

**Key to Descriptors**  
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<b>Learning Support (LS)</b>		
<p><u>Students in learning support often have:</u>            low to moderate needs in academics            low needs in adaptive skills            low needs in communication            low needs in social-emotional skills            low needs in sensory</p> <p><u>Students in learning support sometimes have:</u>            low needs in medical            low needs in mobility            low needs in vision/hearing            low to moderate needs in behavior</p>	<p><u>Caseload:</u>            Elem LS: <b>26</b>            Middle School LS: <b>28</b>            High School: <b>30</b>  <u>Teacher Factor:</u>  <b>E: 0.0385, MS: 0.357, HS: 0.0333</b>  <u>Para Factor:</u>  <b>E: 0.5, MS: 0.4615, HS: 0.42857</b></p> <p><u>HRS/Days/Class per 1.0 FTE:</u>  <b>12 Hours</b>  <u>Overload Para HRS (Over 1.2 FTE):</u>  <b>1 Hr</b></p>	<p>Students who receive services from Learning Support spend the majority of their day in General Education classrooms with some supports from the Special Education staff / paraeducators based on their identified areas of need.</p>

<b>Academic Learning Classrooms (ALC)</b>		
<p><u>Students in ALC often have:</u>            moderate needs in academics            moderate needs in adaptive skills            moderate needs in social-emotional skills            moderate needs in communication</p> <p><u>Students in ALC sometimes have:</u>            low to moderate needs in behavior            moderate needs in vision/hearing</p>	<p><u>Caseload:</u>            K-5 ALC: <b>10</b>            6+ ALC: <b>14</b></p> <p><u>Teacher Factor:</u>  <b>K-5 ALC: 0.1</b>  <b>6+ ALC: 0.07</b>  <u>Para Factor:</u>  <b>K-5 ALC: 1.2</b>  <b>6+ ALC: 0.8571</b></p> <p><u>HRS/Days/Class per 1.0 FTE:</u>  <b>12 Hrs</b>  <u>Overload Para HRS (Over 1.2 FTE):</u>  <b>2 Hrs</b></p>	<p>Students who receive services from Academic Learning Classrooms (ALC) focus on adaptive and academic skill development. ALCs provide Specially Designed Instruction and necessary services related services in the General Education Classroom and in all developmentally appropriate areas through the accommodation and modification of the general education curriculum.</p>

<b>Life Skills Classrooms (LSC)</b>		
<p><u>Students in Life Skills often have:</u>            high needs in communication            high needs in adaptive skills            high needs in academics            high needs in social-emotional skills</p> <p><u>Students in Life Skills sometimes have:</u>            a range of needs in behavior            a range of needs in vision/hearing</p>	<p><u>Caseload:</u>  <b>9</b>  <u>Teacher Factor:</u> <b>0.11</b>  <u>Para Factor:</u> <b>1.333</b>  <u>HRS/Days/Class per 1.0 FTE:</u> <b>12**</b>  <u>Overload Para HRS (Over 1.2 FTE):</u> <b>2</b></p>	<p>Students who receive services from Lifeskills Classrooms (LSC) focus on adaptive and academic skills development. The Lifeskills classroom provides Specially Designed Instruction and related services in functional lifeskills, fundamental academic skills, and pre-vocational / vocational skills.</p>

<b>Developmental Skills Classrooms (DSC)</b>		
<p><u>Students in Developmental Skills often have:</u>            highest needs in communication            highest needs in adaptive skills            highest needs in academics            highest needs in social-emotional skills            a range of needs in vision/hearing</p>	<p><u>Caseload:</u> <b>7</b>  <u>Teacher Factor:</u> <b>0.14</b>  <u>Para Factor:</u> <b>1.71</b>  <u>HRS/Days/Class per 1.0 FTE:</u> <b>12</b>  <u>Overload Para HRS (Over 1.2 FTE):</u> <b>2</b></p>	<p>Students who receive services from Developmental Skills Classrooms (DSC) focus on providing Special Designed Instruction and related services in adaptive skills, communication, encoding and instruction in pre-vocational / vocational skills.</p>

