

A P P E N D I X N

Special Education Services Descriptions

■ School-based Service Delivery Model

These descriptions summarize MCPS special education services and settings. Each child's IEP team determines the special education, related services, supplementary aids and services, and placement needed based on individual needs. The team considers how the child can be educated with nondisabled peers to the maximum extent appropriate. A service description does not establish eligibility or predetermine placement.

■ Speech and Language Services

Speech and language services diagnose communication disorders; improve spoken language skills; facilitate compensatory skills; and enhance the development of language, vocabulary, and expressive communication skills to support student access to the curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents/guardians for implementation within the classroom and home environments. Students may receive services in their classroom environment, small groups, or individually. The team considers the full continuum of appropriate service option for preschool students.

■ Elementary Home School Model (HSM)

Elementary Home School Model services are provided in all Montgomery County Public Schools (MCPS) elementary schools. Students receive specially designed instruction and supports identified in their IEPs, including services in the general education classroom and, when needed, other settings. General and special education teachers collaborate to plan and deliver instruction, with paraeducator support as specified. The IEP team determines the services and setting for each student, considering education with nondisabled peers to the maximum extent appropriate.

■ Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning Academic Disability services are provided in MCPS middle and high schools. Students receive specially designed instruction and supports identified in their IEPs, including services in general education classes and, when needed, other settings. General and special education teachers collaborate through co-teaching and other service delivery approaches, with paraeducator support as specified. The IEP team determines the services and setting for each student, considering education with nondisabled peers to the maximum extent appropriate.

■ Transition Services

Beginning no later than the first IEP in effect when a student turns 14, and earlier when appropriate, the IEP includes measurable post-secondary goals based on age-appropriate transition assessments and the transition services and course of study needed to support those goals. The IEP team reviews and updates this information annually. Transition planning addresses education or training, employment, and independent living when appropriate, and may include school, community, and agency experiences and supports. A transition support teacher may assist the team in coordinating services and agency connections.

■ Regionally-based Service Delivery Model

■ Elementary Learning Center (ELC)

Elementary Learning Center (ELC) services provide specially designed instruction and evidence-based supports for elementary students with significant academic needs, which may occur alongside needs in social, behavioral, or executive functioning. Students with a range of disabilities may receive these services. Instruction may be provided in a special education classroom and in general education settings, as determined by each student's IEP team. The team considers supplementary aids and services and opportunities to learn with nondisabled peers.

■ Learning for Independence (LFI) Services

Learning For Independence services are designed for students in kindergarten through age 21 with significant cognitive disabilities. Students participate in school and community learning and have opportunities to learn with nondisabled peers as appropriate to their IEPs. The IEP team determines each student's goals, services, and educational setting.

■ School/Community-based (SCB) Services

School/Community-based (SCB) services provide individualized instruction and supports for students with significant needs in communication, personal management, social interaction, and other areas of functioning. For students whose IEP teams determine participation in the alternate assessment is appropriate, instruction is aligned with the Maryland Alternate Academic Achievement Standards. Students participate in learning in the classroom, school, and community, with opportunities to learn with nondisabled peers as appropriate to their IEPs.

■ **Montgomery County Infants and Toddlers Program (MCITP)**

The Montgomery County Infants and Toddlers Program (MCITP) provides early intervention services to eligible children from birth until the start of the school year following their fourth birthday. Families and providers develop an Individualized Family Service Plan (IFSP) that reflects the family's priorities and the child's strengths and needs. MCITP serves families through regional sites across Montgomery County. Early intervention services are provided in natural environments, including home and community settings, to the extent appropriate. Services are based on the child and family's individual needs and may include special instruction, speech-language services, occupational or physical therapy, and family counseling.

■ **Preschool Education Program (PEP)(Classic, Collaboration, Inclusive, PILOT, Intensive Needs, Full-Day, Medically Fragile and Itinerant Services)**

PEP provides a continuum of special education services for eligible preschool children. Depending on the child's IEP, services may be provided in community early childhood settings, MCPS general education prekindergarten classes, or specialized preschool classes. The IEP team determines the services and setting needed for each child, with opportunities to learn alongside children without disabilities to the maximum extent appropriate. Specific service models and schedules are described in current MCPS preschool guidance.

