



Spring Branch

Independent School District

Inspiring minds. Shaping lives.

Spring Branch Independent School District

<https://www.springbranchisd.com>

Special Education Parent Guide 2020-2021

Diagnostician/CIS: _____

Case Manager: _____

Speech Pathologist: _____

Other: _____



Spring Branch Independent School District

Special Education Department

2100 Shadowdale, Houston, TX 77043

Phone (713)-251-1700 • Fax (713) 251-9112

Joni Warren, Director of Special Education

A Message to our Parents . . .

The goal of Spring Branch ISD is to provide quality educational experiences that prepare students for post-secondary success. The Special Education Department provides support and resources to schools that enable campus staff to meet the unique needs of students with disabilities and provide meaningful learning opportunities.

To receive special education services, students from age 3 through 21, must meet eligibility requirements as a student with auditory impairment, autism, deaf-blindness, emotional disturbance, intellectual disability, non-categorical early-childhood, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury or visual impairment and as a result, require specially designed instruction to benefit educationally.

Special education is an integral part of the total instructional program of the district. Spring Branch ISD provides a full continuum of services to meet the needs of eligible students that allows access to general education instruction with non-disabled peers to the maximum extent appropriate for each student.

This guide is designed to help our parents understand the special education process in Spring Branch ISD. As a parent, you play a unique role: you are the only one on your child's team who can provide history, certain types of information, planning and support, outside intervention, and the perseverance to ensure that your child benefits from his/her learner's journey. Parents who collaborate with the SBISD Special Education Team enhance the educational professionals' ability to create an educational experience that inspires your child's mind and shapes their life.

Thank you for your shared commitment to the students of the SBISD as well as the Special Education Department in shaping the future for Every Child in our school system.

Working toward collective greatness,

Joni Warren, SBISD Director of Special Education

INTRODUCTION

This information guide was prepared for the parents of children with disabilities. We hope this guide will help you understand more about the process of obtaining appropriate educational services from SBISD for your child. Parents and educators are partners in planning for the exceptional needs of each child. As a parent, it is important to:

1. Be active in the entire planning process
2. Know your rights and those of your child
3. Ask questions
4. Learn about your child's exceptional needs
5. Ask for help if you need it
6. Be active in your child's education program
7. Be a confident advocate for your child
8. Get on waitlists for agencies/services.

If you have questions that are not answered in this guide, feel free to call the SBISD Special Education office at 713-251-1702.

WHAT IS SPECIAL EDUCATION?

Special Education is defined by Federal (Individuals with Disabilities Act, I.D.E.A.) and State Law (Education Code) as specially designed instruction, at no cost to the parents to meet the unique needs of the individual with exceptional needs. Everyone has relative learning strengths and weaknesses. When a child's identified disability is so severe that it significantly influences his/her educational performance, the student may be found eligible for services.

WHAT IS CHILD FIND?

Child Find is a process designed to identify, locate, and evaluate individuals (birth through 21 years of age) with disabilities who may need special education services. It is important to determine if a child has a disability because early identification and intervention can prevent failure and frustration. Special attention to teaching and learning strategies may help individuals overcome barriers to learning.

Anyone can start the process: A parent, doctor, teacher, relative or friend can call the Spring Branch ISD, Special Education Department at 713-251-1700 or Region 4 Education Service Center at 713-462-7708.

Once the eligibility process begins, the following events will take place:

- The parent(s) or legal guardian will be contacted by Spring Branch personnel.
- Parents and the school will decide if an evaluation is needed. The same group may develop an evaluation plan designed to assess areas of concern.
- An evaluation will be conducted by qualified school district/agency personnel.
- The parents and evaluation personnel will have a meeting to talk about evaluation results, special education eligibility and services.

WHO MAY RECEIVE SPECIAL EDUCATION SERVICES?

In order to be eligible for Special Education, the student must exhibit one or more of the following disabilities according to federal and state criteria:

- Autism
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairments
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairments

- Other Health Impairments
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)

Once it is determined that a student has a qualifying disability, the student’s individual need(s) will be addressed by a team consisting of:

- public agency representative
- parent(s) or guardian
- evaluation personnel
- teacher(s)
- student

The team will review evaluation information, discuss eligibility, identify area(s) of need for specialized instruction, including related services such as occupational therapy, physical therapy, or counseling, and develop a plan to fit the needs of the individual. All services are provided at no cost to the individual or parents.

