs</b>						
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Vision	X	14.000	15.000	15.000	15.000	
6	18 Brailist		1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	2.625	3.938	3.938	4.813	.875

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

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>253 Visually Impaired Programs</b>						
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	<b>Subtotal</b>		<b>19.625</b>	<b>21.938</b>	<b>21.938</b>	<b>22.813</b>	<b>.875</b>
	<b>254 Physically Disabled Programs</b>						
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	6.000	6.000	8.000	2.000
6	AD Teacher, Special Education	X	.800	.800	.800	1.000	.200
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	67.200	67.200	67.200	67.200	
6	16 IT Services Tech Asst II		1.750	1.750	1.750	1.750	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Physical Therapy Assistant	X	1.775	1.775	1.775	.375	(1.400)
6	13 Special Education Paraeducator	X	12.000	9.000	9.000	9.375	.375
6	12 Secretary		1.000				
	<b>Subtotal</b>		<b>122.325</b>	<b>116.325</b>	<b>116.325</b>	<b>117.500</b>	<b>1.175</b>
	<b>256 Transition Services</b>						
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	44.600	44.600	44.600	47.600	3.000
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	
	<b>Subtotal</b>		<b>71.350</b>	<b>71.350</b>	<b>71.350</b>	<b>74.350</b>	<b>3.000</b>
	<b>258 Programs for Students with ED</b>						
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	8.000	8.000	8.000	
3	BD Psychologist		7.000	6.500	6.500	6.500	
6	BD Sp Ed Secondary Prgm Spec	X	13.000	13.000	13.000	13.000	
6	AD Teacher, Special Education	X	64.500	56.000	56.000	54.000	(2.000)
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Special Education Paraeducator	X	87.000	74.500	74.500	69.000	(5.500)
	<b>Subtotal</b>		<b>182.100</b>	<b>161.000</b>	<b>161.000</b>	<b>153.500</b>	<b>(7.500)</b>
	<b>259 Autism Program</b>						
6	BD Instructional Specialist		2.500	2.500	2.500	2.500	
3	BD Psychologist		1.500	2.000	2.000	2.000	
6	BD Sp Ed Elem Prgm Spec	X	4.500	4.500	4.500	4.500	
6	AD Teacher, Special Education	X	73.500	85.300	85.300	96.500	11.200



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

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>259 Autism Program</b>						
6	13 Special Education Paraeducator	X	148.725	167.975	167.975	<b>188.915</b>	20.940
6	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>231.725</b>	<b>263.275</b>	<b>263.275</b>	<b>295.415</b>	<b>32.140</b>
	<b>Total Positions</b>		<b>997.838</b>	<b>1,004.401</b>	<b>1,005.301</b>	<b>1,032.179</b>	<b>26.878</b>

# Individuals with Disabilities Education - 299/913

## Felicia Piacente, Director I

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	209.700	205.750	204.850	209.150	4.300
Position Salaries	\$17,964,388	\$15,581,460	\$15,497,550	\$17,628,570	\$2,131,020
<b>Other Salaries</b>					
Summer Employment		1,402,013	1,402,013	1,402,013	
Professional Substitutes		2,478,718	2,478,718	2,478,718	
Stipends					
Professional Part Time		32,964	32,964	32,964	
Supporting Services Part Time		2,627,324	2,627,324	2,627,324	
Other					
Subtotal Other Salaries	3,585,545	6,541,019	6,541,019	6,541,019	
<b>Total Salaries &amp; Wages</b>	<b>21,549,933</b>	<b>22,122,479</b>	<b>22,038,569</b>	<b>24,169,589</b>	<b>2,131,020</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		880,329	880,329	880,329	
<b>Total Contractual Services</b>	<b>747,363</b>	<b>880,329</b>	<b>880,329</b>	<b>880,329</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		370,590	370,590	370,590	
Office		10,500	10,500	10,500	
Other Supplies & Materials		192,954	192,954	192,954	
<b>Total Supplies &amp; Materials</b>	<b>1,331,725</b>	<b>574,044</b>	<b>574,044</b>	<b>574,044</b>	
<b>04 Other</b>					
Local/Other Travel		51,191	51,191	51,191	
Insur & Employee Benefits		6,659,763	6,659,763	6,661,860	2,097
Utilities					
Miscellaneous		322,740	322,740	322,740	
<b>Total Other</b>	<b>7,740,414</b>	<b>7,033,694</b>	<b>7,033,694</b>	<b>7,035,791</b>	<b>2,097</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment		274,881	274,881	274,881	
<b>Total Equipment</b>	<b>655,621</b>	<b>274,881</b>	<b>274,881</b>	<b>274,881</b>	
<b>Grand Total</b>	<b>\$32,025,056</b>	<b>\$30,885,427</b>	<b>\$30,801,517</b>	<b>\$32,934,634</b>	<b>\$2,133,117</b>

