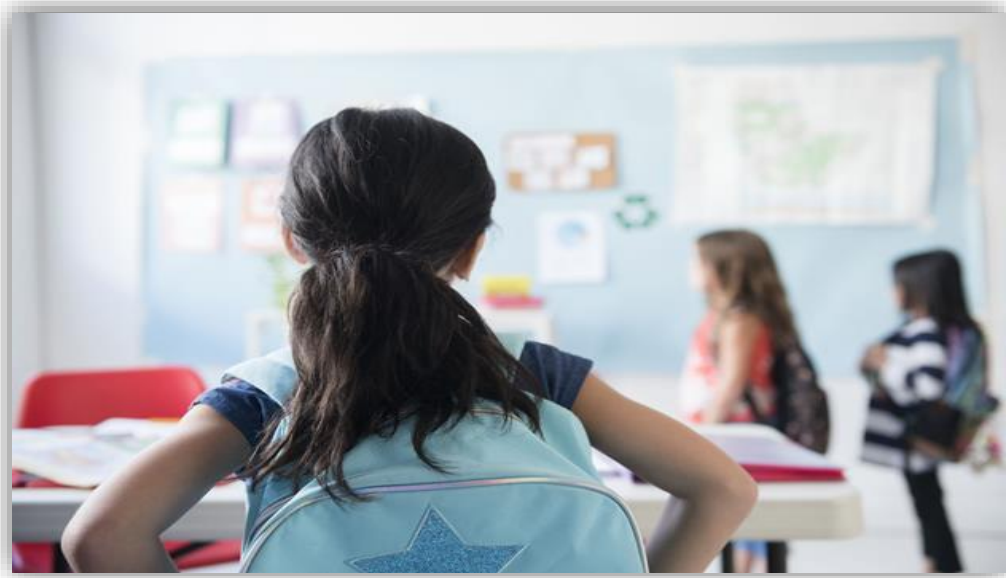


PARENT AND CAREGIVER RESOURCE GUIDE

To help families navigate special education services and resources in HISD



WELCOME TO HISD!

We strive to create a culture of parent involvement and empowerment, specifically among our parents of students with disabilities. It is our responsibility to provide an environment in which you as parents feel empowered and confident in navigating special education resources and processes based on appropriate delivery of services for your child.



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ABOUT THIS GUIDE	Last Updated

*The content in this guide is subject to regular updates due to legislative decisions, **October 25, 2021** or feedback received from our stakeholders. For this reason, we are including the date the guide was last edited or updated.*



MISSION

The **Mission** of the Office of Special Education Services is to provide support and guidance to parents, teachers, campus leaders and other stakeholders that directly improves student outcomes while removing barriers and raising expectations for students with disabilities.

VISION

The **Vision** of the Office of Special Education Services is for students with disabilities to receive an exceptional education that will allow them to achieve their highest level and reach their greatest potential as caring, responsible, and independent citizens.

INTRODUCTION

The purpose of this guide is designed for parents whose student(s) is eligible or may be eligible to receive special education services in HISD. This tool was developed by the Office of Special Education Services (OSSES) to empower parents to be actively involved in the special education process along with campus leaders, teachers and other providers. As partners, we encourage you to participate fully in the decision-making process regarding your child's education.

Eligibility Categories:		
Autism (AU)	Orthopedic Impairment (OI)	Traumatic Brain Injury (TBI)
Deaf/Hard of Hearing (DHH)	Other Health Impairment (OHI)	Visual Impairment (VI)
Deaf-Blindness (DB)	Specific Learning Disability (SLD)	Intellectual Disability (ID)
Emotional Disturbance (ED)	Speech Impairment (SI)	Multiple Disabilities (MD)
Noncategorical Early Childhood (NCEC)		
For more information about disability categories, please visit: https://childfindtx.tea.texas.gov/eval-disability-criteria.html		