ADMISSION, REVIEW, AND DISMISSAL (ARD) MEETING

What is an ARD meeting?

“ARD” is an acronym for Admission, Review and Dismissal. An ARD meeting is a meeting of a group of people who help to determine whether or not a student is eligible for special education and develops the Individual Education Program (IEP) for eligible students.

What is an IEP?

An Individualized Education Program (IEP) is an educational plan that addresses the individual needs of a child. It takes into consideration the child’s strengths and weaknesses, parent concerns, assessment results and areas of academic and developmental needs in order to develop goals and objectives for the school year. The IEP is created through a team effort at an ARD meeting and reviewed at least once a year.

Why is the IEP important?

The Individualized Education Program (IEP) outlines the school’s plan for providing specially designed instruction and related services.

How do parents help with IEP development?

IDEA establishes that parents are equal members of the ARD committee team. Good communication between parents and teachers is encouraged prior to the ARD committee meeting in developing draft IEP’s. The ARD gives the parents a voice in determining their child’s IEP. Parents are encouraged to actively participate in the ARD process by asking questions, sharing concerns, and speaking on their child’s behalf. It is important for parents and school staff to remember that this is a collaborative process.

Who attends an ARD meeting?

The ARD committee is usually made up of a special education teacher, a general education teacher, the assistant principal or principal of the school, the diagnostician, (a person qualified to interpret evaluations and the instructional implementations), a staff member representing any related services the child might require and of course and most important of all the parents and the student when appropriate. An ARD meeting is typically held at the school that the child is attending. It usually lasts about an hour.

When is an ARD meeting held?

An ARD is held for initial placement or any time the school staff or parents feel a change is needed in a student's special education program. The IEP must be reviewed at least once a year, but an ARD meeting may be held at other times. For example, an ARD will need to be held to review additional assessment. Many concerns can be addressed through parent-teacher conferences and do not require a formal ARD committee meeting.

What happens if I disagree with the ARD Committee?

If as a parent or guardian you do not agree with the decision of the ARD committee, a 10-day recess is given before any further plans will be discussed and parents are provided with procedural safeguards. Parents are also encouraged to contact their special education director to assist in resolving conflicts.

SBISD SPECIAL EDUCATION PROGRAMS

The Special Education Department offers a range of services and placement options to meet students' individual needs. These following programs are offered to ensure success.

- **ECSE**

The Early Childhood Special Education (ECSE) program is a comprehensive continuum of services for children, ages 3-5 who have an Individual Education Plan (IEP) with identified delays in one or more of the five developmental areas (i.e., cognition, communication, self-help, fine/gross motor, social/emotional).

- **In Class Support (ICS)**

In-class support is an instructional arrangement in which a special education teacher or paraprofessional provides special education services in the general education setting.

- **Resource**

Resource services are provided by a special education teacher that includes direct, explicit, and systematic ELA and/or Math intervention in a special education setting for part of the day.

- **Autism Intervention and Management (AIM)**

The Autism Intervention and Management (AIM) program is designed to address the needs of students who are identified as exhibiting a disability condition such as autism, which negatively impacts educational progress in the areas of social communication, social problem solving, sensory sensitivity and emotional/behavioral regulation.

- **Structured Behavior Supports (SBS)**

Structured Behavior Supports are a continuum of interventions designed for students with the most intense emotional and behavioral difficulties. Supports range from highly structured self-contained classrooms to monitoring supports in the mainstream setting. The purpose of these supports are to reshape appropriate social/behavioral skills that will enable students to be successful in a less restrictive classroom setting. Interventions focus on individualized strategies to address targeted areas of concern through behavior monitoring and coaching. Instruction is individualized according to student's behavioral and academic functioning levels, in accordance with their Individual Education Plans (IEP's), as determined by the ARD Committee. Structured Behavior Supports are located on various campuses throughout the District. Placement in the SBS program is determined by the student's ARD committee. (K-12)

- **Life Skills Class**

Life Skills classes are designed for students who exhibit disability conditions significantly impacting cognitive and adaptive functioning and who require an alternate curriculum targeting pre-requisite skills. Life Skills provides an educational program focused on functional academics, personal care, pre-vocational and/or community based experiences, communication and social skills in a structured classroom setting with reduced staff-to-student ratios.

