

Clear Creek ISD
Office of Special Services

Special Education Parent Handbook



Developed by

Department of Special Services

This handbook was created by the Office of Special Services and is for use by the families of students with disabilities. For further information or for answers to questions specific to this handbook, call (281)284-0750.

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Clear Creek Independent School District (CCISD) is an equal opportunity employer and provides educational programs and services which do not discriminate based on age, race, color, creed, religion, disability, gender, ethnic or national origin, or against any other legally protected group.

CCISD complies with all state and federal laws and regulations pertaining to the confidentiality of personally identifiable information contained in records of students with disabilities that are maintained by the school district.

ACKNOWLEDGEMENTS

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HANDBOOK PURPOSE

- To familiarize parents with their rights regarding Special Education and with the CCISD Special Education process
- To assist families in collecting, organizing and maintaining vital information about their child
- To help families connect with helpful local agencies and resources

INTRODUCTION

This handbook for parents was created by the CCISD Office of Special Services. While communication between parents and the district has always been encouraged, it is the district's desire to enhance this communication as well as foster greater confidence in public education.

It is our hope that you will use the handbook as a tool to assist you in finding information to support your child and your needs. The handbook provides general information about the special education process and more specific information regarding Clear Creek ISD programs and services. By accessing the resources in this handbook, you should be able to communicate more easily and effectively with the general and special education staff providing services to your child. In addition, the information provided should allow you to locate assistance within the school system or community when needed.

The special education staff of Clear Creek ISD encourages you to take advantage of this tool and use it to prepare yourself to be a knowledgeable advocate for your child.

Sincerely,

Dr. Michele Staley
Executive Director of Special Services

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Special Education Law

This section will help to explain The Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, 29 U.S.C.A. Section 794 (Section 504), Americans with Disabilities Act (ADA), and The Family Educational Rights and Privacy Act (FERPA).

Laws, Regulations and Rules

In order to become an equal partner in planning your child's educational program, you need to know about the laws, regulations and rules that affect special education for students with disabilities.

Federal Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) guarantees every eligible student a "free appropriate public education," often referred to as FAPE. The IDEA was most recently reauthorized by Congress in 2004. This manual incorporates changes to the law made in 2004 and the federal regulations that went into effect in October 2006. The regulations typically help to clarify or assist with implementation of the law. Though some provisions have changed, IDEA's basic requirements remain the same. The law says schools must:

- find and identify students who have a disability
- involve parents in decision-making
- evaluate (test) students in a nondiscriminatory way
- develop an individualized education plan (IEP) for each eligible student, that includes measurable annual goals, including academic and functional goals, designed to enable the child to be involved in and make progress in the general education curriculum
- provide specialized instruction, related services and supplementary aids and services based on peer-reviewed research to the extent practicable
- provide services in the least restrictive environment
- maintain education records/files, and
- provide processes for resolving parent complaints and grievances

ESSA

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#).
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

NCLB and Accountability

NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.

Parents, educators, and elected officials across the country recognized that a strong, updated law was necessary to expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy.

In 2012, the Obama administration began granting flexibility to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students. (ed.gov/ESSA)

Section 504

Under Section 504 (of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 794), no program or activity receiving federal money can discriminate against any qualified person with a disability. These regulations apply to all schools, including private schools, which receive or benefit from federal funds. Each school district is required to have a 504 officer. You can get more information on Section 504 from the following:

Civil Rights Office
Health and Human Services Commission
701 W. 51st Street, MC W206
Austin, Texas 78751
Phone: 1-888-388-6332 or 512-438-4313
Fax: 512-438-5885
HHSCivilRightsOffice@hpsc.state.tx.us

Houston
5425 Polk
MC 174-7
P.O. Box 16017
Houston, Texas 77222-6017
Phone: 713-767-2382
Fax: 713-767-2352

Some students who do not qualify for special education services under the IDEA may be eligible for services under Section 504. Section 504 requires that all students have an equal opportunity to participate in activities and services at school, including: school clubs, athletic programs, social activities, transportation, health and counseling services and vocational programs. If you think your child might be eligible for services under Sec. 504 rather than under the IDEA, ask to talk to your child's campus administrator.

For more information regarding CCISD Section 504 Programs, please contact Tanji Towels, Coordinator for 504 and Dyslexia Services at ttowels@ccisd.net, or call 281- 284-0750

Americans with Disabilities Act (ADA)

The ADA is a federal law that gives people with disabilities, including students, protections like those provided to people based on race, sex and national origin. All public schools must comply with the ADA. The ADA bans discrimination based on disability in the areas of public accommodations, state and local government services, employment, transportation and telecommunications. For more information, go to ada.gov

The Family Educational Rights and Privacy Act (FERPA)

FERPA, 20 U.S.C.A. § 1232(g), is the federal law which gives parents of students under age 18 the right to see, make copies of and correct their child's records.