■ **Prekindergarten Language Classes**

Pre-K Language Classes serve students ages 3 through kindergarten, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language support and related services are provided in a two-day per week developmentally appropriate class or five days per week in an early childhood classroom setting with some inclusive opportunities with nondisabled peers. The purpose of these services is to build students' oral language for successful communication and to develop early learning skills in preparation for kindergarten. Selected elementary schools offer these services to support one or more regions.

■ **Prekindergarten Physical Disabilities Classes**

Pre-K students with physical disabilities receive services in a variety of pre-K settings. Students with physical disabilities which significantly impact educational performance are served in half-day programs with nondisabled peers in early childhood settings at Forest Knolls and Judith A. Resnik elementary schools with a limited number of those students continuing into kindergarten at the two schools due to unique circumstances.

■ **Autism Spectrum Disorders Services**

The Comprehensive Autism Preschool Program (CAPP) provides intensive, individualized instruction and behavioral supports for preschool students who need a full-day service model. Evidence-based practices address communication, learning, adaptive skills,

and participation across school settings. Each child's IEP determines the specific services, supports, and opportunities to learn with peers.

Classic Autism services provide intensive, structured instruction for students whose IEPs identify a need for this service model. Instruction addresses communication, learning, adaptive skills, and participation in school and community settings, using evidence-based practices that may include principles of Applied Behavior Analysis. For students whose IEP teams determine participation in the alternate assessment is appropriate, instruction is aligned with alternate academic standards. Students have opportunities to learn with nondisabled peers as appropriate to their IEPs, and secondary students receive individualized transition supports.

■ **Secondary Autism Resource Services**

Secondary Autism Resource Services (ARS) support middle and high school students with autism who are working toward a high school diploma and need specially designed instruction and accommodations to access the general education curriculum. Services may include an adjusted instructional pace and support for academic, communication, social, and executive functioning needs. The IEP team determines the instruction, supports, and settings needed for each student.

■ **Autism Connections Services**

Autism Connections services support students in Grades 1–12 who access grade-level or advanced curriculum and need specially designed instruction related to social communication, executive functioning, or other individual needs. Services and accommodations support access to instruction in the least restrictive environment, including enrichment or acceleration when appropriate. The IEP team determines the services and setting for each student.

■ **Augmentative and Alternative Communication (AAC)**

The Augmentative and Alternative Communication services provide intensive support for students in kindergarten through Grade 2 who are nonverbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

■ **Social Emotional Special Education Services (SESES)**

Social Emotional Special Education Services are provided to students who demonstrate significant social emotional learning, and/or behavioral difficulties that adversely impact their school success. Students in kindergarten through Grade 12 are served in a continuum of settings that may include the general education environment through self-contained classes with opportunities for participation in general education classes with nondisabled peers as appropriate.

■ **Extensions Services**

Extensions services are designed for students in kindergarten through age 21 with significant cognitive disabilities, multiple disabilities, and/or Autism who demonstrate self-injurious and/or disruptive behaviors and are in need of specially designed instruction in the areas of communication and social skills, while accessing instruction aligned with the Maryland Alternate Academic Achievement Standards.

■ **Bridge Services**

Bridge Services support students in Grades 6–12 who demonstrate significant social emotional learning, and/or behavioral challenges that make it difficult for them to succeed in a comprehensive school environment. Many students require social and emotional support to access their academic program. Comprehensive behavior management strategies such as proactive teaching and rehearsal of social skills and the use of structured and consistent reinforcement systems are hallmarks of this service. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

■ **Twice Exceptional Services (2e)**

Twice Exceptional Services support students who demonstrate superior cognitive ability in at least one area and typically have challenges with production, particularly in the area of written expression. Twice exceptional services provide students in kindergarten through Grade 12 with specialized instruction that facilitate appropriate access to rigorous instructional experiences in the least restrictive environment (LRE) through a continuum of services. Students may have access to instruction in enriched and accelerated courses.

■ **Longview School**

The Longview School, collocated with Spark M. Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities pursuing alternate learning outcomes (ALO) aligned with the Maryland Alternate Academic Achievement Standards. Students participate in real world learning in the school and community settings to develop skills in the areas of communication, mobility, self-help, functional academics, and transition services.

