

## ***U-46 Continuum of Services***

- **Cross Categorical Resource:** A program that serves students who require specialized instruction within reading, writing and/or math. Their lack of academic progress is not due to significant emotional or behavioral impairments, hearing loss or visual impairment.
- **Cross Categorical Instructional:** A program that serves middle or high school students that require specialized instruction for the majority of the school day. Their lack of academic progress is not due to significant emotional or behavioral impairments, hearing loss or visual impairment.
- **Cross Categorical Resource ELL:** A program that serves students who require specialized instruction within reading, writing and/or math, and whose primary language is Spanish.
- **Cross Categorical Instructional ELL:** A program that serves students who have academic needs that are significant and require special education support for the majority of the school day. These students' primary language is Spanish.
- **Early Childhood Resource:** A program that serves students, whose primary language is Spanish, who have delays in one or more of the following areas: Independence/Self Help Skills, Physical Development, Speech/Language Development, Gross and/or Fine Motor Development, Cognitive Skills, Vision/Hearing, and Social/Emotional Development.
- **Early Childhood Special Education Instructional:** A program that serves students who have delays in one or more of the following areas: Independence/Self Help Skills, Physical Development, Speech/Language Development, Gross and/or Fine Motor Development, Cognitive Skills, Vision/Hearing, and Social/Emotional Development. These delays must impact the students' ability to participate and function in a Pre-K/ Blended setting.
- **Early Childhood Resource ELL:** A program that serves students, whose primary language is Spanish, who have delays in one or more of the following areas Independence/Self Help Skills, Physical Development, Speech/Language Development, Gross and/or Fine Motor Development, Cognitive Skills, Vision/Hearing, and Social/Emotional Development.
- **Early Childhood Special Education Instructional ELL:** A program that serves students, whose primary language is Spanish, who have delays in one or more of the following areas Physical Development, Independence/Self Help Skills, Speech/Language Development, Gross and/or Fine Motor Development, Cognitive Skills, Vision/Hearing, and Social/Emotional Development. These delays impact ability to participate and function in a Pre-K/ Blended setting.
- **Emotional Development Instructional Program (EDIP):** A program that serves students that have been identified as having an emotional disability. This program provides social-emotional supports; including appropriate peer interaction, problem-based learning, and coping strategies, and building self-esteem and self-regulation. The students must have an updated functional assessment and behavior plan.
- **Exceptional Needs I Instructional (ENI):** A program that serves students with significant cognitive impairments. These students are currently functioning in the moderate range of intellectual impairment as determined by appropriate testing and adaptive behavior instruments. The students may typically display any/all of the following characteristics:
  - Limited communication due to both intellectual and physical factors
  - Possible medical complications
  - Limited ability to function independently in community and other environments
- **Exceptional Needs I Instructional ELL:** A program that serves students whose primary language is Spanish, who have an intellectual impairment. The students are currently functioning in the

moderate range of intellectual impairment as determined by appropriate testing and adaptive behavior instruments. The students may typically display any/all of the following characteristics:

- Limited communication due to both intellectual and physical factors
- Possible medical complications
- Limited ability to function independently in community and other environments
- **Exceptional Needs II Instructional:** A program that serves students who have a significant intellectual impairment. The students are currently functioning in the severe range of intellectual impairment as determined by appropriate testing and adaptive behavior instruments. The students may typically display any or all of the following characteristics:
  - Limited communication due to both intellectual and physical factors
  - Possible medical complications
  - Limited ability to function independently in community and other environments
- **Instructional Learning Program (ILP):** A program that serves students who are eligible for services under Autism and meet the criteria for the program. These students need moderate to severe sensory and behavioral supports. Classrooms are highly structured and predictable, using many visual supports and sensory strategies that have not been documented as effective in a lesser restrictive environment.
- **Intensive Instructional Program (IIP) Pilot:** A program that serves students who demonstrate the need for more intensive instruction based on lack of acceptable progress. The IIP program consists of extensive and individualized instruction with research based materials used to focus on literacy skills and mathematics.
- **Modified Learning Program (MLP):** A program that serves students who demonstrate verbal comprehension and perceptual reasoning scores, academic achievement scores, and broad independence or composite adaptive scores below 70 and above 50. Students whose behavioral or emotional concerns are the primary interfering factors in their learning are not appropriate for MLP placement.
- **Modified Learning Program ELL (MLP ELL):** A program that serves students whose primary language is Spanish, who demonstrate verbal comprehension and perceptual reasoning scores, academic achievement scores, and broad independence or composite adaptive scores below 70 and above 50. Students whose behavioral or emotional concerns are the primary interfering factors in their learning are not appropriate for MLP placement.
- **Orthopedic Impaired Resource:** A program that serves students with a physical disability and requires modifications of regular classroom programming. These students are capable of being educated with their non-disabled peers through the use of modifications.
- **Private/Therapeutic Day:** A program that serves students whose educational needs, due to the severity of the disability, cannot be appropriately met in the public school environment.
- **Public Day - Central School:** A program that serves students with severe behavior concerns or severe social emotional concerns. The students must have an updated functional assessment and behavior plan. The social/emotional programs follow the District's middle and high school curricula, while the program for students with developmental disabilities is vocationally based. Students receive a full range of related services, based upon their IEPs. The goal for the program is for all students to return to their home school or program.
- **Speech and Language:** A program that serves students with delays in articulation, voice, fluency or language (expressive, receptive and pragmatic).
- **Speech and Language ELL:** A program that serves students, whose primary language is Spanish, and who show a delay in articulation, voice, fluency or language (expressive, receptive and pragmatic).

- **Transition Center House:** The Transition Program is for students who have completed 4 years of high school or are at least 18 years old. Students come from the ENI, ENII, and MLP classrooms in District U-46. The goal is to provide students with a variety of possible post-school outcomes in a real life community based program in order to become active, contributing members of the community and maximize each person's potential. The Transition Program focuses on these domains: Work, Home, Community Recreation, and Leisure.
- **Transition From a Special Needs Specialized Program:** A program that serves students with mildly to moderate intellectual disabilities. Students must be at least 18 years of age and have met all high school requirements. The students have a functional means of communication and do not exhibit behavior issues that will pose safety and liability issues for the district or self. The students have adaptive behavior scores below 70 (ICAP), and IQ scores 70 or below (the only exception for this is if a student has a diagnosis of Autism). The students agree to placement. The students are not dependent on others for mobility and toileting, and the IEP/Transition Plan reflects the need for continued education and training in two or more of the following areas:
  - Money management
  - Community Mobility
  - Independent Living Skills (cooking, cleaning, meal planning)
  - Community Training
  - Vocational / Employment
  - Self-Advocacy
- **Transition SWEP:** Central SWEP focuses on providing instruction to high school age students who are 14-21 years of age. Students typically have mild to moderate intellectual disabilities. SWEP (Secondary Work Experience Program) follows a functional curriculum designed to support students as they develop self-determination skills and independent living skills. The goal is to help each student to participate as independently as possible in the community.
  - SWEP includes our training site called The Diner. Students at SWEP have the opportunity to receive training on-campus through various positions in The Diner. These training sites assist in the transition to employment in the community. Central SWEP blends work, classroom activities and community instruction to create the framework of the program. Embedded in all three major areas is the concept of self-advocacy.
- **Deaf/Hard of Hearing (DHH) Resource:** A program that serves students with a mild to moderate hearing loss that impacts reading, listening and language acquisition. These students may require access to a sign language interpreter.
- **Deaf and Hard of Hearing (DHH) Instructional:** A program that serves students with moderate to profound hearing loss that requires access to total communication. Hearing loss significantly impacts academic achievement. Students may require access to a sign language interpreter.
- **Vision Impaired Resource:** A program that serves students with identified vision impairments across the continuum of special education placements.

✓ Students educated in separate classrooms may have age ranges that are no more than four years at elementary level and six years at high school level.