ACRONYMS

Frequently used terms regarding Special Education Services

ABA	Applied Behavior Analysis
AU	Autism
ARD	Admission Review and Dismissal
ASD	Autism Spectrum Disorder
BASC	Behavior Assessment System for Children
BSIP	Behavior Support and Intervention Plan
CBI	Community Based Instruction
CBVI	Community Based Vocational Instruction
DB	Deaf-Blindness
DHH	Deaf/Hard Hearing
EI	Early Intervention
ED	Emotional Disturbance
EL	English Learners
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Federal Education Records Privacy Act
FIIE	Full Individual and Initial Evaluation
FIE	Full Individual Evaluation
IAT	Intervention Assistance Team
ID	Intellectual Disability
IEE	Independent Education Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
LEA	Local Education Agency

LRE	Least Restrictive Environment
MD	Multiple Disabilities
NCEC	Non-Categorical Early Childhood
OI	Orthopedic Impairment (OI)
OHI	Other Health Impaired
O & M	Orientation and Mobility
OCR	Office of Civil Rights
OHI	Other Health Impaired
OSes	HISD Office of Special Education Services
OSP	HISD Office of Special Populations
OT	Occupational Therapy/Therapist
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PT	Physical Therapist
PWN	Prior Written Notice
RTI	Response to Intervention
SBEC	State Board of Educator Certification
SDI	Specially Designed Instruction
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SI	Speech Impairment
TAC	Texas Administrative Code
TEA	Texas Education Agency
TDLP	Temporary Distance Learning Plan
TBI	Traumatic Brain Injury
VI	Visual Impairment



EVALUATION PROCESS

WHERE DOES THE EVALUATION PROCESS BEGIN?

If an evaluation is needed or requested, the starting point for all evaluations is either with the campus where the student currently attends, or the zoned campus (based on home address).

A note about 3- year-olds:

- If you suspect that your child has a need for speech services and the child is 3 years old, please contact your zoned campus.
- You will be asked to register your child with the proper documentation, such as birth certificate, utility bill in the parents' name, proof of residence, and parent identification.).
- Upon enrollment the Special Education/ Intervention Assistance Team (IAT) team lead will contact you to schedule a consent meeting within 15 school days of your request. You can also email ChildFind@HoustonISD.org for assistance.

CHILD FIND (Identification):

Houston Independent School District is a local education agency (LEA) that is required to identify, locate, and evaluate children who may need special education and related services. If you are concerned that a child may have a disability, contact your zoned/home school to obtain additional information about the process. Click on the link for more information on getting your child tested:

<https://www.houstonisd.org/Page/167796>

INTERVENTION ASSISTANCE TEAM (IAT):

IAT is a group of professional educators with diverse training and experience who convene to discuss and initiate interventions for students in need of assistance and individualized services.

- When a parent requests a Section 504 or special education evaluation, the campus is required to first convene an Intervention Assistance Team (IAT) to consider the request.
- The IAT will review relevant data to determine the most appropriate action:
 - Implement intensive intervention assistance plan
 - Section 504 Referral
 - Special Education Referral
- Notice of Refusal: If the decision of the IAT is to refuse the request based on documentation, a Notice of Refusal letter, corresponding documentation and appropriate procedural safeguards (Section 504 or special education) will be provided to the parent. Click on the link for detailed information HISD's IAT process: <https://www.houstonisd.org/Page/137095>



EVALUATION PROCESS

PRIVATE EVALUATIONS & TESTING

Students who attend private schools located within Houston ISD are eligible for referral, and evaluation for special education services regardless of the child's district of residence.

