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Appendix U: Alternative Education Program

Source: Frederick County Public Schools, July 2017



ALTERNATIVE EDUCATION

Heather Ridge School

Heather Ridge School provides an alternative educational program for students who require a highly structured setting. The school uses individual and group counseling, behavior management services and academics classes to enable students to learn the educational and behavioral objectives necessary for success in a school setting or job site. Heather Ridge offers 4 programs designed to help students with behavioral challenges: middle school, high school, an evening (Twilight) program and the HRS Extension Program which offers courses on line with face to face support if required in the Twilight program.

The Day School serves regular and special education students in the middle school program (grades 6-8) and the high school program serves grades 9 - 12. The middle school program is a Project Based Learning approach to academics. The high school students follow the same block schedule for academic classes as their counterparts in the comprehensive schools and earn the same credits. It is possible to earn a diploma (from the student's home school) upon completion of graduation requirements at Heather Ridge School.

Students needing alternative placement who have severe behavioral issues such as aggression, fighting and use of weapons in an aggressive incident (regardless of age or grade level) or students who need a specialized completer course to graduate participate in the Twilight Program, from 3:15- 6:15 PM, Mondays through Thursdays. Students take 2 academic classes per semester and those who are of age for a work permit are encouraged to work during the day to gain job skills as well as credit towards graduation. In addition, the HRS Extension program serves students who are deemed a safety risk for daily attendance by providing the technology needed to access on line courses and are eligible for one on one assistance by Twilight staff by appointment.

All students in these programs regularly meet with a staff therapist to address behavioral issues in the academic setting. All students carry daily progress reports throughout the school hours and earn points for displaying the expected behaviors. As they earn points over time, students advance through the Behavioral Management system and acquire more independent skills and expectations. The Twilight program also offers the support of a School Resource Officer. Success in all programs is measured by grades, attendance, and improved behavior. Our goal is for students to be productive citizens and have the skills necessary for post-graduate work or job skills upon completion of our program.

Virtual School

The Frederick County Virtual School (FCVS) provides an alternative educational program for a wide variety of high school learners. The office is located on the campus of Governor Thomas Johnson Middle School (GTJMS), where wireless access to computers (10-12 rooms/night) and face-to-face learning sessions with teachers are planned within a master schedule. The cafeteria is frequently utilized to hold mandatory orientation sessions with students and parents. There are 10 full-time staff members for the 2017-2018 school year. The office is staffed with 6 positions while 4 full-time digital learning teachers will serve students in multiple programs. The full-time teachers are provided a comprehensive work space in the classroom next to the office. The school principal has an adjacent office. A small records room secures confidential documents and materials of instruction, and another is utilized for private counseling needs of students and families.

The Virtual School offers seven different programs using a variety of blended learning models; three focused on credit recovery courses and four serving the enrichment needs of students with primarily honors and Advanced Placement courses. One of the credit recovery programs is the Flexible Evening High School, which serves students ages 15-21. The Virtual School also supervises “traditional” face to face high school and middle school summer sessions that meet every day. Last year, more than 1500 high school credits were earned by students in all programs.

The majority of students meet face-to-face with certified FCPS teachers at designated points in time (a condition of participation) at GTJMS. Some students are involved in site-based programs held at comprehensive high schools with additional support from an on-site mentor. Communication between students and teachers occurs during and beyond the school day via email, text, skype, or other methods beyond face- to-face meetings.

FCPS teachers facilitate learning and provide feedback with the online course as the primary instructional resource. Courses available to students reflect the wide range of offerings found in the FCPS Course Guide.