## Individuals with Disabilities Education - 299/913

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>299 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X	5.900	5.800	4.900	<b>8.100</b>	3.200
6	AD Teacher, Special Education	X	5.300	24.100	24.100	<b>24.500</b>	.400
6	AD Teacher, Physical Education	X	.200	.200	.200	<b>.200</b>	
6	AD Teacher, Art	X	.200	.200	.200	<b>.200</b>	
6	AD Teacher, General Music	X	.200	.200	.200	<b>.200</b>	
6	13 Special Education Paraeducator	X	12.250	11.550	11.550	<b>12.250</b>	.700
	<b>Subtotal</b>		<b>24.050</b>	<b>42.050</b>	<b>41.150</b>	<b>45.450</b>	<b>4.300</b>
	<b>913 Individuals with Disabilities Educ.</b>						
6	BD Speech Pathologist	X	.900	3.900	3.900	<b>3.900</b>	
6	AD Teacher, Special Education	X	184.000	139.800	139.800	<b>139.800</b>	
6	AD Teacher, Resource Spec Ed	X		20.000	20.000	<b>20.000</b>	
6	12 Secretary		.750				
	<b>Subtotal</b>		<b>185.650</b>	<b>163.700</b>	<b>163.700</b>	<b>163.700</b>	
	<b>Total Positions</b>		<b>209.700</b>	<b>205.750</b>	<b>204.850</b>	<b>209.150</b>	<b>4.300</b>

# Infants and Toddlers & Prekindergarten Programs - 277/276/278/907/930

Chris Richardson, Associate Superintendent

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	540.425	575.975	575.975	<b>604.675</b>	28.700
Position Salaries	\$37,015,355	\$39,520,908	\$39,520,908	<b>\$41,797,736</b>	\$2,276,828
<b>Other Salaries</b>					
Summer Employment		174,679	174,679	<b>174,679</b>	
Professional Substitutes					
Stipends					
Professional Part Time		25,000	25,000	<b>46,087</b>	21,087
Supporting Services Part Time		155,869	155,869	<b>180,869</b>	25,000
Other					
Subtotal Other Salaries	182,333	355,548	355,548	<b>401,635</b>	46,087
<b>Total Salaries &amp; Wages</b>	<b>37,197,688</b>	<b>39,876,456</b>	<b>39,876,456</b>	<b>42,199,371</b>	<b>2,322,915</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		197,418	197,418	<b>197,418</b>	
<b>Total Contractual Services</b>	<b>491,328</b>	<b>197,418</b>	<b>197,418</b>	<b>197,418</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		799	799	<b>799</b>	
Other Supplies & Materials		55,000	55,000	<b>55,000</b>	
<b>Total Supplies &amp; Materials</b>	<b>266,754</b>	<b>55,799</b>	<b>55,799</b>	<b>55,799</b>	
<b>04 Other</b>					
Local/Other Travel		179,350	179,350	<b>306,867</b>	127,517
Insur & Employee Benefits		388,634	388,634	<b>437,802</b>	49,168
Utilities					
Miscellaneous		8,241	8,241	<b>8,640</b>	399
<b>Total Other</b>	<b>827,765</b>	<b>576,225</b>	<b>576,225</b>	<b>753,309</b>	<b>177,084</b>
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>	<b>3,366</b>				
<b>Grand Total</b>	<b>\$38,786,901</b>	<b>\$40,705,898</b>	<b>\$40,705,898</b>	<b>\$43,205,897</b>	<b>\$2,499,999</b>