- **Autism Program Preparing Learners for Excellence (APPLE)**

The Autism Program Preparing Learners for Excellence (APPLE) program is designed to support students who exhibit deficits in the areas of cognitive reasoning, academic performance, adaptive functioning, social communication and behavioral regulation due to features of Autism or other related disability conditions. The APPLE program supports learners who require a highly structured setting, reduced staff- to-student ratios and specialized instruction through an alternative curriculum targeting pre-requisite skills. The APPLE program for pre-k students is referred to as CUBS (Communication Underlying Behavioral Skills).

- **Medically Fragile Classroom**

The Medically Fragile Classroom provides a developmentally appropriate program for students 3-21 years of age who exhibit profound cognitive and communication impairments and/or multiple impairments in conjunction with significant health issues.

- **Homebound**

Homebound provides instruction to eligible students with disabilities who are medically unable to attend school at the campus site. The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks and the weeks need not be consecutive.

- **Work Based Learning – On Campus**

Work-Based Learning – On Campus will provide high school special education students with significant disabilities intensive job skills and vocational training. Teachers will design and deliver job related training in work expectations, workplace behavior, and compliance to workplace safety standards, production and task completion.

- **High School Work Based Learning – Off Campus**

High School Work-Based Learning is employment preparation for students with disabilities and delivers career and technical education and training in workplace settings.

- **Transitioning Onward Promotes Success (T.O.P.S.) Central Work Based Learning Program**

T.O.P.S. is a work-based learning program for students with disabilities between the ages of 18 and 21. The focus of the program is to support students' postsecondary transition goals in becoming productive members of the community by developing the skill sets necessary for employment.

- **Achieving Positive Transition (A.P.T.) Central Work Based Learning Program**

A.P.T. is a specialized work program for students with significant disabilities between the ages of 18 and 21. The focus of the program is to intensify efforts and provide a supportive environment in developing career awareness, work-skills preparation, work behaviors, and job acquisition as part of the continuum of services offered at the Work-Based Learning Center in addition to independent living and self-determination skills.

SBISD SPECIAL EDUCATION CURRICULUM RESOURCES

The Special Education Program of Spring Branch ISD is dedicated to providing effective, research-based curriculum designed to develop the academic skills of students who receive special education services, no matter the setting. To that end, there are several resources available to support the teachers in providing high quality instruction. Instruction for all students who receive special education services is based on the state TEKS curriculum. Students participate in the general curriculum with accommodations, with accommodations and modifications, or through prerequisite skills depending on their individual needs.

READING AND MATH SUPPORT FOR STUDENTS SERVED IN MAINSTREAM SETTINGS

The goal of Resource support is to instruct students in skills that will enable them to benefit from instruction in the general education classroom. Research has shown that when students away from the general education classroom, they are at risk of falling further behind their peers. With this in mind, the recommendation is that students, that are not more than two years below grade level, should receive instruction in a general education room with in class support.

SBISD Resource students receive Special Education support in two different ways:

- **In Class Support** - an instructional arrangement in which a special education teacher or paraprofessional provides special education services in the general education setting.
- **Resource** - Resource services are provided by a special education teacher that includes direct, explicit, and systematic ELA and/or Math intervention in a special education setting for part of the day.

Curriculum Programs for SBISD Resource Students

LLI - Leveled Literacy Intervention (Elementary Reading)

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

Program Highlights

- Research based system
- Small group Intervention
- Supports struggling students with reading and writing
- Supplemental to Guided Reading that occurs in the General Education classroom

Instructional Focus

- Oral Language
- Phonics/Word Study
- Reading / Fluency
- Writing

MindPlay Virtual Reading Coach (Secondary Reading)

This research-based program has proven to be an effective online reading program that improves reading abilities. It permits students with diverse skills and unique needs to read with control and precision. MindPlay's Virtual Reading Coach serves as the online reading program for our middle school and high school students in the Special Education Resource setting.

Program Highlights

- Research-based reading instruction
- Individualized
- Based on the Orton-Gillingham method
- Direct, explicit and systematic instruction

Instructional Focus

- Increase student literacy of students not meeting grade-level expectations
- Deepen and expand comprehension
- Increase student engagement in daily reading activities and building knowledge
- Monitor student progress

Do The Math Intervention (Elementary Math)

This research-based program provides mathematics instruction to raise achievement in Grades K–8+. Students develop math skills while building numerical reasoning, fluency, and problem-solving skills. Additionally, teachers receive comprehensive support to help their students develop a strong foundation to extend and apply their understanding to higher-level math and algebra.