The school programs address student access issues in a variety of ways. The most common reasons students take a course with the Virtual School include:

- 1- Scheduling conflict
- 2- A course of interest is not offered at school
- 3- Internship or work study opportunities
- 4- Want to graduate on time with friends
- 5- Improve a previously earned grade
- 6- Successful learning in an alternate setting
- 7- Schedule school time for specialized courses

Appendix V: Special Education Program Description

Source: Frederick County Public Schools, July 2017



SPECIAL EDUCATION

The Special Education program serves the instructional needs of eligible students with educational disabilities that impact their educational performance from age 3 through the school year that the student graduates or reaches age 21. Frederick County Public Schools (FCPS) is required to identify students with disabilities through appropriate evaluation and, with parents, make decisions regarding appropriate instruction through an Individualized Education Program (IEP) team process.

Students receive services in the least restrictive environment, as determined by IEP teams. The majority of students with disabilities are recommended for services that are delivered in their home school. Some students with disabilities may require a more restrictive placement. FCPS has established a continuum of services and placements, including specialized programs offered in specific FCPS locations, an FCPS special education day school, and non-public or residential programs, when appropriate. Extended School Year services are available for eligible students as determined by the school IEP team.

Every Frederick County public school has an IEP team that determines a student's eligibility for special education and related services. In addition, the team follows the process of developing IEPs for eligible students, determining services required to implement IEPs, and making recommendations for the students' programs and placements. Parents are essential IEP team members and their meaningful participation is valued and encouraged. A separate county-level IEP team reviews cases that are referred by local schools whose existing staff and resources cannot meet students' needs.

Inclusive Pre-Kindergarten

FCPS offers an educational program for students with disabilities ages 3-5. Students attend based on individual needs related to their disability. Our preschool setting has opportunities for inclusion and exposure to county academic standards while implementing IEP goals. This small group program prepares students academically and socially for expectations in the kindergarten setting. Special education inclusive pre-kindergarten programs are currently located at Brunswick Elementary School, Carroll Manor Elementary School, Deer Crossing Elementary School, Glade Elementary School, Lewistown Elementary, Lincoln Elementary School, Middletown Primary School, Oakdale Elementary School, Orchard Grove Elementary School, Spring Ridge Elementary School, Thurmont Primary School, Twin Ridge Elementary School, Urbana Elementary, Waverley Elementary School and Whittier Elementary School.

Rock Creek School

Rock Creek School is a special education day school that serves diverse functional academic, medical and behavioral needs, as appropriate, for students; ages 3-21 who have significant cognitive disabilities and are working on a Maryland High School Certificate of Completion. While there is an emphasis on functional academics, instruction is also based on extended Maryland reading and math content standards. Communication, decision-making, interpersonal, vocational, recreational/leisure and community-based skills as well as other IEP needs are addressed, as appropriate. Related services may include adapted art, music and physical education, assistive technology, occupational and physical therapy, and hearing, vision and speech/language services. Rock Creek School works closely with the Arc of Frederick County, Frederick County Developmental Center, Division of Rehabilitative Services, and Developmental Disabilities Administration to coordinate services for students and their families.

Challenges Program

Challenges provides integrated support to students with autism and/or severe communication disorders in a small structured classroom with opportunities for inclusion with non-disabled peers, as appropriate. Students learn functional academic and life skills and receive instruction in modified Common Core Standards. Students are provided with a variety of communication methods as they develop verbal speech and/or a functional communication system. After 3rd grade, most pursue a High School Certificate of Completion. Challenges programs are offered at Middletown Primary School, Carroll Manor Elementary School, Deer Crossing Elementary School, Middletown Elementary School, Governor Thomas Johnson Middle School and Governor Thomas Johnson High School.

Pyramid Program

The Pyramid Program serves students with significant emotional/behavioral needs, who require intensive special education and therapeutic services in a small-group setting. Students have opportunities for inclusion in general education classes with non-disabled peers, as appropriate, and are typically pursuing a high school diploma or a certificate of completion. Pyramid Programs are housed at Lewistown Elementary, Spring Ridge Elementary, Ballenger Creek Middle, New Market Middle, Governor Thomas Johnson High, Tuscarora High, and Walkersville High.