# Infants and Toddlers & Prekindergarten Programs - 277/276/278/907/930

Chris Richardson, Associate Superintendent

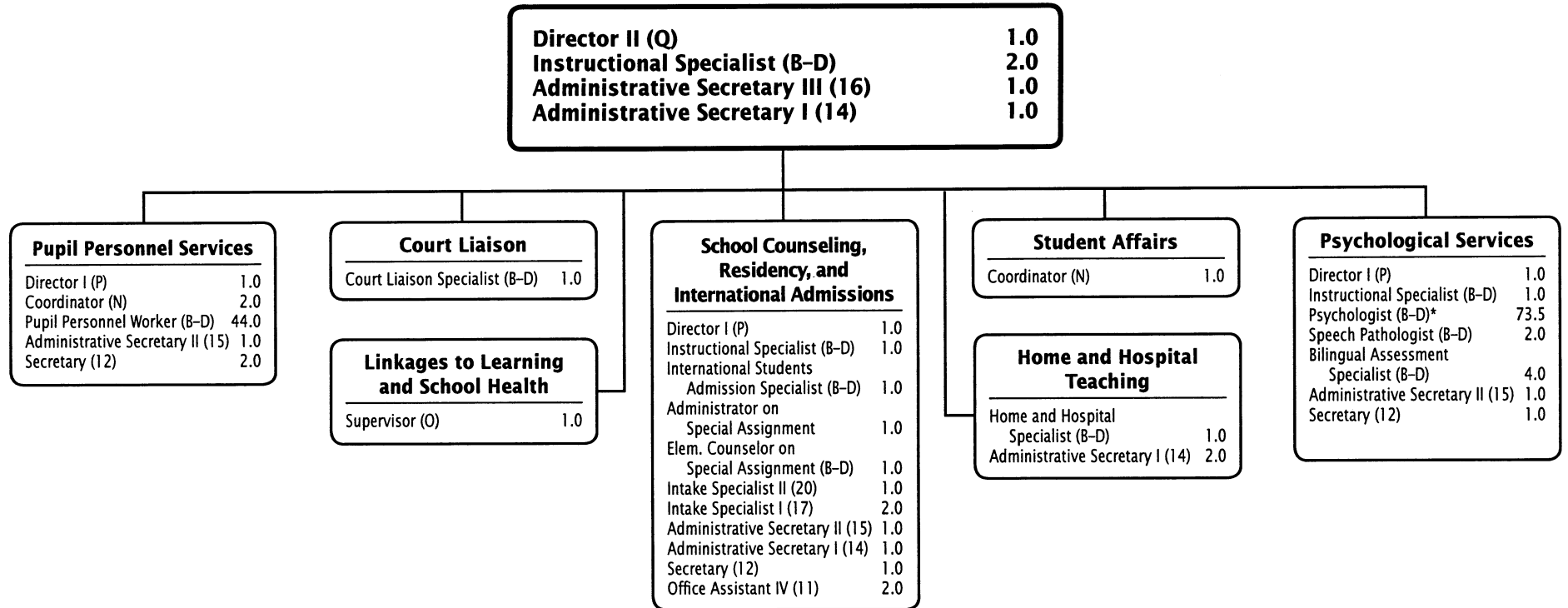
CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>277 Infants and Toddlers &amp; Prekindergarten Progr</b>						
6	N Coordinator		5.000	5.000	5.000	<b>5.000</b>	
6	BD Sp Ed Elem Prgrm Spec	X				<b>1.000</b>	1.000
6	BD Speech Pathologist	X	70.900	75.600	75.600	<b>77.600</b>	2.000
6	AD Teacher, Infants & Toddlers	X	67.200	69.000	69.000	<b>75.000</b>	6.000
6	AD Teacher, Vision	X	3.000	3.000	3.000	<b>3.000</b>	
6	AD Teacher, Special Education	X	.200	.200	.200	<b>.200</b>	
6	AD Physical Therapist	X	32.500	34.000	34.000	<b>35.800</b>	1.800
6	AD Occupational Therapist	X	29.000	31.000	31.000	<b>31.700</b>	.700
6	AD Teacher, Auditory	X	4.000	3.000	3.000	<b>3.000</b>	
6	14 Administrative Secretary I		4.000	4.000	4.000	<b>5.000</b>	1.000
6	13 Special Education Paraeducator	X	41.700	42.100	42.100	<b>42.100</b>	
	<b>Subtotal</b>		<b>257.500</b>	<b>266.900</b>	<b>266.900</b>	<b>279.400</b>	<b>12.500</b>
	<b>276 PEP/Child Find/DESC</b>						
6	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
6	N Coordinator		2.000	2.000	2.000	<b>2.000</b>	
6	BD Instructional Specialist		8.000	8.000	8.000	<b>8.000</b>	
3	BD Psychologist		4.000	4.500	4.500	<b>4.500</b>	
6	BD Sp Ed Elem Prgrm Spec	X	2.000				
6	BD Speech Pathologist	X	15.500	14.700	14.700	<b>17.050</b>	2.350
6	AD Teacher, Beginnings	X		3.000	3.000	<b>2.000</b>	(1.000)
6	AD Teacher, Preschool Education	X	82.900	89.900	89.900	<b>97.200</b>	7.300
6	AD Teacher, Special Education	X	20.800	23.050	23.050	<b>25.300</b>	2.250
6	AD Physical Therapist	X	5.400	6.800	6.800	<b>7.200</b>	.400
6	AD Occupational Therapist	X	14.700	16.400	16.400	<b>17.500</b>	1.100
6	14 Administrative Secretary I		3.000	3.000	3.000	<b>3.000</b>	
6	13 Program Secretary		3.000	3.000	3.000	<b>3.000</b>	
6	13 Special Education Paraeducator	X	92.750	104.000	104.000	<b>108.000</b>	4.000
6	12 Secretary		1.000				
	<b>Subtotal</b>		<b>256.050</b>	<b>279.350</b>	<b>279.350</b>	<b>295.750</b>	<b>16.400</b>
	<b>278 InterACT</b>						
6	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
6	BD Speech Pathologist	X	6.500	6.500	6.500	<b>6.500</b>	
6	AD Teacher, Special Education	X	4.000	4.000	4.000	<b>4.000</b>	
6	AD Physical Therapist	X	.500	.500	.500	<b>.500</b>	
6	AD Occupational Therapist	X	1.600	1.600	1.600	<b>1.600</b>	
6	16 IT Services Tech Asst II		1.000	1.000	1.000	<b>1.000</b>	
6	13 Special Education Paraeducator	X	.875	.875	.875	<b>.875</b>	
	<b>Subtotal</b>		<b>15.475</b>	<b>15.475</b>	<b>15.475</b>	<b>15.475</b>	
	<b>907 PEP/Child Find/DESC</b>						
6	BD Sp Ed Elem Prgrm Spec	X		2.000	2.000	<b>2.000</b>	