Program Highlights

- Research based math intervention program developed by Marilyn Burns
- Small group or one to one intervention program
- Sequential and clearly defined framework
- Supplemental to Math instruction in the General Education setting

Instructional Focus

- Number Sense
- Teacher builds on student’s current knowledge as they learn new skills
- Teacher transfers learning responsibility to student through an “I do, We do, You do” approach to build independence with skills
- Use of multiple strategies such as manipulatives, games, visual representation, literacy connections
- Assessment is ongoing allowing teachers to monitor student growth and needs, suggestions for ongoing differentiation is included.

MAP Test

The MAP Test is a computer-based assessment administered three times a year. These assessments gather data to determine the skills and topics your child is ready to learn. The student’s MAP Growth results are referred to as ***Ready for Instruction*** (RIT) scores. These scores help teachers determine what the student already knows and identify what the student should learn next. RIT scores allow teachers to target instructional areas of need and monitor the student’s progress as they are learning. The questions on MAP Tests align with the SBISD curriculum. Special Education teachers can use the data from the MAP Test to determine present levels of academic performance and write measurable academic performance goals.

CURRICULUM FOR LIFE SKILLS AND APPLE STUDENTS

Unique Learning – Full Curriculum (Elementary and Secondary)

The Unique Learning System is a computer-based program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. Students have the advantage of consistent high-quality instruction, a motivating interactive learning environment, engaging symbol support and a path to independence.

Program Highlights

- differentiated lessons
- standards-aligned content
- powerful assessments, data tools and evidence-based instructional support

INSTRUCTIONAL AND RELATED SERVICES

Instructional and Related Services are services that school districts are required to provide under the IDEA to students who need them to learn. Not every child who has a disability needs related services, but for those who do, the IDEA requires the services be included on the child's individual education program. Related services may be provided weekly, every other week, and/or a specified time frame (i.e. 9 weeks). The people who provide these services are often referred to as Itinerant Staff because they go from school to school.

The following service providers will work with your child if they qualify for the services:

Instructional Services – Speech Therapy, Adapted Health Fitness, Special Education Counseling, Assistive Technology (AT), Auditory Impaired Program (AI), Visually Impaired Program (VI)

Related Services – Occupational Therapy (OT), Physical Therapy (PT)

AGENCIES/WAIVER PROGRAMS

Medical Waiver Programs help to ensure that people with intellectual disabilities receive the services and supports they need to lead self-determined and valued lives within their communities. Services are based on the income of the person with a disability and provide funding for a personal attendant, respite, therapies, adaptive aids, home and vehicle modifications, etc. The demand for community-based services and support is greater than the allocated services; therefore, there are long lists for those interested in receiving services. These lists are up to 10 to 12 years, it is important to get on the lists as soon as possible!

Home and Community Based Services (HCS) –

Interest List Number 713-970-7799

The HCS program provides individualized services and supports to persons with intellectual disabilities who are living with their family, in their own home or in other community settings, such as group homes.

- **Services include:** residential services, adaptive aids, day habilitation, minor home modifications, nursing, respite, professional therapies, supported employment, and other services that allow clients and families the choice to design their own program (clients/families have control over how their services are delivered and managed.)

Texas Home Living (TxHml) –

Interest List Number 713-970-7799

Texas Home Living program provides services to people with an intellectual disability (ID) or a related condition who live in their own home or their family's home.

- **Services include:** adaptive aids, behavioral support, community support, day habilitation, employment assistance, minor home modifications, nursing, respite, professional therapies, and supported employment. Texas Home Living also offers clients and families the option to self-direct their services (clients/families have control over how their services are delivered and managed.)

Community Living Assistance and Support Services (CLASS) -

Interest List Number: 1-877-438-5658

The CLASS program provides home and community-based supports to people with related conditions. A related condition is a disability other than an intellectual disability (ID) or mental illness, which begins before age 22 and is not likely to end. This condition must also cause major functional limitations, similar to a person with an intellectual disability.

- **Services include:** behavioral support, adaptive aids, medical supplies, respite care, occupational therapy, physical therapy, speech therapy, minor home modifications, nursing, specialized therapies, pre-vocational training, supported employment and transition assistance.