The purpose of this part is to set out requirements for the protection of privacy of parents and students under section 444 of the General Education Provisions Act, as amended. (Authority: 20 U.S.C. 1232g)

Note to §99.2: 34 CFR 300.610 through 300.626 contain requirements regarding the confidentiality of information relating to children with disabilities who receive evaluations, services or other benefits under Part B of the Individuals with Disabilities Education Act (IDEA). 34 CFR 303.402 and 303.460 identify the confidentiality of information requirements regarding children and infants and toddlers with disabilities and their families who receive evaluations, services, or other benefits under Part C of IDEA. 34 CFR 300.610 through 300.627 contain the confidentiality of information requirements that apply to personally identifiable data, information, and records collected or maintained pursuant to Part B of the IDEA.

FERPA Office

U.S. Department of Education
Room 4074, Switzer Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202-6186

www.ed.gov

Confidentiality of Records

A student's records are private. School districts, with some exceptions, must get parental consent before showing the records to anyone not involved in the student's education. The school will have a list of the names and positions of school employees who can see your child's records without your consent. School districts may share records for transfer students with an appropriate request through TREX, or written request via fax, email or US Mail.

CCISD Special Education Process

This section will describe how your child's education will be managed, as well as the programs and services provided by Clear Creek ISD, and who the key players are on the decision-making team.

A Parent's Guide to the CCISD Special Education Process – Referral

In Texas, prior to referral for special education evaluation, State law requires that the child be considered for all support services available to all children. These services include tutorial, remedial and intervention services, but are not limited to these options. CCISD implements activities associated with Response to Intervention (RTI). RTI provides:

- high-quality instruction and tiered intervention strategies aligned with individual student needs;
- frequent monitoring of progress to make results-based academic or behavioral decision; and
- application of child response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

In an RTI process, it is anticipated that 80 percent of all children will be successful in Tier 1 high-quality general education instruction in the core curriculum.

Children who are at-risk are identified for Tier II targeted interventions through screening measures that indicate a child is having problems in academics or with behavior. When a child is identified as at-risk through screening measures, the campus-based student support team may collect additional information from the teachers, the parent, observations, disciplinary records, or other data.

The goal of Response to Intervention (RTI) process is to identify children who are at-risk and intervene early. The targeted interventions a child receives in Tier II are those that have been proven successful in similar cases.

The school will implement these interventions with fidelity over time. A child's progress will be regularly monitored in Tier II.

The targeted interventions will be continually adjusted based on progress monitoring until the child meets with success. Children who do not respond to these targeted interventions within a reasonable period as suggested by research are referred for Tier III interventions. Tier III interventions are more intensive and individualized than Tier II interventions.

PARENT REFERRAL TO SPECIAL EDUCATION

1. The parent must submit a written request to the principal, counselor or Special Education Team Leader of the student's campus to request evaluation for Special Education.
2. The district has 15 school days to respond to the request. Parents will be given a written response if the request is denied.
3. If evaluation is deemed necessary, the Assessment Staff will contact parent to explain the *Notice of Proposal for Evaluation*, and *Consent for Full and Individual Evaluation*. The parent will also be provided with a copy of the Procedural Safeguards.
4. Upon receipt of signed *Consent for Full and Individual Evaluation*, the evaluation will be conducted.
5. The evaluation must be completed within 45 school days and the ARD meeting will be held within 30 days after completion of the evaluation.

If you have questions about the referral process, please call the office of Special Education at 281-284-0750.

CCISD Special Education Programs and Services

For more details on the programs and services described in this section, refer to the contacts listed or call (281)284-0750.

1. **Mainstream** is an instructional arrangement for providing special education services in the general education setting which may include in-class support, accommodations and modifications.
2. **Speech Therapy** is an instructional arrangement for providing speech therapy services. **Resource** is an instructional arrangement for providing special education instruction and related services in a setting other than the general education classroom.
3. **Self-contained**, mild/moderate/severe, regular campus is an instructional arrangement for providing special education instruction and related services for 50 percent or more of the school day on a regular school campus.
4. **Homebound** is an instructional arrangement for providing special education instruction to eligible students with disabilities who are medically unable to attend school at the campus site.
5. **Non-public day school** is an instructional arrangement for providing special education instruction to students through a contractual arrangement with an approved non-public school for special education services.
6. **Vocational Adjustment Class** is an instructional arrangement for high school students providing special education, academic, or job-related instruction to students who are placed on a job with regular supervision by the Transition teacher.
7. **Residential** is an instructional arrangement for providing special education instruction to students with a contractual arrangement with an approved residential non-public school.