# Infants and Toddlers & Prekindergarten Programs - 277/276/278/907/930

Chris Richardson, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>907 PEP/Child Find/DESC</b>						
6	BD Speech Pathologist	X	.400	.300	.300	.300	
6	AD Teacher, Beginnings	X	5.000	5.000	5.000	5.000	
6	AD Teacher, Special Education	X		.750	.750	.750	
	<b>Subtotal</b>		<b>5.400</b>	<b>8.050</b>	<b>8.050</b>	<b>8.050</b>	
	<b>930 Infants and Toddlers</b>						
6	BD Sp Ed Elem Prgrm Spec	X	4.000	4.000	4.000	4.000	
6	AD Teacher, Infants & Toddlers	X		.200	.200	1.000	.800
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)
	<b>Subtotal</b>		<b>6.000</b>	<b>6.200</b>	<b>6.200</b>	<b>6.000</b>	<b>(.200)</b>
	<b>Total Positions</b>		<b>540.425</b>	<b>575.975</b>	<b>575.975</b>	<b>604.675</b>	<b>28.700</b>

# Department of Student Services



Chapter 5 – 59

F.T.E. Positions 157.5

\* Program and Special School Psychologist positions are supervised by the Psychological Services Unit Director in the Department of Student Services

**Mission:** *The mission of the Department of Student Services (DSS) is to support the strategic plan of Montgomery County Public Schools (MCPS) by working to ensure that every student is healthy, safe, engaged, supported, and challenged. This is achieved through the development and implementation of a coordinated program of student services. The department plans, implements, and coordinates services that support student achievement and social and emotional development. Data on DSS programs and services are monitored and analyzed to verify the positive impact on student learning and success.*

### Major Functions

DSS includes the following divisions: School Counseling, Residency, and International Admissions; Psychological Services; and Pupil Personnel Services. As of July 1, 2012, DSS units Disciplinary Review and School Assignment and Pupil Personnel Services combined as the Division of Pupil Personnel Services, and the Residency and International Admissions Unit and School Counseling Services Unit became the Division of School Counseling, Residency, and International Admissions. DSS includes the following units and programs: Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching (HHT), Home Schooling Review, Liaison to Linkages to Learning (LTL) and School Health Services, Positive Behavioral Interventions and Supports (PBIS), and Student Affairs. DSS develops and maintains partnerships with county government agencies, private organizations, and other community groups that serve students and their families.

