## SPECIAL EDUCATION PROGRAM CODES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Grades</th>
<th>Service Hours</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>SAR</td>
<td>2-12+</td>
<td>240-300</td>
<td>C Grid</td>
</tr>
<tr>
<td></td>
<td>Mild, global cognitive limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These are students who benefit from routines, practice and repetition. They acquire skills at a slower rate than their typical peers. They often experience difficulty applying learned information to new or novel situations.</td>
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<td></td>
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</tr>
<tr>
<td>B</td>
<td>Learning Adaptive Behavior (Class)</td>
<td>K2-12+</td>
<td>240-300</td>
<td>C Grid</td>
</tr>
<tr>
<td></td>
<td>Mild school adjustment and/or behavior problems</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>These students have difficulty following school and classroom routines. The behavioral problems may be secondary to learning disabilities or related to other stressors in life.</td>
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</tr>
<tr>
<td>C</td>
<td>DDC</td>
<td>K0-12+</td>
<td>240-300</td>
<td>C Grid</td>
</tr>
<tr>
<td></td>
<td>Profound cognitive limitations and multiple severe physical disabilities.</td>
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<tr>
<td></td>
<td>These students generally have severely limited or no communication, mobility and self-help skills. They also present with multiple physical and genetic disorders and limitations such as blindness and deafness.</td>
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</tr>
<tr>
<td>D</td>
<td>Early Childhood</td>
<td>K0 &amp; K1</td>
<td>240-300</td>
<td>C Grid</td>
</tr>
<tr>
<td></td>
<td>Young children – 3 years to 5 years old with disabilities.</td>
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<tr>
<td></td>
<td>These children may be enrolled in either a center based or integrated classroom. The children represent 3 and 4 year olds with developmental delays or any of the other disabilities listed (e.g., blind, behavior, cognitive limitations, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>SAR Language</td>
<td>K2-12</td>
<td>240-300</td>
<td>C Grid</td>
</tr>
<tr>
<td></td>
<td>Mild to moderate cognitive limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These are students who benefit from practice and repetition and who display a significantly slow rate of learning. Many students will participate in assisted work or job coaching at the secondary level.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Deaf</td>
<td></td>
<td>240-300</td>
<td>C Grid</td>
</tr>
<tr>
<td></td>
<td>These are students who are deaf. The Horace Mann School is the</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: The table is not fully visible, but the extracted information is provided.
primary location for educating these students, however, the Jackson Mann, Edison K-8, Boston Arts Academy, and West Roxbury Academy have small programs. They may use hearing aids or have cochlea implants. American sign language, signed Exact English II and lip reading are all used for communication.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H4</strong></td>
<td>Grades K0-12+</td>
<td>240-300 minutes of service provided in a sub-separate setting (C Grid)</td>
</tr>
<tr>
<td><strong>H3</strong></td>
<td>Grades K2-12+</td>
<td>240-300 minutes of service provided in an inclusion setting (B Grid)</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Learning Disability</td>
<td>240-300 minutes of service provided in a sub-separate setting (C Grid)</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Multiple Handicaps which are physical and cognitive and severe in nature</td>
<td>240-300 minutes of service provided in a sub-separate setting (C Grid)</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>Physically Handicapped</td>
<td>240-300 minutes of service provided in a substantially-separate setting (C Grid)</td>
</tr>
<tr>
<td><strong>Q</strong></td>
<td>Severeley Emotionally &amp; Behaviorally Disturbed</td>
<td>240-300 minutes of service provided in a substantially-separate setting (C Grid)</td>
</tr>
</tbody>
</table>

Learning Disabilities
These are students with average or above cognitive abilities who display significant difficulty with printed material, decoding, fine motor activities and directionality. They have strong receptive and expressive language.

Learning Disabilities
Grades 2-12+

Educational and Social Development
These are students with moderate cognitive limitations. They require routines, practice and repetition and they demonstrate a significantly slow rate of learning. They are often socially immature and require training in the daily activities of life. At high school they will participate in assisted work and job coaching.
# SPECIAL EDUCATION PROGRAM CODES