CCISD offers a variety of programs that provide services in a special education setting. Typically, students placed in these settings require a highly structured environment and intensive instruction in specific areas. If the ARD Committee makes the determination that a student may need this type of structure for parts of, or all of the school day, the committee will base that decision on current data. Programs available in CCISD include:

Adapted Physical Education (APE)

Adapted Physical Education is a diversified program suited to the capabilities, needs and interests of students with disabilities who may not safely or successfully engage in unrestricted physical education activities. Adapted PE specialists identify students through an evaluation process that focuses physical and motor fitness as well as fundamental motor skill and patterns. The service model may include consultation services within regular physical education to specialized physical education in small group settings with adapted physical education teachers. Students at the high school level are eligible for 1 credit of APE in lieu of general physical education if they meet the requirements for APE.

Alternative Academics (AA)

At both the elementary and the secondary level, these services are provided to students who require pre-requisite curriculum in a self-contained setting. This program provides opportunities that will enable students to responsibly function as independently as possible. This is designed for those students with significant intellectual disabilities which may or may not be accompanied by significant health needs. All decisions regarding placement and services are made on an individual basis by an ARD/IEP committee. Students must receive services in the least restrictive environment with an emphasis on access to the general education curriculum.

Assessment & Diagnostic Services

Assessment on each campus is conducted by qualified speech/language pathologists, educational diagnosticians, and licensed specialists in school psychology. Any student suspected of having a disability that will qualify them for special education services should be assessed. This group of professionals is responsible for the initial evaluation of students as well as the re-evaluation to determine continued eligibility of students for services.

Assistive Technology (AT)

Assistive Technology is considered for every special education student. Areas considered include access to the school environment, access to the curriculum, and the student's ability to progress on goals and objectives.

Extended School Year (ESY)

ESY is provided during the summer for students with disabilities when the need is determined through the ARD/IEP committee. Students who may need educational programming beyond the regular school year are those whose measured educational performance on IEP goals and objectives demonstrates a pattern of significant regression combined with excessive time for academic recuperation when an extended break in service occurs. It is the responsibility of the ARD committee on an annual basis to review data gathered and determine services needed during ESY.

Galveston Brazoria Cooperative for the Deaf and Hard of Hearing (GBCDHH)

The GBCDHH is a regional day school program for students from birth to age 22 who have auditory impairment. The Galveston-Brazoria Cooperative for the Deaf and Hard of Hearing (GBCDHH) is a cooperative of nine school districts: Alvin ISD, Clear Creek ISD, Dickinson ISD, Friendswood ISD, Galveston ISD, Hitchcock ISD, Pearland ISD, Santa Fe ISD, and Texas City ISD.

GBCDHH, in partnership with its member districts, provides a continuum of services for students with a variety of needs related to a student's hearing loss. All services are determined by the ARD Committee and based on the student's individual need. The following are examples of the different services offered:

Site-Based Services

This is a site-based program where students who need intensive instruction (especially in communication) and smaller class sizes that provide access to total communication attend a campus within Clear Creek ISD daily. GBCDHH site-based programs are currently offered in Clear Creek ISD at Gilmore Elementary, Creekside Intermediate, and Clear Springs High School.

Itinerant Services

Certified deaf education teachers provide direct services to students at the child's home campus. Teachers concentrate on the development of language, communication skills, and self-concept so that each child makes progress in their educational setting.

Indirect Services

Certified deaf-education teachers and/or audiological staff provide indirect services on behalf of hearing-impaired students that includes but is not limited to consultation with teachers/staff, instructional support and accommodations, assistive technology support, parent support, monitoring of IEP progress.

Parent/Infant Services

Services are provided to infants from birth to three years of age by certified deaf education teachers in cooperation with GBCDHH, Spindletop Center, and BACH ECI. Teachers focus on early and intensive auditory stimulation to facilitate growth of auditory, language, and speech skills along normal developmental lines.

Audiological Services

These include audiological testing, routine hearing aid maintenance, ear-mold impressions and fitting, provision of assistive listening devices, and failed hearing screening follow-ups.

For additional information on the provision of services to students with hearing impairments, please contact Megan Dickey, Director at 281-284-0350 or email mdickey@ccisd.net.

Homebound Services (HB)

Homebound services provide instruction to eligible students who have a medical condition that prevents them from attending school for at least four consecutive weeks. This condition must be documented by a physician licensed to practice in the U.S. Instruction may also be provided to chronically ill students who are expected to be confined for any period totaling at least four weeks throughout the school year.