TRANSITION

Transition Services refers to the process of planning post-secondary life activities for a student with a disability once they are ready to graduate and leave the school district. Transition planning includes post-secondary activities including, but not limited to:

- Post-Secondary Education
- Vocational Assessment and/or Training
- Integrated Competitive Employment (including supported employment)
- College/Adult Education Support Services
- Work and Volunteer Experience
- Independent Living Skills
- Linkage to Community Agencies

The purpose of transition services is to prepare students with disabilities to live, learn and work within the community by providing them with career and life skills, knowledge and experiences. Various individuals such as the student, parents, family members, school staff, and agency personnel, work together as a team to develop an Individualized Education Plan (IEP) based on the student's interests and preferences as outlined in the student's transition plan. SBISD has designated Transition Specialists that work with students and their parents to develop post-secondary plans. **Please check with your student's campus to find out who can assist you with information regarding transition planning.**

Transitioning in Texas: <https://www.transitionintexas.org/domain/9>

SPECIAL EDUCATION PARENT COMMITTEE - PASE

The Special Education Department hosts Parents Advising in Special Education (PASE) committee meetings. These meetings are designed to open lines of communication between the SBISD Special Education Department and parents. Membership includes representatives from each SBISD campus. Committee members serve as liaisons between the department and parents at the campus they represent. The member is also available to assist parents at their campus with questions/concerns.

Purpose of PASE

- Collaboration between the district and parents
- Parents as liaison for campus and other parents
- Ability to refer parents to appropriate school district staff
- Receive State and District Updates Regarding Special Education/Legislation

We understand you may be new the world of Special Education. The PASE members are a resource to you. Please feel free to reach out a member of the PASE Committee if you have questions.

PASE COMMITTEE MEMBERS

EARLY CHILDHOOD PARENT CONTACTS			
Bear Blvd Linh Nguyen (fluent in Vietnamese) 832-651-7647 Luufamily17@gmail.com	Lion Lane	Panda Path	Tiger Trail
Wildcat Way Georgina Copeland 832-293-9122 Ginabinaz71@yahoo.com			
ELEMENTARY PARENT CONTACTS			
Bendwood Monica Rivera 832-566-0384 mzriverag@gmail.com	Buffalo Creek	Bunker Hill Gina Faludi 713-653-4119 gfaludi@sbcglobal.net	Cedar Brook Elizabeth Rojas 832-909-6547 eliz2778@gmail.com
Edgewood	Frostwood Tiffany Lim 832-577-3701 tiffanyklim@gmail.com	Hollibrook	Housman
Hunters Creek	Meadow Wood Catie Winegar 832-277-7335 catie.kelleher@gmail.com	Memorial Drive	Nottingham Kristin Anderson 713-851-9721 kristinkanderson@gmail.com
Pine Shadows	Ridgecrest Giovanna Solis (fluent in Spanish) 832-944-3417 Ramosgiova2017@gmail.com	Rummel Creek	Shadow Oaks
Sherwood Megan Saavedra 325-660-1580 mcintiremd@gmail.com	Spring Branch Nicole Lee (fluent in Spanish) 832-208-2611 Nikki120678@gmail.com	Spring Shadows	Terrace
Thornwood	Treasure Forest	Valley Oaks Karen Dikeman 510-409-5345 kdikeman@gmail.com	Westwood
Wilchester Rebecca Martin 713-530-9647 rebecca.martin@yahoo.com	Woodview		
SECONDARY PARENT CONTACTS			
Landrum MS	Memorial MS Marina Hardy (fluent in Russian) 281-844-1133 marinayesakova@hotmail.com	Northbrook MS	Spring Branch MS
Spring Forest MS Carla Braxton 913-748-7899 carlabraxtonmd@gmail.com	Spring Oaks MS Thalia Wade 832-623-5471 thaliawade@yahoo.com	Spring Woods MS	
Memorial HS Paeton Wooden 832-517-3804 paetonv1@gmail.com	Northbrook HS Mary Kowalewski 713-208-7186 mary_kowalewski1@yahoo.com	Spring Woods HS	Stratford HS Dawn Kemp 713-818-5223 dawnkemp.t@gmail.com
AOC/Cornerstone	WSC/TOPS/APT	Board Member Minda Caesar	PTA Special Education Liaison Vanya Karia 917-544-8000 vanyashah@hotmail.com

If there is no one listed for your campus, please feel free to contact any member of the PASE Committee for questions. If you are interested in an open position at your child's campus, please contact Joni Warren at 713-251-1702 or joni.warren@springbranchisd.com

MOVING IN FROM OUT OF DISTRICT OR FROM PRIVATE SCHOOL

Parents of special needs students often contact us to ask what they need to do when they plan to either move into Spring Branch ISD or already live in Spring Branch ISD and they are considering whether to enroll in their local public school. This guidance is to assist you in that process.

