

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 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 (HSM)

Elementary HSM services are provided in all MCPS elementary schools. HSM services are delivered primarily in the general education setting where students receive specially designed instruction with their nondisabled peers. Access to academic and behavioral interventions are provided in the least restrictive environment inside and outside of the general education classroom based on the individual needs of each student. Specially designed instruction is delivered by general education teachers in collaboration with special education teachers and paraeducators through the implementation of co-teaching and supported service delivery models.

Secondary Learning and Academic Disabilities (LAD) Services

Secondary LAD services are provided in all MCPS middle and high schools. LAD services are delivered primarily in the general education setting where students receive specially designed instruction with their nondisabled peers. Access to academic and behavioral interventions are provided in the least restrictive environment inside and outside of the general education classroom based on the individual needs of each student. Specially designed instruction is delivered by the general education teachers in collaboration with special education teachers and paraeducators through the implementation of co-teaching and supported service delivery models.

Transition Services

Transition services are provided to students receiving special education services, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include, but are not limited to, postsecondary education, workforce experiences, continuing and adult education, adult services, independent living, and/or community participation.

Services are based on the individual student's needs, and consider 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)

ELCs are regional special education services that provide specialized, scaffolded instruction in core academic areas for students in kindergarten through Grade 5 with global academic needs and delays in social and/or behavioral development, and executive functioning. Students receiving these services in the elementary ELC may be identified as representing a variety of disabilities. Specially designed instruction and evidence-based interventions are provided in the core academic areas is delivered in a special education classroom setting with opportunities for inclusion in the general education environment.

Learning for Independence (LFI) Services

LFI services are designed for students in kindergarten through 21 with significant cognitive disabilities pursuing alternate learning outcomes (ALOs) aligned with the Maryland Alternate Achievement Standards. Students participate in Real World Learning in the school and community settings with opportunities to participate in instructional experiences with their non-disabled peers.

School/Community-based (SCB) Services

SCB services are designed for students in Kindergarten through Age 21 with significant cognitive disabilities and/or multiple disabilities who demonstrate significant needs in the areas of communication, personal management, behavior, and socialization. Students are pursuing ALOs aligned with the Maryland Alternate Achievement standards. Students participate in Real World Learning the classroom, school, and community with opportunities for instructional experiences with their nondisabled peers.

Montgomery County Infants and Toddlers Program (MCITP)

MCITP offers early intervention services to assist parents/caregivers of children between birth and the start of the school year following the fourth birthday with their efforts to address their child's developmental and special needs. After an eligibility determination, parents/caregivers are assigned to a team at one of MCITP's five regional sites where they collaboratively

discuss the child's strengths and areas of need, define priorities, discuss resources, and identify shared goals and responsibilities.

Early intervention services are provided in the child's natural environment (home and community settings where a child is during the day). Services are based on each individual child and parent/caregiver's needs and may include services such as specialized instruction, speech/language therapy, occupational and/or physical therapy, and parent/caregiver counseling.

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

PEP provides a continuum of Pre-K special education services for students aged 3-5 with a range of educational disabilities that impact their ability to learn.

The continuum of services includes an itinerant model for children in community-based childcare settings and preschools, an inclusive model in selected MCPS general education pre-K classes, and self-contained classes. Classes are provided for children who need a comprehensive approach to their learning. 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 receiving special education services 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 co-teaching 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 until 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 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 3-5 who require a full-day of evidence-based instructional practices and behavioral support. The program focus is to

increase language, learning and adaptive skills to ultimately provide access to a variety of school-aged services and to maximize independence in all domains.

Autism Services for students, (AAC) kindergarten through Age 21, provide access to Alternate Academic Learning Outcomes (ALOs) aligned with the Maryland Alternate Achievement Standards. Students receive Applied Behavior Analysis intensive instruction in a highly structured setting to improve learning and communication with opportunities for inclusion with nondisabled peers. Students participate in Real World Learning and transition services at the secondary level.

Secondary Autism Resource Services

Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with Autism Spectrum Disorders who are working toward a high school diploma and have difficulty mastering grade-level curriculum. Students receive instruction in through a range of options to include self-contained classrooms and opportunities for instruction in the general education environment with opportunities for enrichment.

Augmentative and Alternative Communication (AAC)

The Augmentative and Alternative Communication classrooms 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 provided within the general education environment to the greatest extent possible.

Social Emotional Special Education Services (SESES)

SESES 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 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 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 program. 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

Twice Exceptional students 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 through a continuum of services. Students may have access to instruction in enriched and accelerated courses.

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 specialized instruction, consultation with general education teachers, assistive technology, and related services such as speech/language, occupational and/or physical therapy.

Autism Connection Services

Autism Connection 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, collocated with Spark Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities pursuing alternate learning outcomes (ALOs) aligned with the Maryland Alternate 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 (ALOs) aligned with the Maryland Alternate 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.

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 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

D/HOH 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.

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 in Grades K–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

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 in Tilden Middle School, is a special education school that serves students in Grades 6–21 with intellectual disabilities, Autism Spectrum Disorder, or multiple disabilities. Students pursue instruction in ALOs aligned to the Maryland Alternate Achievement Standards and 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.

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

In collaboration with the Maryland Department of Health, RICA provides appropriate instructional and treatment services to students in Grades 5–12 and their families through a therapy integrated, highly structured, intensive special education services 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. Students access the grade level curricular standards, social emotional support services, and transition services.

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.