The Admission, Review, and Dismissal (ARD) Committee or a 504 Committee will determine the length and frequency of the homebound services with consideration of the recommendations from the physician. A parent or other designated person (18 years or older) must be present in the home at the time of instruction.

Early Childhood Special Education (ECSE) (formerly PPCD)

The ECSE program provides classroom-based and support services to eligible 3, 4, and 5-year-old children. Services are provided on elementary campuses, and parent/professional collaboration is an integral part of the Early Childhood Special Education Program. For more information on this program please contact Christy Lawrence, Assistant Director for Early Learning at clawrence@ccisd.net or call 281-284-0750.

Positive Approach to Student Success (PASS)

The PASS program provides educational services within general education settings to students who have difficulty managing their behaviors. The focus of the PASS program is to teach social skills that replace inappropriate behaviors and motivate students to implement positive social skills while learning in the general education classroom. Collaboration between the general education teachers, PASS staff and administration is an integral part of a successful PASS program.

Related Services

Services deemed necessary by the ARD committee that enable students to benefit from their special education programs. These include, but are not limited to the following:

- Adaptive equipment
- Counseling/Psychological Services
- Occupational therapy
- Music Therapy
- Physical therapy
- Orientation and mobility training
- Special transportation

For more information regarding services, please contact Dr. Pam Moore- Ellis at pmoore1@ccisd.net or call 281-284-0750.

Resource/Inclusion Services

At both the elementary and secondary levels, services are provided to students in a variety of settings: mainstream, resource, content mastery, and a model of inclusion. This model of inclusion includes in-class support, team teaching, or a combination of best practices which apply to the specific classroom based on individual student needs.

Social Development (SD)

Social Development services are designed to meet the needs of students with significant emotional and behavioral disabilities. A consistent and highly structured environment is necessary to provide an adequate framework for this service design. The focus of the program is to address the student's school behavior by teaching pro-social, behavioral and academic skills the student has not previously mastered.

Speech Language Pathology Services

Speech-language pathologists (SLPs) evaluate, diagnose, and provide treatment services to individuals who have deficits in the ability to communicate. Communication disorders include deficits in areas of language, speech and pragmatics. Services are provided in both general and special education settings. For more information regarding services, please contact Denise Cummins (dcummins@ccisd.net) or call 281-284-0750.

Structured Learning Lab (SLL)

At both the elementary and the secondary level, these services are provided to students who may need a highly structured educational class, with a focus on social skills. Structured Learning Labs are intensive educational program for students with Autism Spectrum Disorders and other developmental disorders that require highly structured and individualized intervention for the development of functional communication skills and socially appropriate behaviors. CCISD offers three different programs under the umbrella of SLL.

Structured Learning Lab SLL- Adaptive Behavior (AB)

The purpose of SLL-AB is to provide an intensive educational program for students in Kindergarten-8th grade in need of a highly structured environment focusing on social communication, social and behavioral instruction, and socially appropriate behaviors.

Structured Learning Lab (SLL) - Learning to Learn (L to L)

The purpose of SLL-L to L is to provide a highly structured, predictable environment for early elementary students with disabilities who require a more restrictive setting to meet their specific communication, social and behavioral needs. Students in SLL- L to L typically require intensive instruction to increase functional communication and social skills while working to address problematic behaviors interfering in the learning of the student and/or others.

Structured Learning Lab SLL - Social Communication (SC)

The purpose of SLL-SC is to provide specific social skills instruction in areas such as turn taking, social initiation, etc. Students in this setting require explicit social skills training and practice to meet significant deficits in communication, social, behavioral, and interaction excesses and/or deficits.

Transportation

The safe and comfortable transportation of the district's special education students who ride to school and job sites in buses is a priority of the Clear Creek ISD Transportation Department. In addition to daily routes, the department provides transportation for field trips, special events, and vocational services such as the VAC Work Program, during school hours. Parents are to notify the transportation office if their child is going to be absent and when transportation is to resume. <https://ccisd.net/departments/transportation>
281-284-0600

Vision Services (VI)

Vision services addresses the diagnosis and evaluation of students with visual impairments, educational programs for students with visual impairments, and the provision of educational services to students with visual impairments in their home communities whenever possible. CCISD also works with the **Texas School for the Blind and Visually Impaired (TSBVI)**

18+ Services

CCISD offers a campus-based 18+ service model and a community-based model. While both service models are results driven, the community-based model reflects best practices and is the true research-based model. Most students beginning 18+ services in the campus-based model will typically be referred to the community-based model when, in collaboration with the student and family. Following is a description of the campus-based and community-based models:

Helping Each Adult Reach Transition Services (HEARTS)

HEARTS is provided for any adult student who has completed state credits and assessment but did not meet graduation criteria for employment, employability skills, or agency connection. HEARTS is a non-traditional service model where students receive transition services both on campus and in the community. Students do not follow the bell schedule at their campus nor do they attend elective or other courses for required credit. The goal is to move services from the campus into the community. Students receive instruction directly in the community-based environment where they will be using their skills as an adult upon completion of high school.

