

PROGRAM OPTIONS

A. Instructional Options

The Pasadena Independent School District provides a continuum of alternative placements for students with disabilities in order to meet the need for special education and related services. The continuum includes alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions, and make provision for supplementary services such as resource room or itinerant instruction to be provided in conjunction with regular class placement.

Local campus special education services, elementary and secondary, include instructional arrangements for students whose learning difficulties prevent them from profiting fully from mainstream education without the assistance of special education services. Each student enrolled participates in the regular school program to the maximum extent appropriate and receives the assistance of a special education teacher only in those areas where the need exists. Services for students are provided through the following options:

1. **Mainstream** is an instructional arrangement for providing special education services according to individual education plans to eligible students with disabilities whose instruction is provided in the regular classroom setting with necessary special education support. This support shall be designed to enrich education in order to enable success of all students.
2. **Speech Therapy** is an instructional arrangement for providing speech therapy services. Speech only students are not eligible to be counted for any other instructional arrangement.
3. **Resource** is an instructional arrangement for providing special education instruction and related services in a setting other than regular education for less than 50% of the regular school day.
4. **Self-contained, mild/moderate/severe, regular campus**, is an instructional arrangement for providing special education instruction and related services 50% or more of the regular school day on a regular school campus.
5. **Homebound** is an instructional arrangement for providing special education instruction to eligible students with disabilities who are served at home or hospital bedside.
6. **Nonpublic day school** is an instructional arrangement for providing special education instruction to students through a contractual agreement with an approved nonpublic school for special education.
7. **Vocational Adjustment Class** is a secondary instructional arrangement for providing special education, academic, or job-related instruction to students who are placed on a job with regularly scheduled supervision by special education teachers.
8. **Residential** is an instructional arrangement for providing special education instruction to students with disabilities through a contractual agreement with an approved residential non-public school. Students are placed in a residential nonpublic school through the ARD process.
9. **Texas School for the Blind or Deaf** is an instructional arrangement that provides special education and related services to eligible students with disabilities at these facilities.

B. Related Services

Related services means transportation and such developmental, corrective, support services as are required to assist a student with a disability to benefit from special education.

Related services may include but are not limited to the following:

1. **Occupational/Physical Therapy** includes:
 - a. improving, developing or restoring functions impaired or lost through illness, injury, or deprivation,
 - b. improving ability to perform tasks for independent functioning if functions are impaired or lost, and
 - c. preventing, through early intervention, initial or further impairment or loss of function
2. **Counseling Services** are services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel to target behaviors that impede a student's ability to benefit from special education and addressing behavioral competencies.
3. **Transportation** includes travel to and from school and between schools, travel in and around school buildings, and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a student with a disability.
4. **School Health Services** as a related service, are those provided by a qualified school nurse or other qualified person. Services are to eligible students with disabilities and are in addition to those routinely available to all students and may include the following:
 - a. screening and referral for health needs;
 - b. monitoring medication needed by students during school hours;
 - c. consultation with physicians, parents, and staff regarding effects of medication, and emergency care training for staff and parents;
 - d. counseling students with disabilities and their families concerning health care practices and services; and
 - e. assistance with catheterization, gastrostomy feeding and other school health service procedures.
5. **Orientation and Mobility** services are services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.
6. **Interpreting Services for the Deaf** include interpreting/translating receptively and expressively for persons who are deaf or hard of hearing.

C. Extended School Year Services (ESYS)

Extended Year Services (ESYS) are special education and related services that are provided to students with disabilities beyond the normal school year, in accordance with the student's IEP, and at no cost to the parent.

Need for services should be determined on an individual basis on evidence presented to the ARD committee. The need for ESYS must be documented from formal and /or informal evaluations provided by district or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current IEP objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable time period. Severe or substantial regression shall mean that the student has been, or will be, unable to maintain one or more acquired critical skills because of the absence of ESYS.

C. Extended School Year Services (ESYS) (cont.)

A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following unplanned occurrences during the first eight weeks of the next regular school year:

1. placement in a more restrictive environment,
2. significant loss of self-sufficiency in daily living skills as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services,
3. the loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills, or
4. the loss of access to on-the-job training or productive employment as a result of regression in skills.

D. Adapted PE

Physical Education services, specially designed where necessary, will be provided as an integral part of the educational program of each student with disabilities. The ARD should consider three options when making decisions about the physical education needs of identified students with disabilities. These decisions may be based on an adapted physical education assessment.

1. Regular Physical Education With No Modifications or Adaptations
2. Regular Education With Modifications or Adaptations
3. Adapted Physical Education

An adapted physical education program with IEP objectives should be provided when the adapted physical education assessment determines that the student cannot be successful in a regular physical education class with modifications.

E. Additional Program Options

Pasadena ISD has additional programs that can serve the needs of students who require a highly structured and supervised environment with teachers and paraprofessionals who have special training in social skills development and behavioral management. These programs include:

1. instruction in small supervised, self-contained classrooms which emphasize Life Skills curriculum and development of adaptive behavior and social skills.
2. instruction in self-contained classrooms with a low staff to student ratio who have special training in caring for and educating students with serious medical and physical disabilities.
3. instruction delivered in a hospital/homebound instructional setting for students who have serious medical or physical disabilities which prevent them from attending a traditional school environment for a period of time, as documented by a licensed physician.
4. instruction in self-contained classrooms with a low staff to student ratio which provides the structure and support to develop appropriate behavior as well as academic and/or developmental skills