- For students presently attending a private school, the referral source should request an evaluation through the Office of Special Education Services (OSES) by submitting the Evaluation Request for Students Parentally Placed in Private Schools (form)
- HISD's private school liaison will convene an Intervention Assistance Team (IAT) to consider your request and respond to you within 15-school days.
 - The IAT will review relevant available data to determine the most appropriate action is a formal referral for Special Education.
 - Notice of Refusal: If the decision of the IAT is to refuse the request based on documentation, a Notice of Refusal letter, corresponding documentation and appropriate procedural safeguards (Section 504 or special education) will be provided to the parent.
 - Data supporting your request will be considered by the committee during the IAT meeting. If the IAT proposes to conduct an initial evaluation, an evaluation case manager will ask you to formally consent to the evaluation.
 - Click on the link for detailed information HISD's IAT process: <https://www.houstonisd.org/Page/153020>
 - If the IAT refuses the request for an initial evaluation, you will receive a Notice of Refusal letter with information that was used as the basis of the decision, as well as a copy of the Notice of Procedural Safeguards and Prior Written Notice of Refusal to Evaluate.

If your child enrolled in a private school, please click on the link below for more information on Private School Enrollment: [Private School?](#)



ARD Meeting Prep Sheet

*A Helpful Tool for
Parents to Prepare for
the ARD Meeting!*

1. Make sure you have a copy of your child's current IEP (individualized education program) and most recent evaluations. Review them prior to the Admission, Review, and Dismissal (ARD) meeting.

2. Make a list of the progress you have seen in your child over the last year.

3. Make a list of your primary concerns for the upcoming ARD meeting and school year. Prioritize those concerns.

4. Consider the Present Level of Academic Achievement and Functional Performance (PLAAFP) from a parent's perspective:

- Ask yourself how your child's disability impacts his or her learning.
- List your child's strengths.
- List your child's learning opportunities.
- Consider what your child needs to learn next.
- Consider if your child's evaluations are current or if more evaluations are needed. Be prepared to request any needed evaluations.
- Consider where you see your child in a year for each goal area.

5. List any specific questions that you would like to discuss at the ARD meeting.

6. List any goals and/or objectives you would like to include in your child's IEP.




Resources for Families

Need more information on IDEA, IEPs, or special education? Scan the QR code to access our online resources.




Partners Resource Network

 1090 Longfellow Drive
Beaumont, TX 77706

 409.898.4684
1.800.866.4726

 info@prntexas.org

 prntexas.org



7. Other issues to think consider before your child's IEP meeting:

- Communication between you and the school,
- Accommodations and modifications,
- Extended School Year (ESY),
- Behavior,
- Social and communication skills/needs of your child,
- Related services,
- Placement,
- State/District assessment participation,
- Extracurricular and non-academic activities, and
- Transition.

8. Ask for a copy of the school's "draft IEP" prior to the ARD meeting. Read the "draft IEP" and make a list of any questions or concerns you have.

9. Create your agenda for the ARD meeting. Consider what you want the outcome to be. Being prepared for the ARD meeting is how parents can best advocate for their child.

10. Call Partners Resource Network if you need specific questions answered about your child's IEP. You can call us at (409) 898-4684.



The contents of this publication were developed under a grant from the U.S. Department of Education, H328M150022 (PATH), H328M150023 (PEN), & H328M150024 (TEAM). However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

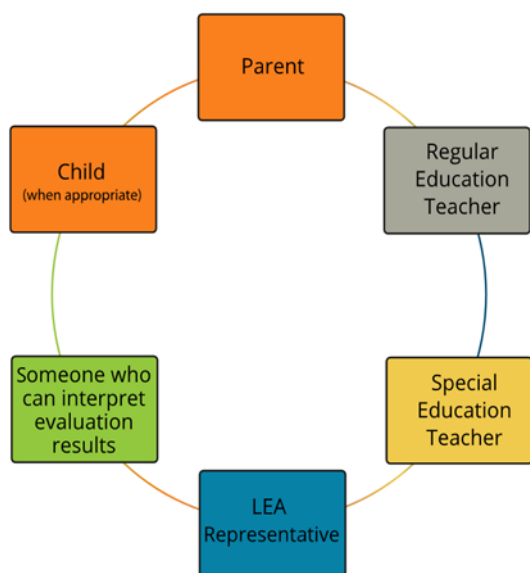
ARD/IEP Process | Level 1

For more information, visit prntexas.org



ARD (Admission, Review and Dismissal) PROCESS

ARD (Admission, Review and Dismissal) Process



ARD COMMITTEE MEMBERSHIP:

The admission, review, and dismissal (ARD) committee is the team that meets to determine eligibility based on a full and individual evaluation (FIE) report, and to develop an individualized education program (IEP) for the child, if applicable. The ARD committee members must include the following:

- Parent/Legal Guardian
- Regular Education Teacher (at least 1) who ideally is responsible for implementing a portion of the IEP
- Special Education Teacher or Provider of the child
- School Representative
- Person who can interpret the instructional implications of the evaluation results
- Student/Child (if appropriate)
- Additional members (based on the student's disability and needs)

This information was obtained from:

https://childfindtx.tea.texas.gov/ARD_committee.html

Parent's Guide to the Admission, Review and Dismissal Process (ARD)

https://childfindtx.tea.texas.gov/child_find_resources.html

This guide was developed by the statewide leadership for the Legal Framework project team and the Texas Education Agency (TEA) in response to the requirement in the Texas Education Code §26.0081. This guide is designed to give you, as the parent of a child who is or may be eligible for special education services:

- better understanding of the special education process
- procedural rights and responsibilities
- Equip parents to fully participate in the decision-making process regarding your child's education.

Notice of Procedural Safeguards

https://childfindtx.tea.texas.gov/child_find_resources.html

The Individuals with Disabilities Education Act (IDEA), as amended in 2004, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under IDEA and its implementing regulations. This document, produced by the Texas Education Agency (TEA), is intended to meet this notice requirement and help parents of children with disabilities understand their rights under IDEA.



ARD (Admission, Review and Dismissal) PLACEMENT

WHAT DOES “PLACEMENT” MEAN?

It is the location of the instructional setting in which the student receives his/her Individualized Education Program (IEP), which includes special education and related services.

Placement Decisions

34 CFR §300.116

The ARD Committee determines the child/student’s educational placement:

- Determined at least annually
- Based on the child’s IEP
- Located nearest to the child’s primary residence

Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

ARD Committee Placement Decisions

Placement alternatives should be considered to ensure services are delivered in the Least Restrictive Environment.



Placement decisions should begin with the general education classroom with or without supplementary aids and services.



A student can be placed in a more restrictive environment only when the ARD committee concludes that education in a less restrictive environment, even with appropriate supports and services, cannot be achieved satisfactorily.



The ARD Committee is responsible for identifying the student’s needs and the appropriate placement in which these needs can be met.