I am getting ready to enroll my child in public school and my child has a disability. What do I need to do to get him/her special education services?

If you feel your child will need to receive special education services, your child must have a Full and Individual Evaluation (FIE) completed by a public school district. If your child is currently in private school, you should request an evaluation from the district in which the private school resides.

I have a Full and Individual Evaluation from a public school district. Do I need anything else?

When a FIE is completed, the district will usually offer to hold an ARD meeting. If you have had an ARD meeting, you should bring a copy of the evaluation and the ARD committee meeting paperwork with you when you register in the district. Spring Branch ISD will have a “temporary” ARD meeting to match the services in the previous ARD as best as we are able. If you have an evaluation but the district did not hold an ARD, please bring a copy of the FIE with you and Spring Branch ISD will use the information in the FIE to develop an Individual Education Program (IEP) for your child.

What if I do not have an evaluation completed by a public school district but I feel my child needs special education services?

Upon your enrollment in the district, your child will be placed in a general education classroom. You may request an evaluation upon enrollment. The district will then evaluate your child within 45 school days from the date the district receives your signed consent. The district will then hold an ARD meeting within 30 calendar days to determine if your child qualifies for special education and is in need of an IEP.

I am planning to move to Spring Branch ISD. Which school should I try to find a house/apartment near?

We think all of our schools are exceptional and are unable to recommend the name of a specific campus. A description of our programs is on page 3-4 of this handbook. On page 13 is a list of schools and the programs that are housed at each campus. Changes are made year to year about what programs are offered on each campus so that list is subject to change. We will follow the provisions in the law regarding the least restrictive environment and attempt to give your child services at their home school. If your child’s IEP cannot be met at their home school, they will be ARDed to the next closest school that can implement the IEP. Special transportation would be provided for your child in that case.

What happens after I enroll at my child’s home campus if my child has been in special education in a previous public school district?

A “temporary” ARD will be set up for your child to receive services. In the vast majority of cases, the district will give your child the special education services documented in your child’s ARD. Within 30 school days, the campus will hold another ARD meeting to finalize placement and services.

I will be enrolling in Spring Branch ISD from out of state. My child was in Special Education in our previous state.

Welcome to Texas! The process is similar to the question above; however, we will need to determine if we can accept the evaluation from your previous district/state. It must meet Texas Education Agency guidelines. If it does not, we will request your permission to complete additional assessment. Your child will receive services during this time. More information can be found in a Guide to the ARD Process developed by the Texas Education Agency. It can be located at <https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>

Once you have established residency and have registered in the district, we recommend you contact the campus and request to speak to someone in the Special Education Department.

USEFUL ACRONYMS USED IN SPECIAL EDUCATION

Welcome to the alphabet soup of special education! Special Education is full of acronyms that people constantly use in writing and in conversation. The following list should help you understand the meaning of acronyms that are frequently used.

ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
AI	Auditory Impairment
ARD	Admission, Review and Dismissal
APE	Adaptive Physical Education
AU	Autism
BIP	Behavior Intervention Plan
CBI	Community Based Instruction
CRC	Central Referral Committee
ESY	Extended School Year
ED	Emotional Disturbance
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
IDEA	Individual with Disability Education Act
IEE	Independent Education Evaluation
IEP	Individualized Education Program
ID	Intellectual Disability
LD	Learning Disability
LEP	Limited English Proficient
LRE	Least Restrictive Environment
LSSP	Licensed Specialist in School Psychology
MDR	Manifestation Determination Review
NOE	Notice of Evaluation
OHI	Other Health Impairment
OI	Orthopedic Impairment
OT	Occupational Therapy
PDD	Pervasive Developmental Disorder
PT	Physical Therapy
RTI	Response to Intervention
SI	Speech Impairment
SLD	Specific Learning Disability
TBI	Traumatic Brain Injury
TEA	Texas Education Agency
VI	Visual Impairment

