

| LID Program ----- Acronym | Student Profile | Program description |
|---|--|--|
| PPCD Pre-School Program for Children with Disabilities | Students ages 3-5 who meet TEA eligibility criteria as a student with a low-incidence disability, such as a non-categorical classification as AU, ID, ED, LD and who require a structured approach to pre-k skills in combination with communication or life skills. Students who are ages 3 and 4 by September 1 are generally enrolled in half day programs. | PPCD is designed for students with disabilities which may be accompanied by significant health needs. It is a self-contained, highly structured and supported class where students receive their instruction (focused on pre-k skills), personal care/health services and restroom assistance, and other self-care assistance. Generally, we try to place new and/or 3 year old students into the morning am half day class. 4 year old and / or returning students are placed in the afternoon pm class. Students who are age 5 before September 1 may be more appropriately places in the SAILS class (ARDCF will decide). |
| START Structured Teaching And Responsibility Training ----- Special ed only | Students with intellectual disabilities, autism, or other health impairments that require intense levels of instructional, behavioral and who need structured adult assistance to meet essential personal care functions. | START is designed for students with significant intellectual disabilities which may or may not be accompanied by significant health needs. It is a self-contained, highly supported class where students receive their instruction, personal health and restroom assistance, and other self-care assistance. Students in this setting are accessing the TEKS through pre-requisite skills and essence-level skills and would take the STAAR-Alt assessment. |
| SAILS Structured Academics Integrated Life Skills (previously known as SLC and IMPACT) ----- Special ed only | Students with mild or moderate intellectual disabilities, autism, or other health impairments that require a structured approach to academic and life skills with an increased level of support beyond the general education class. | Each campus will design their SAILS class to meet the individual needs of the students enrolled. SAILS can be designed along the continuum of needs of the student, e.g. students who need less structure may only use the SAILS class for home base, while other students may receive the majority of their academic instruction within the SAILS class. The classroom design is geared toward a structured approach to academic, vocational <i>and</i> life skills education in order to enable students to reach their maximum level of independence in their school and community settings. Students in this setting are accessing the TEKS through pre-requisite skills and essence-level skills and would take the STAAR-Alt assessment. |
| STRIVE / Academic Coach Support Students Realizing Independent Valuable Education ----- Special ed only | Students demonstrating learning or mild intellectual disabilities who require individualized instruction on core academic skills in reading, writing or mathematics. This instruction may be provided in the general ed setting, pull-out setting, or a combination. | STRIVE instructional support focuses primarily on reading, writing and mathematics instruction while focusing on specific learning techniques for students who have below grade level academic skills in one or more core subjects. The ARDC determines which STRIVE subjects the student should receive support for (math, reading/writing or both). STRIVE support is provided by teachers and academic coaches who are special ed certified and instruction is provided both in class and in pull-out focus sessions. Students are accessing grade-level TEKS and are taking the STAAR or STAAR-A assessment. |

| | | |
|---|---|--|
| WAVE Woven Academic & Vocational Education ----- Special ed only | Students with Intellectual Disabilities, autism, or other health impairments that require a significant level of support and small class sizes | Students in the <i>WAVE</i> program will earn the academic credits required for state graduation, and they will focus on developing skills in the areas of socialization, employment, and daily living. Students will also learn how to use community resources to prepare them for successful independent and/or assisted adult living in our community. Students in this setting are accessing the TEKS through pre-requisite skills and essence-level skills and would take the STAAR-Alt assessment. |
| DEAR Dickinson Education, Acceleration, Recovery ----- Special ed only | Students who have mild or moderate learning, health or emotional disabilities <i>who are at risk of dropping out</i> , or not graduating on time, or for whom the traditional school day is not appropriate. | DEAR is designed for students who must meet credit graduation requirements where tailored instruction is provided to students. It is a self- contained environment taught by a special education teacher who is also trained as a vocational adjustment coordinator. Students work on individualized plans designed to address any transcript deficiencies and are expected to be actively engaged in the vocational / work process. |
| WAVE 18 + Woven Academic & Vocational Education ----- Special ed only | Students with Intellectual Disabilities, autism, or other health impairments that require a significant level of support and small class sizes who have completed the required high school credits. | Students in the <i>WAVE</i> 18+ program will focus on individualized academic and community based instruction that will enable the student to reach their maximum level of independence in self-help and advocacy, accessing public services and transportation, and employability skills with the primary goal of competitive paid employment. Students will receive the majority of their instruction in a community setting. |