Adult Community Education Services (ACES)

ACES represents the best practice, research based model for 18+ services. The focus of ACES is on instruction completely in the community as directed by the student's adult schedule, post-secondary goals, sustainability, and transition based IEP goals.

Admission, Review and Dismissal (ARD) and Individualized Education Plan (IEP)

An ARD meeting is conducted to develop an individualized education plan for a student receiving special education services. In order to prepare for and positively impact your child's ARD meeting, read the ideas, suggestions and checklists on the following pages.

What Can You Do Before an ARD/IEP Meeting?

- Review your notice of ARD to see what will be discussed and who will be present.
- Request the ARD be rescheduled for a mutually agreed upon time if you are unable to attend the meeting when it is scheduled. In the event you are not able to attend during school hours, you can arrange to participate in the ARD by a phone conference.
- Ask the school to invite any representatives of outside agencies when applicable who you would like in attendance (i.e. DARS or MHMR). (Parents must provide written consent for an agency)
- Ask the school for information you do not have such as:
 - Latest evaluation and any new testing the school has done
 - Progress notes (always attempt to talk with the teachers and others about your child's progress)
 - Student Code of Conduct and
 - Drafts of the IEP Goals and Objectives
- Create a list your child's talents and strengths and any concerns you may have.
- Review draft IEP's sent home prior to the ARD meeting and bring any changes that you may be suggesting.
- Decide who you will bring to the ARD meeting and notify the school's special education department.
- Decide if you want to meet with the teacher(s), diagnosticians, or related service providers before the ARD meeting to discuss any questions or concerns you may have.

What is an IEP?

The Individualized Education Program (IEP) is a written plan, designed just for your student. It is an agreement between the school and parents on how the student will be educated. Although the IEP is not as detailed as a teacher's lesson plan, it must contain measurable annual goals in each area of disability related need. The IEP states what special education and related services and supplemental aids and services the school will provide, and when and where those services will be provided. The IEP must consider and address the academic, developmental, and functional needs of the student. Services must be based on peer-reviewed research to the extent practicable.

All decisions in your child's IEP must be individualized; that is why it is called an Individualized Education Program. "Individualized" means that the plan is made especially for your student and is tailored to meet his/her needs. Your child's special education needs are likely to be different from those of another student, even one with the same disability. The student's IEP should reflect those differences and not be the same as that of any other student. IDEA requires a student to have an IEP before he/she receives special education and related services.

If a student receiving special education services transfers from one Texas school district to another or from another state, CCISD will provide special education services comparable to those described in the IEP.

What Can You Expect at an ARD/IEP Meeting?

The following ideas and suggestions will assist you in planning for and participating in the ARD/IEP process.

- Introductions and Opening Remarks
- Remember you are a member of the ARD/IEP committee. Make sure you know everyone at the meeting and why they are there. Introduce any friend, relative or advocate that you bring.
- A review of your child's progress made on previous IEP objectives

- Data on current educational performance and how the disability affects the child's participation and progress in the general education curriculum (TEKS)
- When reviewing Present Levels of Academic Achievement and Performance (PLAAPF) share your ideas about your child's progress, share any reports you have from outside therapists, tutors consultants or doctors. In addition, make sure you understand whether your child has made progress and ask questions if something is not clear.
- Measurable annual IEP goals and objectives and short-term benchmarks
- When discussing IEP goals, share notes you have made about TEKS and other items you think your child should learn, talk about what you want for your child when they leave school and develop goals and objectives that will lead to the outcomes you and your child want for post-secondary years. In addition, as you review the draft goals and objectives/benchmarks, remember that the IEP must be designed to meet your child's needs and that you and the school staff make up the ARD committee. The ARD committee's job is to revise, add or delete goals and objectives/benchmarks until the IEP reflects the most important goals your child should achieve in the coming school year.
- Sources for measuring progress towards achievement of goals and objectives
- Method for reporting that progress to the parent/guardian
- Which special and related services will be provided?
- Make sure related services, supports or modifications needed to implement the IEP goals are discussed before the placement is decided. Review all assessment reports to see which related services are being considered for your child.
- Positive behavior strategies or a behavior intervention plan, if necessary
- Any accommodations to the curriculum your child needs
- Supplementary aids or services your child needs to participate in regular education classes and/or activities
- Date when services will begin
- Specifics about each instructional and related service, including initial date, minutes per session, frequency of sessions, location and personnel

titles rather than individual's name, (for example, "Special education teacher", "physical therapist")

- Amount of time each day your child will be with general education students (including non-academic activities)
- Any accommodations needed to participate in the state assessments
- Transition Plan for students age 14 or over, or as recommended by the ARD committee
- Signatures of the ARD committee members and statements of your agreement or disagreement with any part of the ARD

Reaching Mutual Agreement

When the committee has completed the review of the IEP and the recommended placement, accommodations and/or modifications, all members of the ARD committee (including the parent/guardian and student) will sign the signature page of the ARD documentation.