Student services personnel assist school teams in addressing the needs of students, families, and staff through collaborative problem solving. Teams composed of pupil personnel workers (PPWs), school counselors, school nurses, school psychologists, and social workers help address the academic, behavioral, social, and emotional needs of students. Services provided by health technicians and school nurses are available as the result of a formal partnership between MCPS and the Montgomery County Department of Health and Human Services (DHHS).

The Division of Psychological Services supports healthy child development and academic success by delivering a broad array of psychological services. Consultation is provided through formal and informal consultation, 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. This division supports collaborative approaches to analyzing and resolving barriers to students' academic,

emotional, and social growth. Psychologists are critical members of the IEP teams for students with disabilities. The role of the psychologist may vary across schools and programs. Psychologists regularly help develop behavior intervention plans and also may deliver individual and small-group counseling and social skills programs. They also help deliver professional development and training on a broad array of topics pertaining to mental and behavioral health. Psychological Services monitors and maintains electronic records of psychological reports. The division plans and implements the professional growth system for all psychologists, including observations and evaluations, professional learning communities, and regular administrative and professional development meetings.

The Division of Psychological Services includes the Bilingual Assessment Team (BAT). BAT provides consultation, screening, and assessment services to English language learners (ELLs) who are suspected of having a disability recognized under the *Individuals with Disabilities Education Act of 2004 (IDEA)*. When an ELL is suspected of having an educational disability, bilingual staff members complete language dominance screenings and, when appropriate, conduct educational, psychological, and speech/language assessments in close collaboration with school-based staff.

The Division of Pupil Personnel Services supports the work of PPWs. PPWs address barriers to academic success by promoting collaboration among families, schools, and community stakeholders. They participate on collaborative problem solving teams. PPWs help students and their families access information on MCPS policies, regulations, and procedures, and school system and community resources. PPWs consult with parents, guardians, and school staff on issues such as chronic attendance concerns, drop-out prevention, homelessness, substance abuse, and special education. PPWs collaborate with school system staff and providers in the community to help access services for students and their families. PPWs support the MCPS home schooling liaison to review records of all home schooling students twice a year. Pupil Personnel Services is responsible for overseeing the implementation of Section 504 of the *Rehabilitation Act of 1973*. The division helps direct the Interagency Truancy Review Board (TRB) and Attendance Matters, an internal MCPS truancy prevention program. It coordinates a program of professional development for PPWs. Pupil Personnel Services also responds to requests for change of student school assignments. Working in collaboration with the Appeals/Transfer team in the Office of the Chief Operating Officer, the Division of Pupil Personnel Services implements MCPS Regulation JEE-RA: *Transfer of Students*. Pupil Personnel Services processes all requests for expulsion in compliance with MCPS Regulation JGA-RB: *Suspension or Expulsion of an MCPS Student*. This division holds investigative conferences for students



recommended for expulsion and provides families with information about interagency resources.

The mission of the Division of School Counseling, Residency, and International Admissions (SCRIA) 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. The division is responsible for directing a range of services that support students and families. The school counseling program is a comprehensive program designed to enhance the academic, personal, and interpersonal development of all students. This program is designed to align with the model endorsed by the American School Counselor Association (ASCA). Counselors align school-level counseling programs with the established standards when planning for program improvement. The school counseling curriculum includes individual planning, responsive services, and system support. School counselors identify effective prevention and intervention strategies and build pathways that support academic rigor, college readiness, and career planning for all students. SCRIA assists school counselors in supporting students with all aspects of the college-planning process, including the application process, testing, financial aid, and scholarships. Working collaboratively with other MCPS offices, SCRIA 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. SCRIA collaborates with school administrators, counselors, and community stakeholders to provide support services. Last year, the school counseling unit offered more than 55 professional development opportunities for counselors and college/career information coordinators. Throughout the school year, SCRIA supports system-wide crisis training and response. Staff members also provide parent education and outreach, serving as the liaison to a number of community groups. SCRIA works collaboratively with local universities to deliver enhanced professional development to school counselors and to assign counselor interns. SCRIA supports the Guiding the Pathways of Success (GPS) to College manual to assist first-generation college bound, minority, and low-income students in successfully navigating the systems required for admittance into college and securing financial aid. The manual used during the summer of 2012 at the GPS to College course, created to help eliminate the barriers faced by first-generation college hopefuls.

SCRIA provides information and services regarding enrollment, attendance, and residency for families new to Montgomery County, homeless students, international students, foreign exchange students, and students who are United States citizens returning from foreign schools into MCPS. SCRIA 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. Staff is conversant and literate in the major languages spoken in Montgomery County. SCRIA works closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. SCRIA 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. SCRIA 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 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.

