

PPCD

(Preschool Program for Children with Disabilities 3 – 5 Year Old Services)

ELE	Early Learning Environment	This setting is a self-contained language rich classroom that stresses skills in the areas of communication, pre-academics, gross and fine motor, self-help, and behavioral/social for students ages 3 – 5 years old. The ARD committee determines the amount of time the child needs in order to meet his/her individual goals and objectives. Family involvement is an integral part of this program. District personnel are available to collaborate with the family, outside therapists, area childcare facilities, etc. to promote continuity for the child. In all of the ELE classes there is also a reverse mainstreaming component where typically developing role models are included into the class.
PSLP	Preschool Speech and Language Program	This service is designed to meet the needs of children ages 3-5 years old that qualify as Speech Impaired. This class meets two days a week for 2 hours at a time. Activities provide an intensive intervention in the areas of sound awareness/sound production as well as expressive and receptive language.
LEIP	Language Enrichment Intervention Program	This is a service for children with moderate language delays but little if any concerns exists in other areas. Class meets everyday for 2 hours. This class is taught by a Speech and Language Pathologist and has a low student to adult ratio. The ARD committee determines special education program site selection.
Itinerant “Visiting Teacher” Model		The purpose of this service is to serve special education 3 and 4 year olds in their least restrictive environment (at home or in an area childcare center). The children eligible for this program must be eligible for special education under the Federal IDEA requirements. This model provides consultation or a minimal amount of direct support in the areas of behavioral/social and fine/gross motor, cognitive skills should be commensurate with age level, and/or language delays. An ARD committee determines the appropriateness of this service and the amount of time necessary to meet the child’s individual education plan.