If a disagreement occurs regarding any element of the IEP meeting, the parent will be provided an opportunity to state their disagreement in writing, and the school will offer a recess of no more than ten school days. All present at the meeting must agree on a time, date, and place for the next meeting. During that recess, related information will be gathered, new options explored, and other potential ARD committee members may be enlisted.

If an agreement within the ARD committee is unable to be reached after the disagreement, the parent will be provided with a notice of decision and a copy of the Procedural Safeguards.

Special Education Parent Resource Center

Clear Creek ISD Special Services provides a resource center for parents of students who receive special education services. In order to access the PRC and receive supports, you must have a child currently enrolled in CCISD. The Special Education Parent Resource Center (PRC) is in the Learner Support Center (LSC), located at 2903 Falcon Pass, Room #1038, Houston, Texas 77062. The Parent Resource Center Specialist, Paula Marshall can be reached at (281) 284-0751 or by emailing pmarshall@ccisd.net. Please see the Parent Resource Center calendar for workshop listings. The PRC page is located in the Special Services tab of the district website.

Services provided by the PRC are:

- IEP review workshops
- Modifications and accommodations workshops
- Assistive technology workshops
- Visual schedule workshops
- Visuals/materials for home use
- STAAR workshops
- Introduction to Special Education workshops
- Community Based Provider location assistance
- Training/meeting location for community-based services
- Transition Workshops
- Any other workshops the District deems necessary for the mission of the CCISD Special Services Department

Terms to Know

This section is a glossary of acronyms used in the field of special education services. At times educators use language that is ambiguous for parents. Terms will appear difficult and confusing when used in their acronym format. This section is included to assist anyone who is unfamiliar with special education services terminology. Some acronyms are specific to CCISD.

As a member of your child’s ARD committee, you are a full partner in your child’s education; therefore, you should always feel free to ask for clarification of terms which you do not know.

Acronym List

| Acronym | Definition |
|---------|--|
| 504 | §504 (Section 504) of the Rehabilitation Act of 1973 |
| ADA | Americans with Disabilities Act |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactive Disorder |
| AEP | Alternative Education Placement |
| APE | Adapted Physical Education |
| ARD | Admission, Review, and Dismissal |
| AT | Assistive Technology |
| ATST | Assistive Technology Support Team |
| AU | Autism |
| BIP | Behavior Intervention Plan |
| CBI | Community Based Instruction |
| CBVI | Community Based Vocational Instruction |
| DHH | Deaf and Hard of Hearing |
| DNQ | Does not qualify – the student does not meet the requirements for inclusion in a program |
| ECI | Early Childhood Intervention |
| ECSE | Early Childhood Special Education |
| ED | Emotionally Disturbed |
| ESSA | Every Student Succeeds Act |
| FAPE | Free Appropriate Public Education |

| | |
|--------|---|
| FBA | Functional Behavior Assessment |
| FERPA | Family Educational Rights and Privacy Act |
| FIE | Full and Individual Evaluation (replaces CIA) |
| GBCDHH | Galveston Brazoria Cooperative for the Deaf and Hard of Hearing |
| ID | Intellectual Disability |
| IDEA | Individuals with Disabilities Education Act |
| IEE | Independent Educational Evaluation |
| IEP | Individualized Education Program |
| LRE | Least Restrictive Environment |
| LSC | Learner Support Center (CCISD) |
| LSSP | Licensed Specialist in School Psychology |

| | |
|--------------|--|
| MD | Multiple Disabilities |
| MDR | Manifestation Determination Review |
| MHMRA | Mental Health Mental Retardation Authority |
| NCEC | Non-Categorical Early Childhood |
| OHI | Other Health Impairment |
| OI | Orthopedic Impairment |
| O&M | Orientation and Mobility |
| OSEP | Office of Special Education Programs |
| OT | Occupational Therapist; Occupational Therapy |
| PDD; PDD-NOS | Pervasive Developmental Disorder; Pervasive Developmental Disorder Not Otherwise Specified |
| PLAAFP | Present Level of Academic Achievement and Functional Performance |
| PRC | Parent Resource Center |
| SI | Speech Impaired |
| SLL | Structured Learning Lab |
| SLD | Specific Learning Disability |
| SLP | Speech and Language Program or Speech Language Pathologist |
| TSBVI | Texas School for the Blind and Visually Impaired |

Resources

This section provides addresses, phone numbers, and email addresses for state agencies, local service providers, and other sources of information and assistance for parents.