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 services are routinely available to Montgomery County students, from kindergarten through Grade 12, who are enrolled in a full-day program in MCPS; have been placed by MCPS in a nonpublic school; or attend a private school and qualify for special education services.

Following COMAR requirements, the home schooling liaison works with families choosing to home school students. The home schooling liaison maintains registration records and facilitates 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 26 elementary and middle schools to lessen the effects of poverty by removing barriers to learning that affect student academic achievement and social and emotional development.

PBIS is a framework that schools utilize to build and maintain a positive school culture to improve academic and behavioral outcomes for all students. The PBIS specialist supports schools by consulting with school teams, allocating resources, and designing and delivering professional development and networking opportunities.

Student Affairs coordinates student-related activities by providing advice, counsel, and support to student government organizations within schools and at the county and state levels. The unit facilitates the annual revision of *A Student's Guide to Rights and Responsibilities in MCPS*, 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 each 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 academic, career development, health, personal, and interpersonal outcomes for students, while supporting a high-quality, world-class education for every student.

During FY 2012:

- DSS staff collaborated to develop and deliver comprehensive training for school administrators and counselors pertaining to bullying prevention, positive school climate, and MCPS Regulation JHF-RA , *Bullying, Harassment, or Intimidation*.
- 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 student service staff members.
- BAT staff members conducted 796 language dominance assessments, 190 educational assessments, 257 psychological assessments, and 160 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 one.
- HHT provided instructional services to 800 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 WebEx program during the 2012–2013 school year.
- International Admissions served 3,246 students from 147 countries. Responses from the parent questionnaire expressed a 99.09 percent satisfaction with SCRIA services.
- SCRIA helped to ensure that the MCPS graduating class of 2012 earned \$238.5 million in college scholarships.
- During the 2011–2012 school year, 23 graduate-level counseling students received counseling supervision during counselor internships throughout the county.
- DSS supported 84 schools, three special education schools, and three Alternative Program sites in the implementation of PBIS.
- Mental health crisis response training is provided yearly to develop the skills of new DSS staff members and to refresh and enhance the skills of veteran staff. In FY 2012, 281 staff members took part in the training. 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 23 situations.
- The Interagency TRB was initiated by DSS to address chronic and severe truancy issues. In FY 2012, 82 cases were referred to TRB for intervention. The Attendance Matters program was expanded county-wide for the 2011–2012 school year. A total of 117 student attendance cases were heard.
- DRSAU staff conducted investigative conferences for 394 expulsion requests.
- DRSAU staff processed 3,470 Change of School Assignment requests.
- Psychologists completed 3,212 psychological assessment reports for students referred to problem-solving teams, including Section 504 and IEP teams.
- PPWs conducted 1,288 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 21 students who participated in an Expulsion Review Board hearing.
- Pupil Personnel Services provided Section 504 system-wide training for 202 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 2012 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 Maryland.

- As a part of the Student Voter Registration Drive, 1,604 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. The supplies are distributed to local schools and nonprofit organizations, surrounding counties, and other organizations for overseas use. In July 2012, 13,183 pounds of materials were collected, sorted by student volunteers, and distributed to organizations that benefit children.
- LTL provided adult English Literacy classes at eight sites, serving 12 school communities and an average of 300 students during the 2011–2012 school year, which more than tripled the enrollment from the program’s inception in 2005–2006. Linkages applied for and received a \$21,013 grant from the Montgomery Coalition for Adult English Literacy to support the program.
- LTL provided comprehensive mental health and social services to more than 5,000 students and families. In addition, in summer 2011, 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 more than 200 children. Donations were received from Bank of America/Merrill Lynch, and private donors to provide needed services and opportunities to eligible families. Holiday food baskets were provided to 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. More than 1,800 children at 26 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 developed reporting and investigating forms and procedures and 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 IJA and 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 general educational interventions; and, if those general education interventions are ineffective and the IEP team suspects an educational disability, staff members evaluate 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 children age 5–16 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) require 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 10 percent or higher and any school with a habitual truancy rate of 4 percent or higher