■ **Stephen Knolls School**

The Stephen Knolls School provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities pursuing alternate learning outcomes (ALO) aligned with the Maryland Alternate Academic Achievement Standards. Students participate in real world learning in the school and community settings to develop skills in the areas of communication, mobility, self-help, functional academics, and transition services.

■ **Carl Sandburg Learning Center**

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students in kindergarten through Grade 5 with intellectual disabilities, Autism Spectrum Disorder, or multiple disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the Maryland College and Career Ready or Maryland Alternate Academic Achievement Standards. Emphasis is placed on the development of language, academic, and social skills provided through an in class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in the classroom setting. Services also may include a behavior management system, psychological consultation, and crisis intervention.

■ **Rock Terrace School**

Rock Terrace School, collocated with Tilden Middle School, is a special education school that serves students in Grade 6 through age 21 with intellectual disabilities, Autism Spectrum Disorder, or multiple disabilities. Students pursue instruction in the Maryland College and Career Ready Standards or alternate learning outcomes (ALO) aligned to the Maryland Alternate Academic Achievement Standards. Students participate in real world instruction and employment experiences with the goal of preparing students for post-secondary college, career, independent living, and/or community participation.

■ **Countywide Service Delivery Model**

Low incidence services are based in central locations and serve students from the entire county. In some cases, the services are provided regionally when the level of incidence increases.

■ **Services for the Visually Impaired**

Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory skills and provide them with access to the general education environment.

A pre-k class prepares children who are blind or have low vision for entry into kindergarten. Itinerant vision services are provided to school-aged students in their neighborhood schools or other assigned schools. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support as appropriate.

■ **Deaf and Hard of Hearing Services (DHOH)**

Deaf and Hard of Hearing services provide comprehensive educational support to students who are deaf or have a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language and communication skills necessary to access the general education environment in their neighborhood schools or other assigned schools. Students with more significant

needs receive services in special centrally located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.

■ **Physical Disabilities Services (PD)**

Physical Disabilities Services include occupational, physical therapy, as well as consultation and training in assistive technology for students with disabilities, from birth through age 21. Services are provided as part of an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) ensuring that students with physical disabilities have access to the MCPS curriculum in the least restrictive environment (LRE).

■ **MAJOR SERVICES**

■ **Occupational and Physical Therapy Services**

Occupational and physical therapy services are provided to qualified students in Montgomery County Infants and Toddlers Program through the Individualized Family Service Plan or through the Individualized Education Program for students in special education. Following evaluation and review by an IEP team, consultation and direct occupational and/or physical therapy related services are provided to eligible students. Kindergarten through high school students who qualify are served in MCPS comprehensive schools and separate public day schools. Pre-K students with physical disabilities receive services in a variety of pre-K settings. Students with physical disabilities which significantly impact educational performance are served in half-day programs with nondisabled peers in early childhood settings at Forest Knolls and Judith A. Resnik elementary schools with a limited number of those students continuing into kindergarten at the two schools due to unique circumstances.

■ **Assistive Technology Services**

■ **Interdisciplinary Augmentative Communication and Technology Team (InterACT)**

InterACT provides assistive technology services for students from birth–age 21 who are severely limited in verbal expression or written communication skills, due to physical disabilities. Services are provided in the natural environment for children birth–age 3, or in the elementary, middle, or high school instructional setting for pre-k through age 21.

■ **High Incidence Accessible Technology Team (HIAT)**

Consultation and training in assistive technology and Universal Design for Learning (UDL) are provided by HIAT, a collaborative team that applies the principles of UDL to support school teams to meet the needs of all students to build the capacity of classroom environments to incorporate technology options for all students. Through HIAT, technical support and training to school teams on assistive technology and UDL are offered to promote the achievement of curricular outcomes for staff members and parents/caregivers as they access technology and UDL resources.

■ **John L. Gildner Regional Institute for Children and Adolescents (RICA)**

The John L. Gildner Regional Institute for Children and Adolescents (RICA in collaboration with the Maryland Department of Health, provides an integrated educational and therapeutic setting for students who require intensive special education and clinical supports. An interdisciplinary team coordinates instruction, treatment, and related services based on each student's IEP and treatment plan. Day and residential services may be available as appropriate. Students access the general education curriculum and individualized academic, vocational, social, and emotional supports.