



# KELLER ISD SPECIAL EDUCATION

## CONTINUUM OF SERVICES

### PROGRAM DESCRIPTIONS BASED UPON INTENSITY OF SUPPORT

<p><b>MINIMUM SUPPORT</b></p>	<p>Designed to support students who participate in the <b>General Education curriculum</b>. Service options include Mainstreaming, In-Class Support and Co-Teaching in the general education classroom. These students will spend their entire day in the general education classroom.</p>			
<p><b>MODERATE SUPPORT</b></p>	<p>Designed to support students who participate in the <b>General Education curriculum</b>. Service options include Resource Room, STARS and CORE Programs. These students will spend the majority of their day in the general education classroom; however, they might require some specialized instruction and/or behavioral supports that occur outside of the general education classroom.</p> <p><b>Resource</b> support provides specially designed instruction in a small group setting by a special education teacher.</p> <p><b>CORE Program</b> (formerly known as STRIDES) will provide instruction and behavioral supports to students with the intent to re-integrate them back into full-time participation in the general education classroom.</p> <p><b>STARS</b> Classes are designed to provide General Education Curriculum and instruction to students who demonstrate significant social communication, sensory, and behavioral difficulties who have not acquired skills necessary to be successful in the General Education classroom due to their needs associated with their disability.</p>			
<p><b>SIGNIFICANT SUPPORT</b></p>	<p><b>CORE Academy</b> Classes are designed to provide General Education Curriculum to students with significant social, emotional and behavioral needs. These students have not been successful in lesser restrictive settings due to behavior despite the utilization of all school resources. In addition to the General Curriculum, these students will receive social emotional learning (SEL) curriculum to increase their pro-social and coping skills. CORE Academy provides a self-contained classroom for those students who need a self-contained setting.</p>	<p><b>STACC**</b> Classes are designed to provide Alternate Education Curriculum and instruction to students who demonstrate significant social communication, sensory, and behavioral difficulties who cannot be successful in the General Education classroom due to their needs associated with their disability. Students in the STACC program typically require extensive support in addressing their communication needs through speech/language services and/or alternative communication systems.</p>	<p><b>LIFE-1**</b> will include students who have significant deficits in cognitive and adaptive skills and will need some degree of <u>intermittent</u> lifelong home and/or community support. An alternate curriculum based on functional goals will be provided to increase independence.</p> <p><b>LIFE-2**</b> will include students who have significant deficits in cognitive and adaptive skills, including deficits in communication skills and self-care skills, and will need <u>constant</u>, daily, life-long support. An alternate curriculum based on functional goals will focus on increasing independence within a supported and/or sheltered setting.</p>	<p><b>MedFrag**</b> Classes are designed to provide an Alternate Curriculum for those students who require a <u>pervasive</u> level of support. Daily interventions are necessary to help the student function. Supervision is necessary to ensure their health and safety. This life-long support applies to nearly every aspect of the individual's routine. Curriculum focuses on communication and self-determination.</p>

**\*\*Students in STACC, LIFE and MedFrag meet the criteria to take the STAAR-Alt-2 which generally means they function significantly below their peers both cognitively (Full Scale <75) and adaptively (General Adaptive Composite <70). (See STAAR-Alt-2 Participation Requirements**