Learning for Life

Learning for Life provides integrated support to students with a variety of developmental and cognitive disabilities in a small, structured classroom with opportunities for inclusion with non-disabled peers, as appropriate. Students learn functional academic and life skills and receive instruction in modified Common Core Standards. After 3rd grade, students pursue a High School Certificate of Completion. Graduation status is reviewed annually. Learning for Life programs are located at Glade Elementary School, Monocacy Elementary School, Valley Elementary School, Crestwood Middle School, Middletown Middle School, Monocacy Middle School, Oakdale Middle School, West Frederick Middle School, Brunswick High School, Catoctin High School, Frederick High School, Governor Thomas Johnson High School, Linganore High School, Middletown High School, Tuscarora High School, Urbana High School and Walkersville High School.

SUCCESS Program

Located in the FCPS Staff Development Center in Walkersville, MD, the SUCCESS program provides post-secondary transition education for students' ages 18-21 who have completed at least four years in a comprehensive high school and exhibit potential for competitive employment. Students earn a Maryland Certificate of Completion. They work in a community-based setting to learn skills for independent living and are exposed to the world of work.

Infants and Toddlers Program

This interagency program provides early-intervention services for children with developmental delays ages birth through the beginning of the school year following their 4th birthday. Services are provided during naturally occurring family routines. Services address each family's unique priorities for their child in areas such as social relationships; using knowledge and skills (reasoning, problem solving, early literacy and math skills); and taking action to meet needs (feeding, dressing, self-care and following health and safety rules). Early-intervention experts assist families in knowing their rights to services, communicate with people who work

with the child and family, and help the child develop and learn. Services are provided at no cost. The Frederick County Health Department is the lead agency, working with FCPS, the Frederick County Department of Social Services and Maryland School for the Deaf.

Partners for Success

Partners for Success facilitates parental involvement for students with disabilities ages 3 through 21 as a means of improving services and results. Staff provides special education resources, individual consultations, seminars, workshops, newsletters, a lending library and assistance with the IEP process. Educators, parents and students can access information at www.fcps.org under "Academics." FCPS sends FindOutFirst emails about workshops and fun family events to subscribers who select Special Education news as an area of interest. The office of Partners for Success is open during the school year.

Child Find Services

Child Find is the process for screening, evaluating and identifying all children from birth through age 21 who are suspected of having an educational disability. Parents who suspect their child may have an educational disability should speak with staff at the child's school. If a child is 2 years, 9 months or older and not enrolled in FCPS, parents should contact the Child Find Office at 301-644-5292 for preschoolers and 301-644-5003 for school-age students. The Frederick County Developmental Center, 301-600-1611, has information regarding the Child Find process for children younger than 2 years, 9 months.

Special Education Citizens Advisory Committee (SECAC)

The Frederick County SECAC meets monthly, September through May, to collaborate with and provide input to the Special Education office. Membership includes parents, community representatives, students and FCPS staff. Meetings are open to the public, and new membership is solicited each year.



Appendix W: Career and Technology Education Program Description

Source: Frederick County Public Schools, July 2017



CAREER & TECHNOLOGY EDUCATION

Career and Technology Education supports state approved programs and the Career and Technology Center and Ten comprehensive high schools. These programs by school are:

Brunswick High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
Technology Education

Frederick High School

Agriculture and Horticulture
Business Education
 Accounting
 Business Management
 Admin Services
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
Commercial Foods
Fashion Merchandising
Technology Education
Woodworking

Linganore High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
PLTW Architecture and Engineering
Technology Education
Woodworking

Oakdale High School

Agriculture and Horticulture
Business Education
Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Family and Consumer Science

Catoctin High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
Technology Education
Woodworking

Governor Thomas Johnson High School

Business Education
 Accounting
 Admin Services
 Business Management
Cabinetry and Millwork
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
Fashion Merchandising
Technology Education

Middletown High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
Technology Education
Woodworking

Tuscarora High School

Agriculture and Horticulture
Bio Medical
Business Education
 Accounting Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
Pre-Engineering
Technology Education
Woodworking

