

Quick reference guide to disability Acronyms:

ASD- Autism Spectrum Disorder- student in this group may be mild to moderately impaired or *Moderately to severely impaired. Programs in each building serve students in both types of programs.

DCD MM- Developmental Cognitive Disability- Mild Moderate. Students in this program are served as much as possible in the general education setting. Due to the cognitive impairment may need more support to modify curriculum to a level they can access more independently. Some students may spend more than 50% of the school day in a separate classroom especially as the academic demands become more challenging in the upper grades.

DCD SP- Developmental Cognitive Disability- Severe Profound. Students in this program may be serve in a separate classroom or program area for more than 59% of the school day.

DHH: Deaf Hard of Hearing

EBD: Emotional/ Behavioral Disability. Students' significant emotional and or behavioral disabilities interfere with their learning and/or the learning of others. Students need specific programming to learn new replacement skills in order to participate in the general education setting. This usually includes social skills training. These students frequently require additional supports in the classroom to stay focused, follow directions, and prompts to make appropriate choices, and an adult to provide immediate feedback (positive and negative consequences).

OHD: Other Health Disabilities: Students must have a diagnosed medical condition such as arthritis, ADHD, congenital disorder, etc. which significantly impact access to and progress in the general ed. Curriculum.

SLD: Specific Learning Disability. Student must have a significant discrepancy between ability and achievement in the area(s) of reading, math or written language, language.

SMI- Severely Multiply Impaired. Students have two or more significant qualifying disabilities.

VI- Visual Impairments

Disability +MM: Students with Mild to Moderate disabilities. Many of these students may be served in the general education classroom, but may also have additional needs that may require specific instruction in the special education setting.

Disability+SP: Severe- Profound. These are students with the most significant cognitive, physical and/or medical needs and may spend a majority of their day in a special education setting.

Most of the resource rooms serve a combination of students: SLD, OHD, PI, VI, high functioning ASD and some mild EBD. The service delivery model is the co-teaching or push in model. This model supports serving students in Least Restrictive Environment (LRE), allowing access to the general education curriculum.