



Speech provides a continuum of supports by providing school-based therapy services to address impairments in language, articulation, voice, and/or stuttering in a variety of settings including the General Education classroom, Special Education classroom, and/or Speech Therapy room.

In-Class Support provides push-in services from Special Education teachers or services providers. Students will spend their entire day in the general education classroom.

Co-Teach provides specially designed instruction in the general education classroom. Instruction is planned and delivered through general education and special education teacher collaboration.

Resource support provides specially designed instruction in a small group setting by a special education teacher.

ECSE services provide General Education curriculum to 3–5-year-old students who require direct instruction to develop social skills, adaptive behavior skills, and/or learning behavior to be successful in the General Education setting.

STARS services provide General Education curriculum to students who demonstrate significant social communication, sensory, and behavioral difficulties and have not yet acquired skills necessary to be successful in the General Education classroom. Students served in STARS require more than 50% of their instructional day in the Special Education setting to be successful.

CORE Program provides instruction and behavioral supports to students with the intent to re-integrate them back into full-time participation in the general education classroom.

STACC 2 provides alternate curriculum to students who demonstrate significant communication, sensory, and behavioral needs and cannot be successful in the General Education setting. Support to address communication through speech/language services or alternate communication systems is typically needed.

STACC 3 In addition to the support provided in STACC 2, this program provides increased staff to student ratios and higher intensity reinforcement systems to assist students in making progress towards their IEP goals.

LIFE 2 provides support to students who have significant deficits in cognitive and adaptive skills, including communication and self-care skills, and will need constant, daily, life-long support. An alternate curriculum based on functional goals will focus on increasing independence within a supported and/or sheltered setting.

LIFE 3 provides an Alternate curriculum focused on communication and self-determination for students who require a pervasive level of support. Daily interventions and constant supervision are necessary to help the student function and ensure their health and safety.

Regional Day Schools provide efficient special education and related services to eligible students who are Deaf or Hard of Hearing with hearing loss that severely impairs the processing of linguistic information through hearing even with recommended amplification and which adversely affects educational performance.

Nonpublic Day Schools provide specialized support in a separate setting to implement student individual education plans and meet student educational needs at public expense.

Residential Treatment Facility provides a structured therapeutic environment where individuals reside with staff who support and deliver comprehensive services to meet student IEP needs.

Homebound provides special education and related services at home or hospital bedside. Students receiving homebound services are confined to their home or hospital for at least four weeks as recommended by their medical physician.