Urbana High School

Agriculture and Horticulture
Business Education
Accounting
Admin Services
Business Management
Career Research and Development
Child Development
Computer Science
Family and Consumer Science
Technology Education
Woodworking

Walkersville High School

Agriculture and Horticulture
Business Education
Accounting
Admin Services
Business Management
Career Research and Development
Computer Science
PLTW Architecture and Engineering
Technology Education
Woodworking

Career and Technology Center

This specialized high school offers 21 career preparatory programs, most open to students in grades 10-12 who have demonstrated good attendance and met other requirements. Most programs require two years, and many prepare students for national and state certification and offer college credits. Programs include:

- Agricultural and Commercial Metals Technology
- Advanced Web Design and Animation
- Automotive Technology
- Biomedical Technology
- Computer-Aided Design (CAD)/Architectural
- Computer-Aided Design (CAD)/Engineering
- Carpentry
- CISCO Computer Networking Academy
- Collision Repair
- Computer Technician/Analyst
- Construction Electricity
- Cosmetology
- Criminal Justice
- Culinary Arts
- Academy of Health Professions
- Digital Design & Printing Methods
- Environmental Landscape Management and Design and Advanced Floral
- Masonry
- HVACR/Plumbing
- Security +
- TV/Multimedia Production
- Teacher Academy of Maryland

The Career and Technology Center and each high school offer programs for students who have identified specific interests in post-secondary employment, further career education or both. Many programs offer college credit through agreements with Frederick Community College and other post-secondary institutions.



Appendix X: Staffing Ratios

Source: Frederick County Public Schools, July 2017



Teacher Staffing Model

FCPS allocates classroom teacher staffing for schools, programs and grade levels according to the following models. Actual teacher-student ratios may vary from these averages.

In Fiscal Year 2016 the ratio for classroom teachers was increased by 1 full-time equivalent student at all three instructional levels. In addition the ratio for Kindergarten teachers was increased by 1 full-time equivalent student. The increases at the Kindergarten and Elementary levels also impacted the Art/Music/PE teacher allocation formula. The overall effect of the increases was a reduction of 81.70 fte positions.

ELEMENTARY SCHOOLS

Classroom Teacher:	1.0 teacher position per 24.8 full-time equivalent students
Kindergarten Teacher:	1.0 teacher position per 23.0 full-time equivalent students
Art/Music/PE Teacher:	3.0 specials teachers for every 15 classroom teachers in grades K-5
Instrumental Music:	For each school opening after FY 2004, a 0.2 teacher position is added.
Learning/Language Support Teacher:	1.0 teacher position per 665 students
English Language Learner Teacher:	1.0 teacher position per 30 students based on the English Language projection for June 30 of the prior year.
Special Education:	1.0 teacher for every 200 elementary school students

MIDDLE SCHOOLS

Classroom Teacher:	Calculation uses a value of 25.8 full-time equivalent students adjusted by a factor of 0.746 to allow for teacher planning time. This results in a student-teacher ratio of 18.5 full-time equivalent students per teacher.
Learning/Language Support Teacher:	0.5 teacher per middle school
English Language Learner Teacher:	1.0 teacher position per 30 students based on the English Language projection for June 30 of the prior year.
Special Education:	1.0 teacher for every 200 middle school students

HIGH SCHOOLS

Classroom Teacher:	Calculation uses a value of 23.51 full-time equivalent students adjusted by a factor of 0.90 to allow for teacher planning time. This results in a student-teacher ratio of 20.25 full-time equivalent students per teacher.
English Language Learner Teacher:	1.0 teacher position per 30 identified students
Special Education:	1.0 teacher for every 250 high school students

Administrative & Student Support Staffing Model Elementary Schools

All calculations are based on school enrollment projections for the budget year.