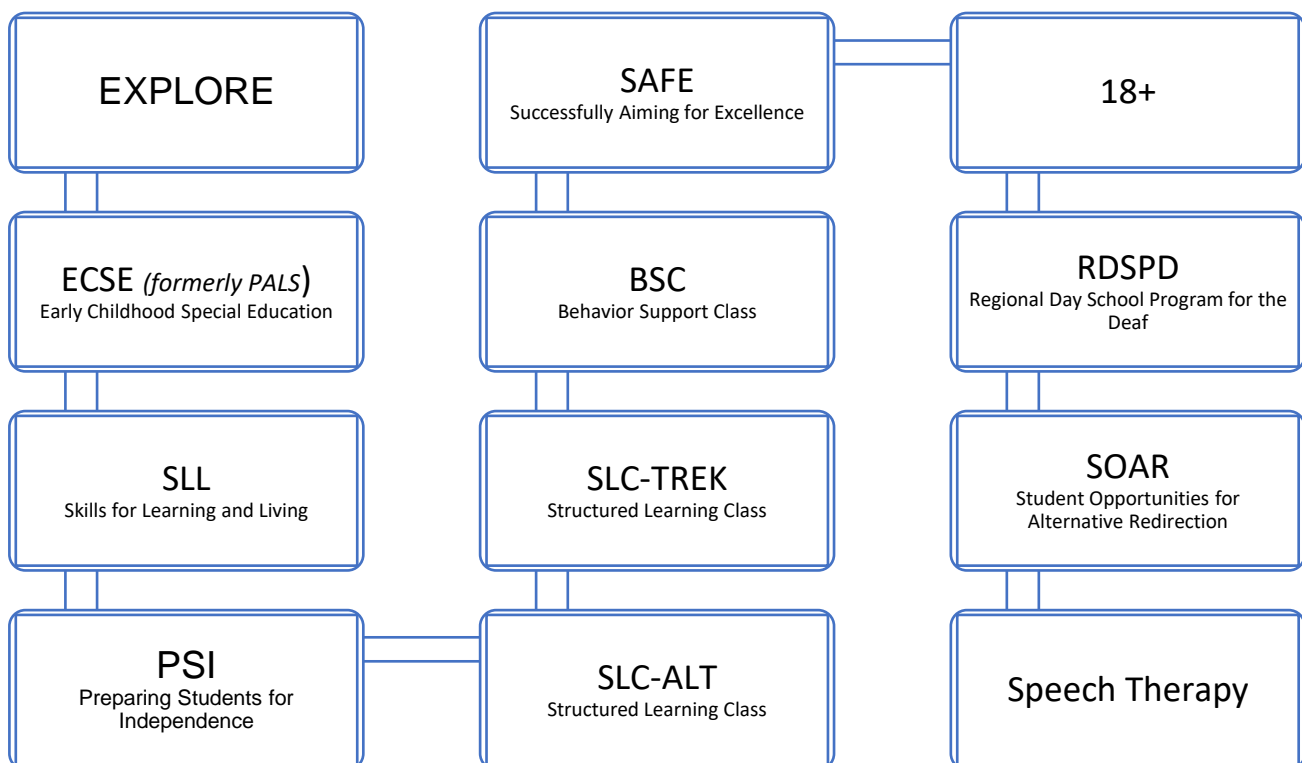
CONTINUUM OF SPECIAL EDUCATION SERVICES

Houston ISD provides a continuum of special education services to meet the needs of eligible students with disabilities. We advocate for students with disabilities to receive inclusive instruction with their non-disabled peers and support them in their learning.

If your child qualifies for special education and related services, a multidisciplinary team that includes you, will decide how to best meet the individual needs of your child. This team will include the school administrator, parent(s) or guardian, evaluation personnel, teacher(s), and student.

The team will review evaluation information, discuss eligibility for special education, and will identify the areas of need for specialized instruction and related services such as speech therapy, occupational therapy, physical therapy, or counseling. If the team determines your child is eligible for special education services, they will work with you to develop an Individualized Education Program (IEP).

Specialized Services



SPECIALIZED PROGRAM DESCRIPTIONS

Structure Learning Classroom (SLC-TREK/Standard) Standard curriculum

The purpose of this placement is to provide services to students who are eligible for Special Education services under the disability condition of Autism on the standard curriculum, that require a highly structured environment. The student's documented behavior impedes their ability to access instruction. This is a time-limited placement, paired with the inclusion setting. Documented mastery of his/her ability to demonstrate success in an inclusion setting is not a requirement for the SLC-Standard setting. This setting is focused on addressing social, sensory integration, and emotional needs, as well as teaching positive replacement behaviors to enable student success.

Structure Learning Classroom (SLC-ALT) Alternate Curriculum

The purpose of this placement is to provide services to students who are eligible for Special Education services under the disability conditions of Intellectual Disability and Autism. Students in this setting require a highly structured environment. This setting is focused on addressing social, sensory integration and emotional needs, as well as teaching positive replacement behaviors to enable student success. Documented success will allow the student to be fully integrated into the Skills for Learning and Living (SLL) setting.

