



SPECIAL EDUCATION PROGRAMS

SALEM KEIZER PUBLIC SCHOOLS

LRC (LEARNING RESOURCE CENTER)

All schools have an LRC. Services from the LRC may be provided in the general education classroom, or on a pull-out basis. This program provides specially designed instruction to students needing support in accessing and/or progressing in the general education setting. Instruction from the LRC includes but is not limited to: academics, social skills, behavior, communication, adaptive skills, independent living, and transition.

The following programs are more restrictive educational settings and will only be considered when: an IEP team has designed, implemented and documented a comprehensive plan to provide the student access to their education within their neighborhood school. The IEP team will have determined that the student is unable to make meaningful progress despite the above efforts.

DEVELOPMENTAL KINDERGARTEN (DEVK)

A specialized classroom specific to kindergarten students requiring a high level of structure and support due to significant disability-related needs. The classroom is developmentally appropriate for students who are accessing an alternative curriculum and have needs in the areas of academic, communication, social skills, self-regulation and adaptive areas.

DEVELOPMENTAL 1ST — 2ND GRADE (DEV 1-2)

A specialized classroom for first and second grade students requiring high level of support due to significant disability-related needs. The classroom is developmentally appropriate for students who are accessing an alternative curriculum and have needs in the areas of academic, communication, social skills, self-regulation and adaptive areas.

ERC (EDUCATIONAL RESOURCE CENTER)

Students receiving core instruction and specially designed instruction in ERCs are performing significantly below grade level and require a high level of structure and individualized strategies in academic instruction for the majority of their program. Curriculum includes individualized, basic academic instruction, self-advocacy skills and instruction in social settings. Students in this setting are often working towards alternative standards.

LSC (LIFE SKILLS CLASSROOM)

Students receiving core instruction and specially designed instruction in LSCs are performing significantly below grade level and require a high level of structure and individualized strategies in academic instruction for the majority of their program. Additionally, students served in LSCs also experience significant social-emotional and/or behavioral disabilities requiring specially designed instruction in these areas of need to make progress in core academics. The goal of this program is to provide a highly structured setting so that core academic instruction and social-emotional and behavioral instruction can happen Simultaneously. Students in this setting are often working towards alternative standards.

EGC (EMOTIONAL GROWTH CENTER)

Students receiving services within an EGC are generally working toward grade-level standards, but experience significant social-emotional and/or behavioral disabilities that can impact their ability to learn in the general education setting. The goal of this program is to provide social-emotional and/or behavioral instruction and teach specific skills/strategies students may use in the general education setting to be most successful. Students may receive core academic instruction in the EGC or in the general education setting.

DLC (DEVELOPMENTAL LEARNING CENTER)

Students receiving services in a DLC generally experience significant intellectual and/or developmental disabilities requiring intensive structure and support throughout the entire day. The focus of instruction is an alternative core curriculum and specially designed instruction in the areas of functional academics, communication, physical therapy, self-help, independent living, leisure, safety, community and vocational skills.

SCIP (SOCIAL COMMUNICATION INTERVENTION PROGRAM)

Students receiving services in the SCIP program generally experience significant and severe communication disabilities most commonly associated with autism spectrum disorder (ASD). Students must meet criteria to show a need for initial language, social skill development, and attending and responding skills. District autism consultants recommend students based on observed instructional strategies necessary for gaining communication skills.

COMMUNITY TRANSITION PROGRAM (CTP)

The Community Transition is designed to provide an appropriate transition program for students with disabilities, ages 18 through 21. It offers first-hand experiences of living and working independently or with support in their community, commensurate with their individual needs. The CTP curriculum consists of functional reading, math and writing, and teaches job skills and preparation for independent and/or supported living. Students are assisted to manage as independently as possible in health care, leisure time, community living, legal systems and other areas of transition. Students must have one or more disabilities making them eligible for special education services, and should have completed four years of high school. Students who (1) have earned standard diplomas, (2) are not eligible for special education, or (3) who have already reached the age of 21 by the start of the school year are not eligible for this program.