Colleges and universities may offer specific scholarships for students with disabilities. Contact the financial aid office at each institution to which you are applying. In addition, students and counselors may wish to consult <https://www.applytexas.org> for more information on colleges and the application process.

SERVICE RESOURCES

Shriners Children's Texas

Pediatric Specialty Care
Burns and Orthopedic conditions
815 Market Street
Galveston, Texas 77550
409-770-6600

UTMB Health/Children's Memorial Hermann

Clear Lake Campus
200 Blossom Street
Webster, Texas
832-632-6500
<https://www.utmbhealth.com/locations/hospitals-campuses/clear-lake-campus/hospital>

The Harris Center (formerly MHMRA):

The Harris Center for Mental Health and IDD
9401 Southwest Freeway, 4th Floor
Houston, Texas 77074
www.Theharriscenter.org
Access Center 713-970-7070- Option 2 for Eligibility

- a) Early Childhood Intervention (ECI) 713-970-4800
- b) 24-hour Emergency Crisis 866-970-4770
- c) IDD and all other services 713-970-7000

A child or adolescent between 3 and 17 currently residing in the county with a diagnosis of mental illness exhibiting serious emotional, behavioral, or mental disorders who:

- has serious functional impairment at home, school, or in the community,
- is at risk of losing current living situation of choice,
- is enrolled in a school system's special education program because of serious emotional disturbance or,
- has experienced multiple hospitalizations or is at imminent risk for hospitalization.

MHMR of Galveston/Brazoria Counties- Must be a resident of one of these counties

24 Hour Crisis 1-866-729-3848

Intake and Assessment 1-877-226-8780

Mental Health Services-Angleton Location

2352 East Mulberry

Angleton, Texas 77515

1-877-226-8780

FAX: 281-585-7474

Mental Health Services-Texas City Location

3201 FM 2004

Texas City, Texas 77591

1-877-226-8780

FAX: 409-986-6500

Intellectual and Developmental Disabilities

IDD Intake

Call 1-888-839-3229 and ask for "IDD Intake"

The ARC of the Gulf Coast

Melisa McNeil- Executive Director

281-245-3918

Web address: <https://arcgulfcoast.org/>

The ARC of Greater Houston

The Arc of Greater Houston,

9401 Southwest Freeway,

12th floor, Houston, TX 77074

*located in The Harris Center for Mental Health and

IDD building. 713-957-1600

<https://www.aogh.org/>

Texas Work Force

League City Office
12148 B GULF FREEWAY
HOUSTON, TX 77034
(713) 576-2580
www.twc.texas.gov

Houston Chapter of Families for Effective Autism Treatment (FEAT)

<http://www.feathouston.org>
(281) 361-3328
feathouston@gmail.com

Mikey's Guide is a parent published guidebook for summer camps and activities which are specifically designed to accommodate children with disabilities. The creators encourage you to visit the website to exchange information and ideas with other families raising children and young adults with disabilities. www.mikeysplace.net

SpedTex

The Special Education Information Center (SPEDTex) works collaboratively with stakeholders to provide resources and facilitate collaboration that supports the development and delivery of services to children with disabilities in our State.

1-855-773-3839

www.spedtex.org

inquire@spedtex.org

Texas Project First is a project of the Texas Education Agency and Family to Family and are committed to providing accurate and consistent information to parents & families of students with disabilities.

<http://www.texasprojectfirst.org>

National Alliance on Mental Illness (NAMI)

NAMI Gulf Coast supports and educates families and professionals about mental illness and is an advocate for services for people with brain disorders. They do not provide medical services but do offer support groups and programs. Serving Galveston and Brazoria Counties

2206 N. Gordon Street

Alvin, Tx 77512

281-585-3100

namig@namigulfcoast.org

Texas Lions Camp

Texas Lions Camp is a residential camping facility for children with physical disabilities, type 1 diabetes and cancer. The Camp is located on over 500 acres in the beautiful Texas Hill Country, and is designed to introduce the "Can Do" philosophy to children dealing with special medical conditions. Children with special needs from all over the State of Texas are invited to attend one of 9 weeks, which we hope will become one of their life-long childhood memories. A week designed for fun, exploration and challenge. The primary purpose of the Camp is to provide, without charge, a camp for physically disabled, hearing/vision impaired, and diabetic children from the State of Texas, regardless of race, religion, or national origin. Our goal is to provide an atmosphere wherein campers will learn the "Can Do" philosophy and be allowed to achieve maximum personal growth and self-esteem.