WHO TO CALL IN SPECIAL EDUCATION

For Questions About . . .	Contact	Extension
AABLE	Leah Burris	1706
ADAPTED HEALTH FITNESS	Kim Fenney	1732
AIM PROGRAM	Leah Burris	1706
APPLE/CUBS PROGRAM	Leah Burris	1706
ASSISTIVE TECHNOLOGY <ul style="list-style-type: none"> • Instructional (Reading/Writing) • Communication 	Courtney Jaynes Megan Cockrill	1707 1714
DEAF/HARD OF HEARING	Kim Fenney	1732
DIAGNOSTICIANS / LSSPs / CAMPUS IEP SPECIALISTS	Janet Olson Gay Patricia Riojas	1711 8487
EARLY CHILDHOOD SPECIAL EDUCATION (PPCD)	Angie McMillan	1708
HOMEBOUND	Kristin Murphy	1710
INSTRUCTION / TEACHER DEVELOPMENT K-12	Courtney Jaynes	1707
LIFE SKILLS PROGRAM (also MEDICALLY FRAGILE - MWE) <ul style="list-style-type: none"> • BND (CUBS), BCE, HCE, MWE, PSE, RCE, SOE, TCE, TFE, WWE, MMS, NBMS, SBMS, SFMS, SWMS, WSC (AABLE) 	Leah Burris	1706
LIFE SKILLS PROGRAM (also MEDICALLY FRAGILE - WAIS) <ul style="list-style-type: none"> • BND (ESCE), EWE, FWE, HBE, HME, NHE, RGE, SBE, SSE, WVE, LMS, SOMS, WAIS 	Angie McMillan	1708
LIFE SKILLS PROGRAM <ul style="list-style-type: none"> • MHS, NHS, SHS, SWHS 	Courtney Jaynes	1707
OT/PT	Megan Cockrill	1714
RECORDS	Mary Pope / Blanca Perez / Erica Cortez- Gonzales	1734
SECTION 504	Kristin Murphy	1710
SLPs/ SPEECH SERVICES	Megan Cockrill	1714
STATEWIDE ASSESSMENT/ACCOMMODATIONS <ul style="list-style-type: none"> • STAAR Alternate 2 	Courtney Jaynes Angie McMillan	1707 1708
STRUCTURED BEHAVIOR SUPPORT (AB/PASS)	Angie McMillan	1708
TRANSITION	Courtney Jaynes	1707
TRANSPORTATION Special Needs Supervisor in Transportation Department	Christine Davis Debbie McPhail	1713 1079
VISUALLY IMPAIRED STUDENTS	Kim Fenney	1732
WORK-BASED LEARNING (18-21 YEAR OLD PROGRAM)	Courtney Jaynes	1707

Additional questions or concerns:

DIRECTOR OF SPECIAL EDUCATION	Joni Warren Joni.warren@springbranchisd.com	Phone: (713) 251-1702 Fax: (713) 251-9112
<ul style="list-style-type: none"> • Administrative Assistant 	Shennel Malone	(713) 251-1702
ASSISTANT DIRECTOR OF SPECIAL EDUCATION	Christine Davis Christine.Davis@springbranchisd.com	(713) 251-1713 (713) 251-

Please, feel free to visit our website for additional information.

Spring Branch ISD Special Education Department

Spring Branch ISD Special Education website can be accessed at:

<https://www.springbranchisd.com/about/departments/academic-performance/student-support-services/special-education>

Special Education Department

Special Education Programs by Campus
2020-2021

Programs subject to change – contact the Special Education Department for verification

Campus	Struct. Behavior Support	Life Skills	Med. Frag.	AIM	APPLE	CUBS	ESCE	TOPS	APT	Resource/ICS
Bear Blvd.							X			X
Bendwood						X	X			X
Lion Lane							X			X
Panda Path							X			X
Tiger Trail							X			X
Wildcat Way							X			X
Buffalo Creek		X			X					X
Bunker Hill				X						X
Cedar Brook	X									X
Edgewood		X			X					X
Frostwood		X								X
Hollibrook		X								X
Housman	X	X								X
Hunters Creek		X			X					X
Meadow Wood			X	X						X
Memorial Drive				X						X
Nottingham		X								X
Pine Shadows		X			X					X
Ridgecrest	X	X								X
Rummel Creek		X			X					X
Shadow Oaks		X			X					X
Sherwood	X									X
Spring Branch		X								X
Spring Shadows		X								X
Terrace		X			X					X
Thornwood										X
Treasure Forest		X			X					X
Valley Oaks				X						X
Westwood		X			X					X
Wilchester					X					X
Woodview		X								X
Landrum MS		X								X
Memorial MS		X		X						X
Northbrook MS	X	X			X					X
Spring Branch MS		X		X						X
Spring Forest MS		X		X						X
Spring Oaks MS	X	X								X
Spring Woods MS		X			X					X
Memorial HS		X		X	X					X
Northbrook HS		X								X
Spring Woods HS	X	X								X
Stratford HS		X		X	X					X
West Support Center								X	X	
WAIS										X
Cornerstone										X