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<b>Social Communication Integration Program (SCIP)</b>		
<p><u>Students in SCIP often have:</u>            moderate needs in communication- especially social communication/pragmatics</p> <p>moderate needs in social-emotional skills            low needs in academics            low to moderate needs in behavior</p>	<p>Caseload: <b>10</b>            Teacher Factor: <b>0.10</b>            Para Factor: <b>1.20</b>            HRS/Days/Class per 1.0 FTE: <b>12</b>            Overload Para HRS (Over 1.2 FTE): <b>2</b></p>	<p>Students who receive services from the Social Communication Integration Program (SCIP) focus on providing Special Designed Instruction and related services in social communication needs.</p>
<b>Structured Learning Classrooms (SLC)</b>		
<p><u>Students in SLC often have:</u>            high needs in behavior            high needs in social-emotional skills</p> <p>a range of needs in communication, particularly social communication/pragmatics</p> <p>a range of needs in academics</p>	<p><u>Caseload:</u>            Elem SLC: <b>8</b>            Sec SLC: <b>15</b>  <u>Teacher Factor:</u>            Elem SLC: 0.125            Sec SLC: 0.07  <u>Para Factor:</u>            Elem SLC: 1.875            Sec SLC: 0.8  <u>HRS/Days/Class per 1.0 FTE:</u>            Elem SLC: <b>15 Hrs</b>            Sec SLC: <b>12 Hrs</b></p> <p><u>Overload Para HRS (Over 1.2 FTE):</u>  <b>2 Hrs</b></p>	<p>Students who receive services in Structured Learning Classrooms (SLC) focus on providing Special Designed Instruction and related services in social / behavior needs, collaborative problem solving, and positive behavioral supports.</p>
<b>Deaf and Hard of Hearing (DHH)</b>		
<p><u>Students in DHH often have:</u>            moderate to high needs in hearing            a range of needs in communication            low to moderate needs in academics            low to moderate needs in adaptive</p>	<p>Caseload: <b>9</b>            Teacher Factor: <b>0.11</b>            Para Factor: <b>0.67</b>            HRS/Days/Class per 1.0 FTE: <b>6</b>            Overload Para HRS (Over 1.2 FTE): <b>2</b></p>	<p>Deaf and Hard of Hearing (DHH) provides services to students focused on communication and language for students with significant hearing impairments.</p>
<b>Day Treatment (DT)</b>		
<p><u>Students in day treatment often have:</u>            high needs in behavior            a range of needs in social emotional            low to moderate needs in communication            a range of needs in academics            low to moderate needs in adaptive</p>	<p>Caseload: <b>9</b>            Teacher Factor: <b>0.11</b>            Para Factor: <b>0.67</b>            HRS/Days/Class per 1.0 FTE: <b>6</b>            Overload Para HRS (Over 1.2 FTE): <b>2</b></p>	<p><u>Students who receive services in Day Treatment services (DT)</u> focus on providing Special Designed Instruction and related services in social / behavioral needs, collaborative problem solving and positive behavioral supports.</p>

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<b>Day Treatment Developmentally Delayed (DTDD)</b>		
<p>Students in Day Treatment- Developmentally Delayed often have:</p> <ul style="list-style-type: none"> <li>high needs in behavior</li> <li>high needs in social emotional</li>   <li>high needs in communication</li> <li>a range of needs in academics</li> <li>high needs in adaptive</li> </ul>	<p>Caseload: 7            Teacher Factor: <b>0.14</b>            Para Factor: <b>0.86</b>            HRS/Days/Class per 1.0 FTE: <b>6</b>            Overload Para HRS (Over 1.2 FTE): <b>2</b></p>	<p>Students who receive services in Day Treatment Developmentally Delayed services (DTDD) focus on providing Special Designed Instruction and related services in social / behavioral needs, collaborative problem solving and positive behavioral supports for students with more significant needs in other areas.</p>
<b>Transition</b>		
<p><b>Students in the Transition program often have needs that vary depending on the the Transition Students as described in this document and the Transition Rubric.</b></p>	<p>Caseload: (7-14 )</p> <p>Transition includes:            ALC, SLC, SCIP, LS, LSC, DSC</p> <p><b>Staffing is calculated based on the respective classroom factors in the chart on page 104 of the CBA</b></p>	<p>Students who receive services in the Transition program are students ages 18-21 that have been identified through the course of study within their IEP as needing continued Special Education services beyond the 4th year of High School. Services focus on post-secondary engagement.</p>
<b>Early Childhood Special Education (ECSE)</b>		
<p><b>Students in ECSE often have needs that vary in levels of need depending on the the needs described in this document for students from birth to age five (5)</b></p>	<p>Caseload: 18            Teacher Factor: <b>0.06</b>            Para Factor: <b>0.778</b>            HRS/Days/Class per 1.0 FTE: 14            Overload Para HRS (Over 1.2 FTE): 2</p>	<p>Students who receive services in the Early Childhood Special Education (ECSE) program for students birth through age five (5) receive services in a variety of different areas.</p>
<b>Visual Impaired Services</b>		
<p><b>Students receiving services for visual impairments have moderate to high needs for visual supports</b></p>	<p>Caseload: 27</p>	<p>Visually Impaired services are provided to students focused on communication and language for students with significant visual impairments.</p>