



Spring Branch Independent School District

<https://www.springbranchisd.com>

Special Education Parent Guide 2022-2023

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
DeaAnne Baker, 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 one of the disability categories identified by the Individuals with Disabilities Education Act (identified on page 2) 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 under the special education process in Spring Branch ISD. As a parent, you play a unique role: you are the person on your child's team who can provide history and other types of specific 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,

DeaAnne Baker, SBISD Director of Special Education

INTRODUCTION

This information guide was prepared for 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 713-251-1700.

WHAT IS SPECIAL EDUCATION?

Special Education is defined by Federal (Individuals with Disabilities Act, I.D.E.A.) and State Law (Texas Education Code) as specially designed instruction, provided 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 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 referral 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. Parent consent for evaluation will be obtained.
- 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:

- local agency (school) representative
- parent(s) or guardian(s)
- evaluation personnel
- teacher(s)
- student (if age appropriate)

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 a student is eligible for special education and develop 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 goals. 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 assessments. 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?

There may be times when you disagree with the actions taken by the school related to your child's special education and related services. If the ARD Committee ends in non-consensus, the parent will be offered an opportunity to recess and reconvene the ARD Committee meeting. During this recess period, members of the ARD Committee should consider alternatives, gather additional data, prepare further documentation and/or obtain additional resource persons who may assist the ARD Committee to come to agreement. Please ask your campus for a copy of the Notice of Procedural Safeguards for additional information for resolving disagreements.

SBISD SPECIAL EDUCATION SERVICES

The Special Education Department offers a range of services and placement options to meet students' individual needs. The following service types 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 specially designed instruction to access and progress 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 targeted 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. The supports range from monitoring supports in the mainstream setting to highly structured self-contained classrooms. The purpose of these supports is 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.

- **Life Skills Class**

Life Skills classes are designed for students who exhibit disability conditions significantly impacting cognitive and adaptive functioning and who require a curriculum targeting skills prerequisite to the general curriculum. 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 a curriculum targeting skills prerequisite to the general curriculum. 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 bound to their home for medical reasons and 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.

- **High School Work Based Learning – On Campus-General Employability Skills**

This course is designed to guide students in 10th or 11th grade in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation.

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

This course provides opportunities for students in 11th or 12th grade to participate in a learning experience that combines classroom instruction with unpaid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. This course is designed to give students supervised practical application of previously studied knowledge and skills.

- **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 who have met the credit requirements for graduation but have not yet met the additional requirement needed for a student who participates in a modified curriculum. 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 classroom provided as a part of the continuum of services offered to support transition for students with significant disabilities between the ages of 18 and 21 who have met the credit requirements for graduation but have not yet met the additional requirement needed for a student who participates in a modified curriculum. The focus of the program is to intensify efforts and provide a supportive environment in developing community based and independent or supported living skills, self-advocacy and self-determination skills, and providing assistance to families in making connections with agencies who will support the student after high school.

SBISD SPECIAL EDUCATION CURRICULUM RESOURCES

The Special Education Program of Spring Branch ISD is dedicated to providing an 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.

Inclusion and Resource Services

The goal of inclusion and resource support services is to provide specially designed instruction that will enable students to benefit from instruction in the general education classroom. Research has shown that when students are removed from the general education classroom, they are at risk of falling further behind their peers. With this in mind, the recommendation is that support services are provided within the general education classroom to the maximum extent appropriate to meet the student's needs.

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 in accordance with the student's IEP. In class support is designed to provide students access to the general education curriculum with necessary supports in place that may include small group instruction, positive behavior supports, visuals, task analysis, content and language supports, and supplemental aids.
- **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 resources to provide Specially Designed Instruction in the Resource setting include:

- **Orton-Gillingham Based Dyslexia Intervention**- students receive instruction on the same curriculum used for students receiving dyslexia services in the general education setting, but it is delivered with adaptations specific to the needs of the student's disability, in elementary and middle school.

- **Esperanza-** students receive systematic, sequential, and explicit instruction on a curriculum designed to improve literacy skills for Spanish speaking and bilingual students identified with dyslexia, who need adaptations related to their specific disabilities.
- **Do The Math Intervention-** students receive instruction to build numerical reasoning, fluency, and problem-solving skills.
- **Pirate Math-** students receive explicit instruction on reading, interpreting, setting up, and solving word problems with a focus on schemas in the elementary grades.
- **Ascend Math-** students receive individualized instruction within a program that identifies gaps and prescribes targeted instruction to motivate students to succeed in 5th through 8th grade.
- **Up the Ladder for Writing-** students receive opportunities to engage in repeated successful writing practice and to increase their progression of writing skills in the middle school grades.
- **MindPlay Virtual Reading Coach-** students receive individualized reading instruction within a program that is based on the Orton Gillingham structured literacy approach at the high school level.
- **Elements of Basic Algebra and Geometry-** students receive essential grade level content in an easy-to-read format and with real world examples for high school students.

MAP Test

The MAP Test is a computer-based assessment administered to SBISD students 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.

Life Skills and APPLE Services

Unique Learning

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

Attainment Reading

The Attainment Reading programs are for students with significant developmental disabilities, autism, or who use a variety of communication methods. The program supports students with developing the foundations of literacy (conventions of print, phonemic awareness, letter-sound correspondence, and sight word vocabulary). This researched-based program is based upon the principles of systematic and direct instruction and is aligned to state standards.