	Enrollment of Fewer than 350 Students	Enrollment of 350-449 Students	Enrollment of 450-699 Students	Enrollment of 700 or More Students
Administrative Staff				
Principal	1.0	1.0	1.0	1.0
Assistant Principal *	*	*	1.0	1.0
Secretary - 12 month	1.0	1.0	1.0	1.0
Secretary - 10 month	0.0	1.0	1.0	1.0
Administrative Total	2.0	3.0	4.0	4.0
Student Support Staff **				
School Counselor -10 month	1.0	1.0	1.0	1.0
Media Specialist	1.0	1.0	1.0	1.0
Reading/Literacy Specialist	1.0	1.0	1.0	1.0
Teacher, Targeted Intervention	0.5	0.5	1.0	2.0
Instructional Assistant/User Support Specialist ***	2.0	2.0	3.0	3.0
Student Support Total	5.5	5.5	7.0	8.0

* 1.0 assistant principal for schools that operate out of two buildings

** These positions may vary from school to school.

*** Each school principal may convert 1.0 formula instructional assistant to the position of user support specialist to supervise the computer lab and assist students and teachers. The user support specialist must meet the job requirements for the position.

Administrative & Student Support Staffing Model Middle Schools

All calculations are based on school enrollment projections for the budget year.

	Enrollment of 500 - 699 Students	Enrollment of 700 - 899 Students	Enrollment of 900 - 1199 Students	Enrollment of 1200 - 1500 Students
Administrative Staff				
Principal	1.0	1.0	1.0	1.0
Assistant Principal	1.0	2.0	2.0	3.0
Secretary - 12 month	1.0	1.0	1.0	1.0
Secretary - 10 month	1.0	1.0	2.0	3.0
Registrar - 10 month	1.0	1.0	1.0	1.0
Administrative Total	5.0	6.0	7.0	9.0
Student Support Staff *				
School Counselor - 11 month	1.0	1.0	1.0	1.0
School Counselor - 10 month	1.0	2.0	2.0	3.0
Student Support Teacher	1.0	1.0	1.0	1.0
Media Specialist	1.0	1.0	1.0	1.0
Literacy Specialist (Reading)	1.0	1.0	1.0	1.0
Advanced Academic Specialist	1.0	1.0	1.0	1.0
Instructional Assistant/User Support Specialist **	1.0	2.0	3.0	4.0
Student Support Total	7.0	9.0	10.0	12.0

* These positions may vary from school to school.

** Each school principal may convert 1.0 formula instructional assistant to the position of user support specialist to supervise the computer lab and assist students and teachers. The user support specialist must meet the job requirements for the position.

Administrative & Student Support Staffing Model High Schools

All calculations are based on school enrollment projections for the budget year.

	Enrollment of 900 - 1199 Students	Enrollment of 1200 - 1499 Students	Enrollment of 1500 - 1799 Students	Enrollment of 1800 - 2100 Students
Administrative Staff				
Principal	1.0	1.0	1.0	1.0
Assistant Principal	2.0	3.0	4.0	5.0
Secretary - 12 month	1.0	2.0	2.0	2.0
Secretary - 10 month	3.0	4.0	5.0	6.0
Registrar - 12 month	1.0	1.0	1.0	1.0
Administrative Total	8.0	11.0	13.0	15.0
Student Support Staff *				
School Counselor - 11 month	2.0	2.0	2.0	2.0
School Counselor - 10 month	0.0	1.0	2.0	3.0
Student Support Teacher	1.0	1.0	1.0	1.0
Media Specialist	1.0	1.0	1.0	1.0
Literacy Specialist (Reading)	1.0	1.0	1.0	1.0
High School Assessment Teacher	1.0	1.0	1.0	1.0
Instructional Assistant/User Support Specialist **	6.0	7.0	9.0	10.0
Student Support Total	12.0	14.0	17.0	19.0

* These positions may vary from school to school.

** Each school principal may convert 1.0 formula instructional assistant to the position of user support specialist to supervise the computer lab and assist students and teachers. The user support specialist must meet the job requirements for the position. High school principals may choose to convert 1.0 formula teacher to the position of teacher, technology coordinator instead of converting an instructional assistant position.