



Spring Branch Independent School District

<https://www.springbranchisd.com>

Special Education Parent Guide 2024-2025

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 ages 3 through 21, must meet eligibility requirements as a student with one of the disability categories identified by the Individuals with Disabilities Education Act, 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 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, 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 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. 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-blind
- Deaf/Hard of Hearing
- Emotional Disability
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability (including Dyslexia)
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)
- Non-Categorical Early Childhood / Developmental Delay

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
- evaluation personnel
- teacher(s)
- student (if age appropriate)
- others, as needed

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 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 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 recess of up to 10 days 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. It 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/Basic**

Resource/Basic 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 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. (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 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. Students who participate in Life Skills access grade level TEKS through an alternate curriculum, using the Unique Learning System and the Attainment Reading Program. Both research-based programs are designed to support the unique needs of learners with cognitive disabilities through systematic and direct instruction.

- **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 confined to their homes and determined by their physician to be 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 with 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 who have met the course and state assessment requirements for graduation. 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 who have met the course and state assessment requirements for graduation. 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.

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.

Instructional Services – Speech Therapy, Adapted Health Fitness, Special Education Counseling, Assistive Technology (AT), Deaf/Hard of Hearing Program (DHH), Visually Impaired Program (VI)

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

AGENCIES/WAIVER PROGRAMS

Medicaid 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. Texas has 7 Waiver Programs, and each agency has its own interest list, which many families call “waiting lists.” Consider adding your child to all the interest lists based on their identified diagnosis and current needs. You do not need to prove your child is eligible before adding them to the waiver interest lists. These lists are up to 10 to 15 years, it is important to get on the lists as soon as possible!

Quick Facts:

- **A Medicaid Waiver provides additional money for services not covered by Medicaid.**
- **There are multiple waivers, each with their own qualifying criteria, interest lists, and budgets.**
- **Waiver programs can help provide services that allow those who need care to remain in their homes or communities.**

Home and Community Based Services (HCS) –

Interest List Number 1-855-937-2372

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 1-855-937-2372

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: 1-855-937-2372

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.

Deaf Blind with Multiple Disabilities (DBMD)-

Interest List Number: 1-877-787-8999

DBMD provides services for children and adults who are deaf-blind or have a related condition that leads to deaf-blindness, and who have another disability. This waiver is an alternative to receiving services in an Intermediate Care Facility for individuals with an Intellectual Disability or Related Conditions.

Medically Dependent Children Program (MDCP)-

Interest List Number: 1-877-438-5658

MDCP provides services to children and adults who are 20 and younger, who are medically fragile as an alternative to receiving services in a nursing facility.

STAR-PLUS Home and Community-based Services (HCBS)-

Interest List Number: 1-877-782-6440

HCBS provides services to adults over the age of 21 to keep them in their community and not in a nursing home facility. It is a managed care model so that individuals who qualify for nursing facility care can get acute care and long-term services and supports (LTSS) in order to live in the community.

Youth Empowerment Services (YES)-

Interest List Number: 713-970-7212

YES provides home and community-based services to children under the age of 19 who otherwise would need psychiatric inpatient care or whose parents would turn to state custody for care. The YES waiver provides intensive services delivered within a strengths-based team planning process called wraparound. Wraparound builds on family and community support and utilizes YES services to help build the family's natural support network and connection with their community. YES services are family-centered, coordinated and effective at preventing out-of-home placement and promoting lifelong independence and self-defined success.

Waiver Tips:

- **Sign up right NOW!**
- **Ask for written confirmation that your child is on the interest list.**
- **Call annually to verify your child's status on the wait list. Calling on, or around, your child's birthday is a good strategy.**

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 SUPPORT SERVICES

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

- Parent Trainings: 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 home, visual supports for the home, and curriculum updates.
- In-Home Training: as determined by students' Individual Education Plans
- Community Resource Fair: A yearly event provided to help parents interact with agencies who can provide support services during a child's school years, and after high school, including assistance with paying for college, college support services, job placement and coaching, day habilitation services, and more.
- Parent Advisory Committee: a group of parents representing all areas of the district and all levels of ability and disability share ideas and provide feedback.

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 review the records to determine the comparable services to be provided. 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 5-7 of this handbook. 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 placed 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 agreement will be initiated to ensure your child receives services comparable to the services in the previous school. In the vast majority of cases, the district will give your child the special education services documented in your child's ARD. Within 20 school days of written verification of services from the previous school district, the campus will hold an 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 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
ADHF	Adaptive Health Fitness
AU	Autism
BIP	Behavior Intervention Plan
DHH	Deaf or Hard of Hearing
ESY	Extended School Year
ED	Emotional Disability
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
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
Quick Reference Guide
2024-2025

Question about...	Who to call...	Extension...
AABLE	Leah Burris	1706
Adapted Health Fitness	Kim Fenney	1732
AIM Program <ul style="list-style-type: none"> • TCE, VOE, MWE • WCE, EWE, BHE & Secondary Campuses 	Molly Dwyer Leah Burris	1707 1706
APPLE Program	Leah Burris	1706
Assessment / Initial Referrals	Janet Olson Gay / Patricia Riojas	1711 / 8478
Assistive Technology <ul style="list-style-type: none"> • Instructional (Reading/Writing) • Communication 	Molly Dwyer Megan Cockrill	1707 1714
Deaf / Hard of Hearing	Kim Fenney	1732
Diagnosticians / LSSPs / Campus IEP Specialists /ARD Facilitators	Janet Olson Gay / Patricia Riojas	1711 / 8478
Dyslexia /Strategic Reading	Molly Dwyer	1707
Early Childhood Special Education Program (ECSE) & CUBS	Leah Burris	1706
Group Home / Foster Home Students	Elizabeth Williams	1713
Homebound	Kim Fenney	1732
In-Home / Parent Training	Leah Burris	1706
Elementary ICS / Resource/ ELEM Team Leaders	Molly Dwyer	1707
Secondary ICS / CoT / Basic / SEC Department Chairs	Lindsey Schell	1708
Life Skills Programs <ul style="list-style-type: none"> • Elementary & Middle School Campuses • High School Campuses 	Kristin Murphy Lindsey Schell	1710 1708
Medically Fragile Programs <ul style="list-style-type: none"> • Elementary • Secondary 	Molly Dwyer Lindsey Schell	1707 1708
OT/PT	Megan Cockrill	1714
Private School Referrals	Janet Olson Gay	1711
Records	Christy Turner / Lilia Molina / Kassie Blankenship	1734
SLPs/ Speech Services	Megan Cockrill	1714
Statewide Assessment / Accommodations <ul style="list-style-type: none"> • STAAR Alternate 	Lindsey Schell Kristin Murphy	1708 1710
Structured Behavior Supports (SBS)	Kristin Murphy	1710
Transition – WBL, TOPS, Graduation, HS Courses <ul style="list-style-type: none"> • APT Programs 	Lindsey Schell Leah Burris	1708 1706
Transportation Special Needs Supervisor in Transportation Department	Elizabeth Williams Debbie Durham	1713 1079
Visual Impairments	Kim Fenney	1732

Additional questions or concerns:

Director of Special Education	DeaAnne Baker	1702
• Administrative Assistant	Desirae Bunch	1702
Assistant Director of Special Education	Elizabeth Williams	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

- Texas Transition and Employment Guide <https://spedsupport.tea.texas.gov/resource-library/texas-transition-and-employment-guide>
- 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>
- 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>

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>
- Council for Exceptional Children <https://www.cec.sped.org>
- Center for Parent Information and Resources <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>
- 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>
- 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>