INSTRUCTIONAL AND RELATED SERVICES

Instructional and Related Services are services that school districts are required to provide under the I.D.E.A. 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), Deaf or Hard of Hearing Services (DHH), Visually Impaired Services (VI)

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

AGENCIES/WAIVER PROGRAMS

Medical Waiver Programs help to ensure that people with intellectual or other complex disabilities receive the services and support 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 care, 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 support 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 SERVICES

Transition Services refers to the process of planning post-secondary life activities for a student with a disability and providing services to prepare them for life after graduation. 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 out the Texas Transition website below to identify what to start working on as early as elementary. Contact your student's campus if you have questions.**

Transition in Texas: <https://www.texastransition.org>

SPECIAL EDUCATION PARENT SUPPORT SERVICES

The Special Education Department values partnership with parents to foster the very best outcomes for students. The following outreach and support strategies will be used to foster parent engagement:

- Quarterly newsletters: Each newsletter will include requests for feedback from families about the kinds of training, support or resources the family is interested in receiving.
- Parent Training Session: parents of students with special education services will be offered parent training sessions on various topics, including how to generalize skills taught at school to the home, visual supports for the home, and curriculum updates. These trainings are offered at a minimum of 1 time per semester.
- In-Home Training: as determined by students' Individual Education Plan
- Community Resource Fair: A yearly event provided to help parents interact with agencies who can provide support services after high school, including assistance paying for college, college support services, job placement and coaching, day habilitation services, and more.

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 transfer ARD (sometimes referred to as a “temporary” ARD) meeting to provide commensurate services outlined in the previous ARD. 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 pages 5-7 of this handbook. On page 14 is a list of schools and the programs that are housed at each campus. The list is subject to change from year to year as adjustments are made based on campus space. 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, services will be provided 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 transfer or “temporary” ARD will be held for your child to receive services commensurate with the services in the previous school. 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 the evaluation from your previous district/state meets the Texas Education Agency guidelines. If it does not, we will request your consent 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
ARD	Admission, Review and Dismissal
AHF	Adaptive Health Fitness
AU	Autism
BIP	Behavior Intervention Plan
CBI	Community Based Instruction
DHH	Deaf or Hard of Hearing
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
LEP	Limited English Proficiency
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
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 <ul style="list-style-type: none"> • Elementary Campuses • Secondary Campuses 	Lindsey Schell Leah Burris	1708 1706
APPLE/CUBS PROGRAM		

<ul style="list-style-type: none"> • Elementary • Secondary 	Kristin Murphy Leah Burris	1710 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 8478
EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)	Leah Burris	1706
HOMEBOUND	Kim Fenney	1732
INSTRUCTION / TEACHER DEVELOPMENT K-12	Courtney Jaynes	1707
LIFE SKILLS PROGRAM (also MEDICALLY FRAGILE – MWE, WAIS) <ul style="list-style-type: none"> • Elementary Campuses • Secondary Campuses 	Kristin Murphy Leah Burris	1710 1706
OT/PT	Megan Cockrill	1714
RECORDS	Mary Pope / Blanca Perez / Erica Cortez- Gonzales	1734
SECTION 504 (not within the Special Education Department)	Veronica Tristan	8459
SLPs/ SPEECH SERVICES	Megan Cockrill	1714
STATEWIDE ASSESSMENT/ACCOMMODATIONS <ul style="list-style-type: none"> • STAAR Alternate 2 	Courtney Jaynes/ Lindsey Schell Kristin Murphy	1707/1708 1710
STRUCTURED BEHAVIOR SUPPORTS (SBS)	Kristin Murphy	1710
TRANSITION-WBL-Gen Employment Skills/TOPS APT Programs	Courtney Jaynes Leah Burris	1707 1706
TRANSPORTATION Special Needs Supervisor in Transportation Department	Liz Williams Debbie Durham	1713 1079
VISUALLY IMPAIRED SERVICES	Kim Fenney	1732

Additional questions or concerns:

DIRECTOR OF SPECIAL EDUCATION	DeaAnne Baker dea.baker@springbranchisd.com	Phone: (713) 251-1702 Fax: (713) 251-9112
<ul style="list-style-type: none"> • Administrative Assistant 	Jennica Vasquez	(713) 251-1702
ASSISTANT DIRECTOR OF SPECIAL EDUCATION	Elizabeth Williams elizabeth.williams@springbranchisd.com	(713) 251-1713

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

Spring Branch ISD Special Education website can be accessed at:

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

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.texastransition.org>
- 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>

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>

DYSLEXIA

- Dyslexia Handbook [texas-dyslexia-handbook-2021.pdf](#)
- Dyslexia Handbook Parent Summary English [The Dyslexia Handbook 2021 Update: Important Changes for Families to Understand](#)
- Dyslexia Handbook Parent Summary Spanish [Actualización del manual de dislexia 2021: Cambios importantes que las familias deben entender](#)
- Talking Books https://www.tsl.texas.gov/tbp/reading_disabilities

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/>
- Learning Disabilities Association of America <https://ldaamerica.org>

MENTAL HEALTH

- National Alliance on Mental Illness (NAMI) www.namigreaterhouston.org
- Harris Center Crisis Line (24-Hour Crisis Support) 713-970-7000, option 1
- National Suicide Prevention Lifeline - Dial 988 for 24/7 service that will connect you with a trained crisis counselor

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>
- Medically Dependent Children Program (MDCP): <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/medically-dependent-children-program-mdcp>
- Deaf Blind with Multiple Disabilities (DBMD): <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/deaf-blind-multiple-disabilities-dbmd>
- Community Attendant Services (CAS): <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/community-attendant-services-cas>
- Consumer Managed Personal Attendance Services (CMPAS): <https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/consumer-managed-personal-attendant-services-cmpas>