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.
- Facilitate access to higher education for underrepresented students who have the desire and capacity to achieve a baccalaureate degree through a partnership program with Montgomery College and The Universities at Shady Grove by actively collaborating in the development and implementation of the Achieving College Excellence and Success (ACES) program in selected MCPS high schools. Since MCPS is committed to assisting first-generation college bound, minority, low-income students in successfully navigating the systems required for admittance into college and securing financial aid, MCPS developed a one-week summer program to help eliminate the barriers faced by this specific population of MCPS students. The Guiding the Pathways to Success (GPS) program is designed to provide students with hands-on assistance. To this end, students complete an interest inventory, explore career options and set postsecondary goals, learn about the link between postsecondary education and career options, research and select college options, begin the college application process, learn about financial aid options and apply for grants and scholarships, and write a personal statement essay.
- Develop assignments that provide each school and special education program with pupil personnel workers and school psychologists.
- Provide leadership and support to implement PBIS in schools to create a more positive and academically focused school environment.
- Support schools in understanding and implementing 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, that utilize a strategic planning process to increase academic rigor for all students.
- Collaborate with schools to reduce the incidence of habitual truancy through school strategies, student

interventions, and the implementation of the Inter-agency 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.
- Represent the school system on county, state, and regional committees.
- Work with nonprofit 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
Pupil Personnel Services	100%	100%	100%
School Counseling Services	99%	98%	99%
School Psychological Services	94%	96%	99%
Disciplinary Review and School Assignment Unit	99%	99%	99%

**Explanation:** Professional development related directly to job function and 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
79%	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 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 2012 Actual	FY 2013 Estimate	FY 2014 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
80.7%	90%	95%

**Explanation:** It is important for parents to feel that 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 2012 Actual	FY 2013 Estimate	FY 2014 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 was expanded to include homeless students served at long- and short-term shelters. Tutors maintain records.

**Performance Measure:** To maintain a high level of parent satisfaction with the Division of Pupil Personnel Services Investigative Conference held in response to a suspension/expulsion request, as indicated on satisfaction surveys.

FY 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
98%	99%	99%

**Explanation:** It is important for parents to feel that 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 2012 Actual	FY 2013 Estimate	FY 2014 Recommended
84%	85%	90%

**Explanation:** Schools implementing PBIS will report a decrease in office referrals when comparing this school year with the previous one.

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

FY 2012 Actual	FY 2013 Estimate	FY 2014 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 achievement.

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

The FY 2014 request for this department is \$18,762,717, an increase of \$256,719 over the current FY 2013 budget. An explanation of this change follows.

**Continuing Salary Costs—\$70,900**

There is an increase of \$70,900 for continuing salary costs for current employees. This amount is the annualization of the salary step to be provided to eligible employees on May 4, 2013.

**Enrollment Changes—\$170,922**

Based on the actual and projected spending for part-time home and hospital teachers, an additional \$170,922 is required to serve students in this program.

**Other—\$14,897**

There is an increase of \$14,897 to cover local travel mileage reimbursement.

**Budget Explanation  
National Institutes of Health  
Program—908**

The FY 2014 request for this program is \$254,733, the same level of funding as budgeted in FY 2013.

**Project's Funding History**

	<b>FY 2013 Projected 7/1/12</b>	<b>FY 2013 Received 11/30/12</b>	<b>FY 2014 Projected 7/1/13</b>
Federal			
State			
Other	\$254,733	\$254,733	\$254,733
County			
<b>Total</b>	<b>\$254,733</b>	<b>\$254,733</b>	<b>\$254,733</b>

# Department of Student Services - 551/552/553/555/628/964

**Ursula A. Hermann, Director II**

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	158.500	157.500	157.500	<b>157.500</b>	
Position Salaries	\$16,245,017	\$16,529,809	\$16,529,809	<b>\$16,615,835</b>	\$86,026
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		28,000	28,000	<b>28,000</b>	
Stipends		196,720	196,720	<b>196,720</b>	
Professional Part Time		1,071,843	1,071,843	<b>1,242,765</b>	170,922
Supporting Services Part Time		103,439	103,439	<b>103,210</b>	(229)
Other					
Subtotal Other Salaries	1,439,911	1,400,002	1,400,002	<b>1,570,695</b>	170,693
<b>Total Salaries &amp; Wages</b>	<b>17,684,928</b>	<b>17,929,811</b>	<b>17,929,811</b>	<b>18,186,530</b>	256,719
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		267,550	267,550	<b>267,550</b>	
<b>Total Contractual Services</b>	<b>232,053</b>	<b>267,550</b>	<b>267,550</b>	<b>267,550</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials		40,106	40,106	<b>40,106</b>	
Office		15,347	15,347	<b>15,347</b>	
Other Supplies & Materials		79,594	79,594	<b>79,594</b>	
<b>Total Supplies &amp; Materials</b>	<b>126,424</b>	<b>135,047</b>	<b>135,047</b>	<b>135,047</b>	
<b>04 Other</b>					
Local/Other Travel		159,940	159,940	<b>159,940</b>	
Insur & Employee Benefits					
Utilities					
Miscellaneous		13,650	13,650	<b>13,650</b>	
<b>Total Other</b>	<b>193,134</b>	<b>173,590</b>	<b>173,590</b>	<b>173,590</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$18,236,539</b>	<b>\$18,505,998</b>	<b>\$18,505,998</b>	<b>\$18,762,717</b>	\$256,719

