

## **Description of Special Education Services**

BCPS provides a variety of services for students with disabilities. Special education staffing is determined by set ratios applied to student counts within specific program titles. The current Special Education Staffing Plan language reflects the philosophy that special education is a service to students, not a place. Input obtained from parents, administrators, and school-based staff was used in developing the new descriptions of service. Below is a description of each service available within the school system. Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students' IEPs in the LRE.

### **Early Childhood Learning Support (EC) (Ages 3-5)**

#### **Formerly Non-categorical Program**

Students with IEPs in need of early childhood learning support services are those students who demonstrate significant delays that impact their ability to learn in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include: a highly structured learning environment, use of developmentally appropriate practices, specialized instruction as identified by a student's IEP team, use of multi-sensory lessons, and positive behavioral supports.

Delivery models include community based supports provided in "natural environments," such as the home or a childcare setting; inclusion in general education preschool/kindergarten classes; and self-contained classes.

### **Inclusive Education (IE) (Grades 1-12)**

#### **Formerly Inclusion**

Students with IEPs in need of inclusive education services are those whose learning, communication, and/or behavioral needs significantly impact academic achievement. Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include: instruction in the general education curriculum with modifications, small group pullout resource support, co-teaching, and consultation with general education teachers.

Delivery models include inclusion in general education classes for part of or all of the school day. Educational services may occur in the general education classroom or students may receive pullout services.

### **Adapted Learning Support (ALS) (Grades 1 -12)**

#### **Formerly Adapted Program**

Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress toward IEP goals in the general education setting. Services offered may include: adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing.

Delivery models include self-contained classes and inclusion in general education classes for part of the school day, as determined by the IEP.

### **Behavior and Learning Support (BLS) (Grades 1 -12)**

#### **Formerly ED Program**

Students with IEPs in need of behavior and learning support services are those whose significant social, emotional, behavioral and learning difficulties adversely impact their ability to be successful in the general education setting in school. Students requiring these services usually have normal intelligence but may not be achieving academically due emotional and behavioral difficulties. Services offered may include: a structured learning environment, behavior management system, implementation of behavior intervention plans, social skills instruction, counseling, conflict resolution, and availability of crisis intervention.

Delivery models include self-contained classes and inclusion in general education classes for part of the school day, as determined by the IEP or public, separate day school.

### **Communication and Learning Support (CLS) (Ages 3 – 21)**

#### **Formerly Autism Program**

Students with IEPs in need of communication and learning support services are those whose complex communication and learning needs result from being diagnosed with Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include: a highly structured learning environment, use of visually based strategies, emphasis on the development of language and social skills, use of sensory processing techniques and the development of individualized behavioral strategies.

Delivery models include self-contained classes.

### **Functional Academic Learning Support (FALS) (Grade 1 – Age 21)**

#### **Formerly Functional/Life Skills Program**

Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication and academic functioning. Services offered may include: instruction in a functional life skills curriculum, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.

Delivery models include self-contained classes; public, separate day school; or on college campuses.

### **Learning Support for Students who are Deaf & Hard of Hearing (D & HH) (Ages 3 – 21)**

#### **Formerly Deaf & Hard of Hearing Program**

Students with hearing loss may require support through: alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs) and related services. Services may include: communication development, speech and language therapy, aural rehabilitation, instructional support, use of auditory listening devices (ALD), and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) Total Communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may have other disabilities that require additional services.

Delivery models consist of a continuum of support ranging from inclusion in general education for part or all of the day, itinerant services, resource services, self-contained classes, and related services.