

# Appendix N

## Special Education Services Descriptions

### School-based Service Delivery Model

#### Speech and Language Services

The mission of Speech and Language Services is to provide comprehensive services for the prevention, assessment, diagnosis, and intervention of communication disabilities related to educational success. The goal of speech-language pathologists is to support the development of students' communication skills and access to the general education curriculum. Services focus on oral, gestural, and/or augmentative communication skills. The type and frequency of services provided are determined by individual student needs.

#### Elementary Home School Model

The Elementary Home School Model special education services to students in Grades Kindergarten (K)–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served through this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in both the general education environment and/or a self-contained setting.

#### Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that affects academic achievement. Students served by this model receive special education support to demonstrate progress towards the Individualized Education Program (IEP) goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, cotaught general education classes, and other opportunities for participation with nondisabled peers.

#### Transition Services

Transition Services are provided to students receiving special education services, ages 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include enrollment in higher education, engagement in competitive or some other employment, and/or participation in post-secondary training. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through

direct and/or indirect support coordinated by a transition support teacher.

### Regionally-based Service Delivery Model

#### Elementary Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

#### Learning for Independence (LFI) Program

Learning for Independence (LFI) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes (ALOs) aligned with the curriculum. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. The students learn life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.

#### School/Community-based (SCB) Program

School/Community-based Program (SCB) services are designed for students with significant cognitive disabilities and/or multiple disabilities. Students typically are impacted in the adaptive areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing ALOs aligned with the curriculum, in comprehensive schools and related community and work environments. The SCB model includes the following components—age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition—that are available regionally. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduating with a certificate from the school system.

## **Infants and Toddlers Program**

The Infants and Toddlers Program provides early intervention services to families and children with developmental delays and disabilities from birth to age 3, or until the start of the school year following the child's fourth birthday, under the Extended Individualized Family Service Plan option. The program is a collaboration between the Montgomery County Department of Health and Human Services, the lead agency and point of entry, and Montgomery County Public Schools (MCPS), which provides the staff needed to serve children and families. Services are provided in the natural environment and include, but are not limited to, specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Families and early intervention providers work as a team to define priorities, learn about available resources and discuss children's strengths and needs.

## **Preschool Education Program (PEP)**

### **(Classic, Collaboration, Inclusive, PILOT, Intensive Needs, Full Day, Medically Fragile and Itinerant Services)**

The Preschool Education Program (PEP) offers a continuum of prekindergarten (pre-K) classes and services for children with disabilities ages 3 to K. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn and access the pre-K curriculum. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Two early childhood centers and selected pre-K general education classrooms include students with disabilities in the regular education setting. PEP PILOT provides services to students with disabilities in an inclusive early childhood setting alongside community peers; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a coteaching model. Special education classes are provided for students who need a specialized, comprehensive approach to learning. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP full-day classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more administrative area(s).

## **Prekindergarten Language Classes**

Pre-K language classes serve students ages 3 to K, 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 K. Selected elementary schools offer this program to support one or more administrative areas.

## **Autism Spectrum Disorders Services**

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3 to K. To ultimately provide access to a variety of school-aged services and to maximize independence in all domains, evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills. Autism services for students, elementary through age 21, provide access to ALOs aligned with the general education curriculum. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and to increase skills for participation in inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.

## **Secondary Autism Resource Services**

Secondary Autism Resource Services, located in three middle schools and three high schools, are designed for students with Autism Spectrum Disorders (ASD) who are diploma-bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with ASD. Students receive instruction in the general education curriculum with the support indicated on their IEP. Social skills instruction is a key component of the services. Access to the general education curriculum with enrichment is reinforced.

## **Augmentative and Alternative Communication Classes**

The Augmentative and Alternative Communication (AAC) classes provide intensive support for students who are non-verbal 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 and 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**

Social Emotional Special Education Services (SESES) are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely affect their success in school. Students access the MCPS general education curriculum yet may have difficulty achieving academic success due to emotional and behavioral challenges that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

## **Extensions**

Extensions serves students of elementary, middle, and high school age with the most significant cognitive disabilities, multiple disabilities, and/or Autism. These students have a history of requiring intensive, systematic behavioral support and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire ALOs aligned with the curriculum and postsecondary opportunities including adult day services and employment.

## **Bridge Services**

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students are identified as having an emotional disability and/or ASD. Some students require social and emotional support to access their academic program. Comprehensive behavioral management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. 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.

## **Gifted and Talented/Learning Disabled Services**

Students that receive gifted and talented/learning disabled (GT/LD) services are intellectually gifted and demonstrate superior cognitive reasoning ability. They have an educational disability that affects the academic area(s) of reading, writing, and/or mathematics. Often, students also are impacted in the areas of organization/executive functioning, social-emotional learning, and/or attention. They typically have significant production problems, particularly in the area of written expression.

GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to accelerated and enriched instruction in the least restrictive environment. This includes substantive access to the acceleration and enrichment components in the MCPS instructional guidelines, and may include placement in Advanced, Honors or Advanced Placement courses. Services can vary and are determined by the student's IEP team. Students within elementary GT/LD services typically receive instruction in a self-contained classroom setting for a majority of the academic day. Secondary students typically receive services in advanced general education courses in English, mathematics, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

## **Elementary Physical Disabilities Classes**

Elementary physical disabilities classes provide comprehensive instruction to students in Pre-K through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students generally exhibit needs in areas of motor development and information processing. Services are provided in inclusive classrooms at Forest Knolls and Judith Resnik elementary schools and include special education instruction, consultation with general education teachers, assistive technology and related services such as speech/language, occupational and physical therapy.

## **Asperger's Services**

Asperger's Services provide direct classroom instruction in the areas of social-emotional problem-solving and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and support for organization, problem solving, and self-advocacy.

## **Longview School**

The Longview School, colocated with Spark Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

## **Stephen Knolls School**

The Stephen Knolls School serves students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

## **Countywide Service Delivery Model**

Low incidence programs are based in central locations and serve students from the entire county. In some cases, the programs 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 and self-advocacy 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 K. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. 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**

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

## **Occupational/Physical Therapy Services**

Related services of occupational and physical therapy are provided to students with educational disabilities in their home or assigned school to facilitate access to their educational program. The type and frequency of services are based on individual student needs and include direct therapy and consultation to classroom staff. Services are provided at elementary, middle, and high schools throughout MCPS.

## **Carl Sandburg Learning Center**

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students with multiple disabilities in K through Grade 5, including intellectual disabilities, ASD, language disabilities, and emotional and other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS general education curriculum or ALOs aligned with the curriculum. Modification of curriculum materials and instructional strategies, based on students' needs, is the basis of all instruction. 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 their classroom setting. To address behavioral goals, services may include a behavioral management system.

## **Rock Terrace School**

Rock Terrace School, collocated in Tilden Middle School, is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of ALOs aligned with the curriculum to prepare the students for transition to the high school program. The high school program emphasizes the ALOs aligned with the curriculum and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.

## **John L. Gildner Regional Institute for Children and Adolescents Program**

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland Department of Health, provides appropriate educational and treatment services to students and their families through highly structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff.

RICA offers fully accredited special education services, which emphasize rigorous academic and vocational/occupational opportunities, day and residential treatment, and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

## **Assistive Technology Services**

Assistive Technology Services provide support for students from birth to age 21. Augmentative communication, alternate computer access, and related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age 3 and in elementary, middle and high schools for older students.