



Department of Special Education

Specialized Programs

Birdville ISD will provide a Free and Appropriate Public Education to children with disabilities. Based on the ARD Committee's decision, the following programs are available within Birdville ISD. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD Committee ultimately determines placement. Program locations are determined by the District.

The **Preschool Programs for Children with Disabilities (PPCD)** serves children who are ages 3-5 and require early special education intervention with a focus on cognitive, social-emotional, language and communication, and physical skills in an effort to allow these children to be educated in an inclusive setting and to learn skills that they can further utilize as they transition into the elementary setting. *Locations: TBD annually based on location of Pre-K programs and projected student numbers.*

The **Structured Environment to Enhance Communication (SEEC)** program is an early intervention environment designed to meet the needs of K-8th grade students who have multiple learning and language acquisition barriers such as 1) negative behaviors, 2) poor instructional control, 3) absent, weak or impaired verbal behavior, 4) prompt dependence, 5) scrolling responses, 6) impaired scanning skills, 7) failure to make conditional discriminations, 8) failure to generalize skills, 9) weak or atypical motivators, 10) response requirement weakens motivation, 11) reinforcement dependent, 12) self-stimulatory behavior, 13) articulation problems, 14) obsessive-compulsive behavior, 15) hyperactivity, 16) failure to make eye contact or attend to people, and 17) sensory defensiveness. After 8th grade, if not before, a student will transition to general education settings, inclusive classrooms, resource settings, or other specialized programs depending on their learning trajectory and ability to comprehend academic content presented in those environments. *Locations: John D. Spicer Elementary, Alliene Mullendore Elementary, Smithfield Elementary, Haltom Middle School, North Richland Middle School*

The **Alternative Curriculum Centered for Exceptional Student Success (ACCESS)** program generally serves students with severe physical and/or mental impairments. Often times these students are not independently mobile, require assistance to care for their daily needs and may be considered medically fragile. Focus of instruction includes visual and auditory stimulation, motor skill development, assistive technology, developmentally appropriate academic instruction, interaction with others and communication skills. The ACCESS program assists students in developing communication, self-help and functional living skills in order to attain maximum independence. *Locations: Grace E. Hardeman Elementary, North Ridge Elementary, Academy at C.F. Thomas Elementary, Watauga Middle School, North Ridge Middle School, Richland Middle School, Birdville High School, Haltom High School, Richland High School, Shannon High School*

The **Academic and Adaptive Behavior Learning Environment (AABLE)** program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills. Locations: *Birdville Elementary, West Birdville Elementary, Grace E. Hardeman Elementary, North Ridge Elementary, Snow Heights Elementary, Academy at C.F. Thomas Elementary, Richland Elementary, Haltom Middle School, Watauga Middle School, North Ridge Middle School, Richland Middle School*

The **Outcome-based Measures Educating Growing Adults (OMEGA)** program generally serves high school students with intellectual disabilities or autism who require curriculum focusing on functional academics, communication, social skills, vocational training, and/or independent living skills training as determined by their postsecondary goals. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD Committee ultimately determines placement. Locations: *Birdville High School, Haltom High School, Richland High School*

The **Positive Approach to Student Success (PASS)** program is designed to serve students whose behaviors impede their learning or the learning of others. PASS is a comprehensive, multilevel program that incorporates Positive Behavior Support, research based practices & interventions, with the goal of maximizing student placement in mainstream settings where they have access to the general curriculum and interactions with peers. Locations: *O.H. Stowe Elementary, Foster Village Elementary, Walker Creek Elementary, North Oaks Middle School, North Richland Middle School, Smithfield Middle School, Birdville High School, Haltom High School, Richland High School*

The **Teaching for Emotional Academic and Motivational Success (TEAMS & TEAMS A-C)** program focuses on the instructional and behavior management/social adjustment needs of those students who have become persistently disruptive of the educational process in spite of reasonable attempts in less restrictive settings, such as the PASS program, to help them learn behaviors appropriate for school. These students will require very high levels of structure and very systematic behavior management procedures with a concentration on learning to function positively in social situations requiring cooperation, compliance with rules and directions, and ability to control impulses. TEAMS A-C is for those students who demonstrate persistently disruptive behavior and require an alternative curriculum. Locations: *Walker Creek Elementary School, North Oaks Middle School, Shannon High School*

The **Providing Opportunities for Secondary Transition (POST)** program is designed for students who have completed all of their academic credits required for graduation, and who have been given the opportunity to participate in graduation ceremonies with their age appropriate peers. They receive a certificate of completion at that time, and upon exiting the POST program, the student receives a Regular High School Diploma. The hours of support provided by the program are individually determined, resulting in the student attaining employment, developing street safety skills, volunteering, and accessing community resources. Instructional activities are developed based on person-centered planning and reflect transitional outcomes leading to employment. Instruction occurs both on campus and in the community and emphasizes skills supporting: communication, socialization, personal management, vocational, functional math, & functional Language Arts, which lead to independence and employment. Locations include work-based learning sites, post-secondary education options and community sites. The specific locations where the instruction occurs and the supports needed are based on the individual needs of the adult student's IEP as developed by the ARD committee. Location: *Shannon High School*