PO Box 290247
Kerrville Tx 78029
830-896-8500 Office
www.lionscamp.com

Community Health Network

Mobile Medical Clinic Coordinator- Max Garcia
1111 W. Adoue St.
Alvin, Texas 77511
832-707-1653
mgarcia@sfachc.org

The Alliance Bay Area

2903 Falcon Pass
Houston, Texas 77062
281-284-0370
<https://thealliancebayarea.org/the-alliance-clear-creek>

Krist Samaritan Center

Non-Profit Counseling Center
16441 Space Center Blvd., Suite C-100
Houston, Texas 77058
281-480-7554
<https://samaritanhouston.org/>

POST SECONDARY RESOURCES

The ARC of the Gulf Coast

610 E. Clemons Room 44
(Alvin ISD Administration Annex)
Alvin, TX 77511
281-245-3918
Web address: <https://arcgulfc coast.org/>

The ARC of Greater Houston

The Arc of Greater Houston,
9401 Southwest Freeway,
12th floor, Houston, TX 77074
*located in The Harris Center for Mental Health and
IDD building. 713-957-1600
<https://www.aogh.org/>

Texas Work Force

League City Office
12148 B GULF FREEWAY
HOUSTON, TX 77034
(713) 576-2580
www.twc.texas.gov

Navigate Life Texas

www.navigatelifetexas.org

Resources & Support for Families of Kids with Disabilities & Special Health Care Needs
Transitional Education Programs

Here in Texas, a few colleges and universities work with students with intellectual disabilities and help them keep going with their studies or get job training. These may be a great choice for students who need a bit more time and support with transition.

These programs include:

Austin Community College in Austin – [Skills, Training and Education for Personal Success \(STEPS\)](#).

West Texas A&M University in Canyon –

<https://www.wtamu.edu/academics/extended-studies/eod-where-the-learning-continues.html>

Lone Star College in Cypress – <http://www.lonestar.edu/lifepath.htm>
lifePATH®

Selective Admissions:

Students are selected as part of a cohort. Each cohort remains together for all classes during the first two years. During years three and four, students can continue to take lifePATH™ core classes as a cohort or enroll in general education credit courses.

| Admissions Interview Criteria | |
|--|-------------|
| Full Scale IQ: | 70 or Above |
| Reading Comprehension Grade Level Equivalency: | 4th Grade |
| Writing Grade Level Equivalency: | 3rd Grade |
| Math Grade Level Equivalency: | 3rd Grade |

Houston Community College in Houston –
<https://www.hccs.edu/continuing-education/departments/hcc-vast-academy/>

Student Requirements

- Must be between the ages of 18-25
- Must be able to function independently in a classroom setting and follow College Code of Student Conduct
- Must have at least a 2nd grade reading level
- Must have 4th grade reading level for Office Skills program
- Minimum 5th grade reading level for Pre-College program

Texas A& M Aggie Achieve
<https://aggieachieve.tamu.edu/>

ADULT INDEPENDENT LIVING FACILITIES

In 2016, Independent Living services were outsourced to centers for independent living (CIL) across the state. They are nonresidential, private, non-profit organizations that help people with disabilities achieve their independent living goals.

<https://www.hhs.texas.gov/services/disability/independent-living-services>

Mounting Horizons Center for Independent Living

4700 Broadway Ave.

Suite E100

Galveston, TX 77551

www.mhcil.org

Phone: 409-356-4809

Email: info@mhcil.org

Counties served: Galveston

Brazoria Center for Independent Living

1104 D E. Mulberry St.

Angleton, TX 77515

www.hcil.cc/

Phone: 979-849-7060 V/TTY

Toll free: 1-888-872-7957

Email: houstoncil@yahoo.com

Counties served: Austin, Brazoria, Chambers, Colorado, Fort Bend, Harris, Liberty, Matagorda, Montgomery, Waller and Wharton

Private Residential Facilities

Cornerstone Ranch

<https://www.cornerstone-ranch.com/>

469-424-1887

3933 CR 317

McKinney, Texas 75069

Hope Village

<http://www.hope-village.com/>

1503 Hope Village Road

Friendswood, Texas 77546

281-482-7926

Independence Village

<https://www.ivillagetexas.org/>

905 Hwy 3 North

Texas City, Texas 77591

409-935-4335

29 Acres

3000 Moseley Road

Cross Roads, Texas 76227

214-550-8831

Located between Denton and Frisco

Offers summer adult transition programs as well as residential programs

www.29acres.org