Skills for Learning and Living (SLL) Alternate Curriculum

The purpose of this placement is to provide services for students who are eligible for Special Education services under the disability category and have moderate to severe intellectual disabilities ranging in age from 6-22 years. The students require limited to extensive supports. This setting is focused on addressing social, emotional, and basic functional skills. The students require an alternate curriculum that allows them to access the general curriculum through prerequisite skills.

Preparing Skills for Independence (PSI) Alternate Curriculum

The purpose of this placement is to provide services to students who are eligible for Special Education services under the disability category of Multiple Disabilities from the age of 6-22 years old. They require pervasive supports: High level of support for all activities of daily living, possibly including extensive nursing care. This setting is focused on addressing social, emotional and basic functional skills. The students require an alternate curriculum that allows them to access the general curriculum through prerequisite skills.

Behavior Support Classroom (BSC) Standard Curriculum

The purpose of this placement is to provide students who are eligible for Special Education services under the disability category emotional, behavioral, and/or social deficits directly related to a mental or emotional disability. This is a time-limited setting, determined by a student's mastery on his/her behavior goals and is focused on addressing social-emotional needs, as well as teaching positive replacement behaviors to enable students' success on the standard curriculum. Documented success will allow the student to be fully integrated into the inclusion setting (40)

ECSE (formerly PALS) Early Childhood Special Education *requires District Placement determination

Self-contained PK-K classroom for students ages 3-6 with documented eligibility and District placement approval. Students attend ancillary with Kindergarten classes for inclusion and may begin academic inclusion in a Kinder classroom when they are 5.



SPECIALIZED PROGRAM DESCRIPTIONS

EXPLORE

Supports students with disabilities between the ages of 3 through 5 in the general education pre-kindergarten setting.

Preparing Skills for Independence (PSI)

This specialized service is designed to support the needs of students identified with multiple disabilities. These disabilities include sensory impairments, moderate to significant cognitive impairments and moderate to severe communication impairments and significant medical needs.

Regional Day School Program for the Deaf (RDSPD)

Provides specially designed instruction, accommodations and technology supports such as assistive devices to access the standard curriculum for students with significant hearing impairments including deafness.

Speech Therapy

Prior to referral, students experiencing language difficulty in the general education classroom should be considered for the support services available to all students such as tutorials, remedial services, and/or other support services. If the student continues to experience difficulty in the general education classroom after the provision of interventions, the Intervention Assistance Team (IAT) must refer the student for a full and individual initial evaluation.

Students with suspected speech and/or language impairments are evaluated using a comprehensive speech battery that is conducted by a professional that is licensed and/or certified as a speech Speech-Language Language Pathologist. Some professionals may hold Speech and Hearing Therapy certificates as previously granted by the Texas Education Agency.

When a student is determined eligible for speech-language services, the service delivery and clinical methods must focus on achieving the speech and/or language goals in the child's Individualized Education Program (IEP). These services are provided using a direct service delivery model, and may target one or more of the following areas:

Articulation – Abnormal production of speech sounds.

Stuttering – Abnormal flow of verbal expression characterized by impaired rate/rhythm.

Language – Impairment or delayed development of comprehension and/or use of a spoken/written or other symbol system.

Voice – Absence or abnormal production of vocal quality, pitch, loudness, and/or resonance.

Student Opportunities for Alternative Redirection

(SOAR)

SOAR is a non-public school continuum of placement options for students with disabilities for whom the Admission, Review, and Dismissal (ARD) committee determines that individual instructional and related services for the student cannot be provided within the district.

Successfully Aiming for Excellence (SAFE)

Provides specially designed instruction to students with emotional, behavioral and social deficits directly related to a disability that addresses skill deficits in the areas of social/emotional in the general education setting.