# National Institutes of Health Program - 908

Ursula A. Hermann, Director II

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		200,940	200,940	<b>200,940</b>	
Supporting Services Part Time		18,657	18,657	<b>18,657</b>	
Other					
Subtotal Other Salaries	219,185	219,597	219,597	<b>219,597</b>	
<b>Total Salaries &amp; Wages</b>	219,185	219,597	219,597	<b>219,597</b>	
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		17,568	17,568	<b>17,568</b>	
Utilities					
Miscellaneous		17,568	17,568	<b>17,568</b>	
<b>Total Other</b>	35,069	35,136	35,136	<b>35,136</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$254,254</b>	<b>\$254,733</b>	<b>\$254,733</b>	<b>\$254,733</b>	



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

Ursula A. Hermann, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>551 Department of Student Services</b>						
7	Q Director Schl Support & Improv		1.000	1.000	1.000	<b>1.000</b>	
7	P Director I		2.000	2.000	2.000	<b>2.000</b>	
3	O Supervisor		1.000	1.000	1.000	<b>1.000</b>	
7	O Supervisor		2.000				
7	N Coordinator		3.000	3.000	3.000	<b>3.000</b>	
7	BD Court Liaison Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		1.000				
7	BD Instructional Specialist		3.000	3.000	3.000	<b>3.000</b>	
7	BD Pupil Personnel Worker		44.000	44.000	44.000	<b>44.000</b>	
3	BD Psychologist		68.500	68.500	68.500	<b>68.500</b>	
7	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
7	15 Administrative Secretary II		2.000	2.000	2.000	<b>2.000</b>	
7	14 Administrative Secretary I		2.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		1.000	2.000	2.000	<b>2.000</b>	
7	12 Secretary		1.000				
	<b>Subtotal</b>		<b>133.500</b>	<b>129.500</b>	<b>129.500</b>	<b>129.500</b>	
	<b>552 Bilingual Assessment Team</b>						
2	BD Instruct Assessment Spec		4.000	4.000	4.000	<b>4.000</b>	
3	BD Psychologist		5.000	5.000	5.000	<b>5.000</b>	
3	BD Speech Pathologist	X	2.000	2.000	2.000	<b>2.000</b>	
2	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	
	<b>553 Home &amp; Hospital Teaching</b>						
2	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	AD Central Off Teacher	X	1.000				
7	14 Administrative Secretary I			1.000	1.000	<b>2.000</b>	1.000
2	12 Secretary		1.000	1.000	1.000		(1.000)
	<b>Subtotal</b>		<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	<b>3.000</b>	
	<b>555 Counseling, Residency &amp; Intl.</b>						
7	P Director I		1.000	1.000	1.000	<b>1.000</b>	
7	P Administrator Spec Assign				1.000	<b>1.000</b>	
7	BD Intl Students Admission Spec		2.000	2.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist			1.000	1.000	<b>1.000</b>	
3	BD Elem Counselor Spec Assign			1.000	1.000	<b>1.000</b>	
7	20 ISAO Intake Specialist II		1.000	1.000	1.000	<b>1.000</b>	
7	17 ISAO Intake Specialist I		2.000	2.000	2.000	<b>2.000</b>	
7	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
7	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
7	12 Secretary			1.000	1.000	<b>1.000</b>	

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

Ursula A. Hermann, Director II

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	<b>555 Counseling, Residency &amp; Intl.</b>						
7	11 Office Assistant IV		2.000	2.000	2.000	<b>2.000</b>	
	<b>Subtotal</b>		<b>10.000</b>	<b>13.000</b>	<b>13.000</b>	<b>13.000</b>	
	<b>Total Positions</b>		<b>158.500</b>	<b>157.500</b>	<b>157.500</b>	<b>157.500</b>	