PARENT RESOURCES

ADHD

- Attention Deficit Disorder <https://add.org>
- C.H.A.D.D. Children and Adults with Attention Deficit/Hyperactivity <https://chadd.org>

AGENCIES/TRANSITION

- Transition in Texas <https://www.transitionintexas.org/domain/9>
- Texas Workforce Commission <https://twc.texas.gov>
- Texas Health and Human Services Commission <https://hhs.texas.gov>

AUTISM

- Autism Society of America <http://www.autism-society.org>
- Autism Research Institute <https://www.autism.com>
- Texas Statewide Leadership for Autism Training <http://www.txautism.net>
- Autism Spectrum Disorder and Sleep <https://www.sleephelp.org/autism-asd>

DEAF/BLIND

- Center for Hearing and Speech <https://www.centerhearingandspeech.org>
- National Institute on Deafness and Other Communication Disorders <https://www.nidcd.nih.gov>
- National Consortium on Deaf-Blindness <https://nationaldb.org>
- Lighthouse International <https://www.lighthouseguild.org>
- Royal National Institute for the Blind (RNIB) <https://www.rnib.org.uk>
- American Foundation for the Blind <https://www.afb.org>
- National Federation of the Blind <https://nfb.org>

EDUCATIONAL/INFORMATIVE

- U.S. Department of Education <https://www.ed.gov>
- Texas Education Agency <https://tea.texas.gov/Home>
- Commissioner and State Board of Education <https://tea.texas.gov/sboe>
- Texas House Representatives <https://house.texas.gov>
- Texas Senate <https://senate.texas.gov>
- ERIC Clearinghouse on Disabilities and Gifted Education <https://www.cec.sped.org>
- National Information Center for Children and Youth with Disabilities <https://www.parentcenterhub.org>
- Understood <https://www.understood.org>
- HelpGuide <https://www.helpguide.org>
- Navigate Life Texas <https://www.navigatelifetexas.org/en>
- The Legal Framework <https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>

EMERGENCY PREPAREDNESS

- State of Texas Emergency Assistance Registry (STEAR) <https://tdem.texas.gov/stear/>
- Office of Emergency Management <https://www.houstonoem.org/>

INTELLECTUAL DISABILITY

- The ARC of Greater Houston <https://www.aogh.org>
- The Center Houston <https://thecenterhouston.org>
- Down's Syndrome Association of Houston <https://dsah.org>
- The Harris Center for Mental Health and IDD <http://www.theharriscenter.org>

LEARNING DISABILITY

- LD Online <http://www.ldonline.org/index.html>
- Learning Disabilities Association of America <https://ldaamerica.org>

SPEECH/COMMUNICATION

- Texas Speech-Language-Hearing Association <http://www.txsha.org>
- National Institute on Deafness and Other Communication Disorders <https://www.nidcd.nih.gov>
- American Speech-Language-Hearing Association <https://www.asha.org>

SCHOOL DISTRICT INFORMATION

- Spring Branch ISD <https://www.springbranchisd.com>
- Spring Branch ISD Special Education Department <https://www.springbranchisd.com/about/departments/academic-performance/student-support-services/special-education>

TEXAS MEDICAID WAIVER PROGRAMS

Texas Health and Human Services

- (HHS): <https://hhs.texas.gov/services/disability>
- Texas Medicaid Waivers/Programs:
- MDCP: <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/medically-dependent-children-program-mdcp>
- DBMD: <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/deaf-blind-multiple-disabilities-dbmd>
- CAS: <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/community-attendant-services-cas>
- CMPAS: <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/consumer-managed-personal-attendant-services-cmpas>