<table>
<thead>
<tr>
<th>Behavior Program (Cluster)</th>
<th>have experienced trauma, abuse or neglect. They require a therapeutic learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K2-12+ only</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td>240-300 minutes of service provided in a substantially-separate setting (C Grid)</td>
</tr>
<tr>
<td>Q3</td>
<td>240-300 minutes of service provided in an inclusion setting (B Grid)</td>
</tr>
<tr>
<td><strong>R</strong> Resource</td>
<td><strong>Resource Services, Learning Center Services, Related Services</strong></td>
</tr>
<tr>
<td>Grades K2-12</td>
<td>These students have a diagnosed disability that requires specially designed instruction through partial or full inclusion services under 240 minutes of time (may include related services in addition to resource).</td>
</tr>
<tr>
<td>R1</td>
<td>0-90 minutes of service provided in full or partial inclusion setting</td>
</tr>
<tr>
<td>R2</td>
<td>90-240 minutes of service provided in full or partial inclusion setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>Speech and Language Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K0-12</td>
<td>These students have a communication impairment that requires specially designed instruction by a speech therapist.</td>
</tr>
<tr>
<td>S1</td>
<td>Under 240 minutes of speech therapy service provided in full or partial inclusion setting. May be speech only or speech combined with other related services.</td>
</tr>
<tr>
<td><strong>U</strong> LLD</td>
<td>Language Learning Disability</td>
</tr>
<tr>
<td>Grades 2-12+ only</td>
<td>These students have significant receptive and expressive language disorders. They are multisensory learners who must see, touch, and hear information to make progress. Oral directions must be given in single or two step units.</td>
</tr>
<tr>
<td>U4</td>
<td>240-300 minutes of service provided in a substantially-separate setting (C Grid)</td>
</tr>
<tr>
<td>U3</td>
<td>240-300 minutes of service provided in an inclusion setting (B Grid)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
<th>Blind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>These are blind or legally blind students. They are taught to use braille or enlarged print for reading and writing. They may or may not have a diagnosis that is secondary to their blindness such as LD, limited cognition, etc.</td>
</tr>
<tr>
<td>V1</td>
<td>Under 240 minutes of vision service provided in a full or partial inclusion setting</td>
</tr>
<tr>
<td>Grades K0-12</td>
<td></td>
</tr>
<tr>
<td>V3</td>
<td>240-300 minutes of service provided in an inclusion setting (B Grid)</td>
</tr>
<tr>
<td>Grades K2-12</td>
<td></td>
</tr>
<tr>
<td>V4</td>
<td>240-300 minutes of service provided in a substantially-separate setting (C Grid)</td>
</tr>
<tr>
<td>Grades K0-12</td>
<td></td>
</tr>
<tr>
<td><strong>W</strong> Fragile</td>
<td>Fragile</td>
</tr>
<tr>
<td>These students have an emotional impairment and exhibits one or more of the following characteristics over a long period of time and to a</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W4</td>
<td>240-300 minutes of service provided in a substantially-separate setting (C Grid)</td>
</tr>
<tr>
<td>W3</td>
<td>240-300 minutes of service provided in an inclusion setting (B Grid)</td>
</tr>
<tr>
<td>X</td>
<td><strong>Autism</strong></td>
</tr>
<tr>
<td>X4</td>
<td>Grades K0-12, 240-300 minutes of service provided in a substantially separate setting (C Grid)</td>
</tr>
<tr>
<td>X3</td>
<td>Grades K2-12, 240-300 minutes of service provided in an inclusion setting (B Grid)</td>
</tr>
<tr>
<td>Y</td>
<td><strong>Primary Transition Classes</strong></td>
</tr>
<tr>
<td>Y4</td>
<td>Grades K2 and grade 1 only, 240-300 minutes of service provided in a substantially separate setting (C Grid)</td>
</tr>
<tr>
<td>Y3</td>
<td>240-300 minutes of service provided in an inclusion setting (B Grid)</td>
</tr>
</tbody>
</table>

- **Special Education Program Codes**

  **Grades 6-12+**

  Marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. A therapeutic program is required.

**Notes:**

- **C Grid:** Substantially Separate Setting
- **B Grid:** Inclusion Setting

**Autism Spectrum Disorders (ASD):**

Autism Spectrum Disorders include the following diagnoses: autistic disorder, pervasive developmental disorder-not otherwise specified (PDD-NOS) and Asperger syndrome. Students with ASD present with varying degrees of difficulty in the areas of communication, social interaction, maladaptive behavior (repetitive or non-functional behavior, aggression, self-injury, etc.).

**Primary Transition Classes (PTC):**

Students enrolled in PTC classes are 5 and 6 year olds who have not achieved developmental milestones and for whom there is no single disability diagnosed.