



# **HALLSVILLE INDEPENDENT SCHOOL DISTRICT**

311 Willow St \* Hallsville, Texas 75650-0810

Phone: 903-668-5990 \* Fax: 903-668-5991

---

## **Hallsville ISD Pathways Program**

### **Guidelines**

**September 2022**

- A. Purpose
- B. Program Description
- C. Eligibility
- D. Placement Guidelines
- E. Ineligibility
- F. Dismissal From Pathways
- G. Environmental
- H. Life Skills Focus
- I. Curriculum / Instructional Strategies
- J. Participation in Assessments
- K. Staffing
- L. Staff Responsibilities
- M. Program Completion

## Hallsville ISD Pathways Program

**A. Purpose:** To provide intensive hands-on transition training and vocational experiences in a modified classroom and community setting, enabling students to become independent and functional within their community.

**B. Program Description:** Pathways enables students to move beyond the high school setting and continue their education in an age appropriate work-based environment with their peers. The students do not spend their days solely within the confines of a traditional classroom. Instead, they spend a significant portion of their day within the community, where they apply the skills and knowledge acquired through the classroom lessons in a real-world setting.

Pathways focuses on the transition needs and life domains consisting of employment, independent living skills as well as recreation and leisure activities for each student. It is a bridge that leads students to the jobs, connections, and supports they will need for adulthood.

Pathways provides student services while in the community to enable students to begin the transition coordinating their personal schedules and supports with input from the school district. This increases their self-independence that will be necessary throughout their adult lives. These services include:

- 1) Building a sustainable adult schedule
- 2) Increasing independence
- 3) Eliminating barriers to employment and community access
- 4) Developing natural / paid supports and fading school supports
- 5) Meeting post-secondary goals
- 6) Preparing for transition from secondary to post-secondary life

**C. Eligibility:** High school students ages 18-21, identified as having significant cognitive and adaptive behavior deficits that have met high school credit and assessment requirements, but are still enrolled in the district and receive special services according to their Individualized Educational Plan (IEP).

**D. Placement Guidelines:** Placement in Pathways is determined by the Admission, Review, and Dismissal (ARD) committee. Students must meet the following requirements:

- 1) Students must have met their minimum high school credit requirements.
- 2) Students must show a need for extensive continued special education instruction to specifically address their individual transition needs.
- 3) Students must have been a part of a Functional Academic or Functional Life Skills classroom at the high school level prior to being considered for the Pathways program.
- 4) Students must have significant cognitive and adaptive behavior difficulties.
- 5) Students must have the recommendation of their Functional Academic or Functional Life Skills teacher.
- 6) Students must have the approval of the Pathways Special Education Teacher.

The Pathways Teacher's approval is based on the guidelines listed above. In addition, each student will have observations conducted during their time in high school beginning in their Sophomore Year. These observations are designed to determine whether or not the student is eligible for entrance into the Pathways program.

**E. Ineligibility:** Students not eligible for Pathways Program:

- 1) Students who are average or above average cognitively, and have access to other transition options. For example Texas Workforce, Community Healthcore, trade school, technical training.
- 2) Students who require individual support to address self-care needs or to maintain skills.
- 3) Students that require one to one assistance.
- 4) Students who are unable to stand for extended periods of time independently.
- 5) Students who are unable to maintain behavioral control.
- 6) Students with a current Behavior Intervention Plan (BIP).
- 7) Students who have had an active Behavior Intervention Plan (BIP) within the past six academic months.
- 8) Students must not have documented referrals, behavior infractions, or restraints within the six academic months prior to a recommendation.

**F. Dismissal From Pathways:** Pathways students must maintain a positive behavior to remain enrolled in the program. If a student enters and is dismissed from Pathways, they are eligible to return to a Life Skills program at Hallsville High School or receive their diploma and graduate. The following is an example of reasons for students to be unenrolled from the

program (this is not an all inclusive list):

- 1) Three behavioral infractions within one academic year
  - a) Refusing to work
  - b) Screaming / yelling
  - c) Emotional meltdowns
- 2) Inability to control self in public
- 3) Inability to get along with other students

A student will be immediately removed from the program for threatening to hurt or kill a teacher, classmate or a member of the community.

**G. Environment:** Pathways is based at an off-campus location where the students begin their days in classrooms that are specially designed to model a normal home. The classrooms model a typical living room, bedroom, dining room, kitchen, and bathroom. Students normally spend a large portion of their day within the community, where they apply the skills and knowledge acquired within the classroom.

**H. Life Skill Focus:** The students will come to Pathways having successfully completed all state and district requirements for graduation. The skills taught in this program are focused on those that would allow students to be more self-sufficient in their daily lives. These skills include, but are not limited to:

- 1) Preparing their own meals
- 2) Washing their own laundry
- 3) Cleaning up after themselves (vacuuming, wiping down)
- 4) Making a bed
- 5) Interacting with the public
- 6) Personal hygiene (brushing teeth, hair, etc)
- 7) Community job training
- 8) Group activities outside of the classroom
- 9) Safety precautions

**I. Curriculum / Instructional Strategies:** Since high school credits and assessments have been met, the "curriculum" for Pathways is based upon each student's post-school IEP. The

focus of most Pathways services should be to answer these questions:

- 1) Where will you live?
- 2) Where will you work?
- 3) What will you learn?
- 4) What will you do for fun?
- 5) How will you prepare for transition from secondary to post-secondary life?
- 6) What supports will you need, and in what ways can you become more independent?

As students progress through Pathways, the goal is that they will experience:

- 1) Participation in work-related internships
- 2) Recreation and leisure opportunities in the community
- 3) Continuing education opportunities
- 4) Adult living and job skills practice
- 5) Connections with adult agencies
- 6) Exploration of a variety of living options
- 7) Steps leading towards paid employment

**J. Participation in Assessments:** Students in Pathways do not participate in state or district assessments.

**K. Staffing:** Staffing in Pathways normally offers a low teacher-student ratio so that the Pathways teacher and job coach can coordinate and develop appropriate community experiences and oversee each student's placement and progress. Students in Pathways need support but can be successful in a 1:3 ratio environment. A standard Pathways class has between six and nine students with one certified Special Education teacher and one or more job coaches.

**L. Staff Responsibilities:** In addition to teaching life skills to the students, the Pathways staff (teacher and coaches) are responsible for the following:

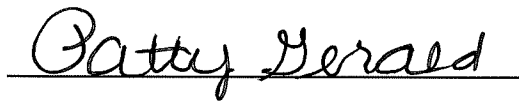
- 1) Coordinate, along with the assigned district diagnostician, the student's job schedule
- 2) Transport students to and from community sites in school-owned vehicles
- 3) Monitor student progress toward their IEP goals
- 4) Prepare IEP Progress Reports

5) Work closely with each student's family to coordinate

- a) Adult service agencies
- b) Independent living options
- c) Potential guardianship

**M. Program Completion:** In order to graduate from Pathways, the student must meet **one** of the following requirements:

- 1) Complete and master all items in their IEP
- 2) Reached the age of 21
- 3) Job placement is established within the community



Patty Gerald, Pathways Special Education Teacher  
Hallsville ISD



Amy Collins  
Special Education Director  
Hallsville ISD