

## High School Services

<b>BEST</b>	Behavioral Education & Skills Training	The BEST setting is designed for students who have significant behavior problems in a special education setting. Students are placed in BEST only by an ARD committee decision involving the LSSP and after less restrictive behavioral interventions have not met the student's needs. Direct instruction in all core subjects maybe provided in the BEST classroom setting. Students transition to a general education classroom setting as they make progress toward their IEP goals. The classroom is structured so students can experience behavioral and academic success before being mainstreamed into a less restrictive environment.
<b>CMC/LL</b>	Content Mastery Center/ Learning Lab	CMC/Learning Labs are available for students who need extra assistance/support with independent work, tests, preteaching or reteaching of a concept.
<b>EMPOWER</b>	Employment Motivates Positive Outcomes With Empowering Results (18-22 At Risk)	EMPOWER provides an age and situation-appropriate setting for students who need support transitioning into adulthood while still fulfilling the requirements for a high school diploma through the Option II graduation plan. This transition service is designed for students in special education who are ages 18-22 with significant transition needs.
<b>ESY</b>	Extended School Year	ESY is the individualized instructional program that continues beyond the regular school. This service is for students who are enrolled in Leander ISD special education program, and who exhibit severe or substantial regression that cannot be recouped within a reasonable time period (not to exceed 8 weeks) in one or more of the critical skills addressed in the current IEP objectives. The decision to provide ESY is determined by the ARD committee.

<p><b>ICAP</b></p>	<p>Individual Community Academic Program (Life Skills for Students with Developmental Delays)</p>	<p>ICAP is a service which focuses on skills in the areas of academic and developmentally appropriate functional skills. This service stresses functional academic skills through hands on learning and the use of researched based strategies to meet the needs of individual students. This structured setting has a lower student to staff ratio than found in the resource setting. Some students may begin exploring the work environment through task assignments on the campus.</p>
<p><b>INC</b></p>	<p>Inclusion/In-Class Support</p>	<p>Inclusion services are available to meet the individual needs of students in general education settings. Students receive consultative, direct and indirect support from special education staff within the general education classroom.</p>
<p><b>RES</b></p>	<p>Resource</p>	<p>Resource services are available for eligible students who need special education instruction in a setting other than regular education for less than 50% of the student's day.</p>

<b>SCSS</b>	Social Communication Supports and Services	This is a service that supports students with Autism Spectrum Disorders and/or other social communication disorders. This service is most appropriate for students who are functioning on or near grade level academically and require behavior and social skills support.
<b>SELF</b>	Skills for Employment and Lifelong Fulfillment (18+ Transition Service)	This service is for students who are 18 to 22 years of age. The students have completed all of the necessary high school credits, yet the ARD committee determines that the student has significant transition needs based on Functional Performance and Transition Assessments and continues to have a need for Specially Designed Instruction. This service has a community based curriculum and is accessed through the ARD process.
<b>SUCCESS</b>	Students Understanding Choices and Consequences in Educational and Social Setting	A service for students with severe behavior problems that require a self contained, highly structured setting. Direct instruction in all core subjects may be provided in the SUCCESS classroom setting; students may transition to general education classroom settings as they make progress on their IEP goals. The classroom is structured so students can experience behavioral and academic success before being mainstreamed into a less restrictive environment.
<b>Supported Employment</b>	VAC (see below) w/ Job Coach Support	Eligible students participate in paid off campus jobs with support from district staff. Students usually are enrolled in a VAC lab class. Students may have a paid job from 1 to 20 hours per week in supported employment. School support staff targets “fading” from the job site as a primary goal. Usually, the students are at job sites within the school day. This course is a block of time for three hours every other day.
<b>STEP (Project Achieve – LHS; Zone – CPHS; SPACE – VRHS)</b>	Systematic Training for Educational Progress	This service is designed to support students with significant behavioral problems in the general education classroom. Students are placed in the behavioral program only by an ARD committee decision involving the LSSP and after less restrictive behavioral interventions have failed. Students' behaviors in the general education settings are monitored daily in conjunction with social skills instruction.

<b>VAC</b>	Vocational Adjustment Class	The VAC service is designed to instruct students in job related skills. Students learn functional skills to be successful in a job situation and maintain paid employment in a part time or full time job. Students typically attend school for $\frac{3}{4}$ of the day and work.
<b>WBL</b>	Work-Based Learning	Eligible students participate in non-paid job training opportunities in the district or community, as appropriate, for career exploration and vocational skill building. A school district employee is on-site to supervise students at all times. Students also participate in a WBL Lab class that includes instruction in vocational skills, social skill and adult living and functional academics.