TRANSITION

Transition

Students with disabilities transition throughout their school careers from grade to grade, from early childhood programs to elementary school, elementary to middle school, middle to high school, or high school to college and employment. Transition is a coordinated set of activities that includes instruction, related services, community experiences, development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. Access additional information under the resource tab: <https://www.houstonisd.org/Page/63845>

When Should Parent(s) Start Planning for Transition?

Discussing transition from school to career and college can begin at any time during the student's education. *When your child is 14 years of age or younger if determined appropriate by the ARD Committee*, HISD begins to formally address transition in the IEP process.

Click on the link for more information on Transition Services: <https://www.houstonisd.org/Page/63845>

Transition Coach	School
Armanda Mollet	Energized MS, E-STEM W./Cent.MS, E-STEM W./Cent.HS, Lamar HS, Long Academy, Project SEARCH- DOW, Revere MS, Sharpstown International, Westbriar MS
Michelle Davis	Carnegie Vanguard HS, Heights High HSPVA, Lanier MS, LECJ, Westside HS, Wharton, Wilson, Young Women's College Prep
Joyce Hobbs	Black M, Clifton MS, Garden Oaks, Scarborough HS, TH Rogers, Waltrip HS, Young Scholars
Millie Perez	Briar Meadow Charter, Fondren MS, JJAEP, Las Americas, Liberty HS, Pilgrim Academy, Sharpstown HS, Sugar Grove, Tanglewood MS, Wisdom HS
Paul Dowling	Attucks MS, Energy Institute, Hartman MS, Mount Carmel HS, South Early College, Sterling HS, Thomas MS, Woodson, Worthing HS
Gilberto Castillo	Chavez HS, East Early College, Flemimg MS, Furr HS, Holland MS, Middle College - Fraga, Ortiz MS, Stevenson MS, Texas Connections
Joseph Martinez	Baylor College of Medicine Academy at Ryan, Deady MS, Marshall MS, McReynolds MS, Milby HS, Northside HS, Rusk, Secondary DAEP
Kay B. Randolph	Austin HS, Chrysalis, Cullen MS, DeBakey HS, Eastwood Academy, Edison MS, Navarro MS, Yates HS
Janice Jackson	Billy Reagan, Inspired West, Jones Futures Academy, Lawson MS, Madison HS, Welch MS, Westbury HS
Erin Kline	Bellaire HS, Challenge Early College, Meyerland MS, Middle College - Gulton, MIMS, Pershing MS, Pin Oak MS, The Rice School
Antoinette Joe	Alternative/SOAR, BT Washington HS, Gregory Lincoln, Hamilton MS, High School Ahead, Hogg MS, MC Williams MS, North Early College, Wheatley HS
Vivian Schwehm	Burbank MS, Fonville MS, HAIS, Harper Alternative/Crossroads, Henry MS, Mickey Leland College Prep, Momentum, Sam Houston
Chino Anyanwu	Community Services, Forest Brook MS, Kashmere HS, Key MS, North Forest HS
Carla Samuel (HCC Transition)	DeBakey HS (Kay), HEART, HCC Transition, Jordan HS, Project SEARCH- DOW(Amanda), TCHP/Project Search



GUARDIANSHIP

GUARDIANSHIP

In Texas, at age 18, a student is considered an adult and all rights are transferred to that student. When a student reaches the age of majority (18), they are regarded as being able to make their own choices, including making choices about their education. Since an IEP is like a contract, it can be enforced in a court; therefore, an 18-year-old student would be responsible for signing and agreeing to the IEP. Parents and students with disabilities must look at all options before deciding if the student is responsible enough for the task. (*--Texas Project First*)

Based on the Texas Transition and Employment Guide – A guardian makes all decisions in areas such as healthcare, housing, and financial affairs if the student is not able to do so. The appointment of a guardian is a legal process decided by a court. The law allows guardianship only when it is needed. A judge makes that decision when there is a physical or mental condition preventing the student from making informed decisions about self-care. Guardianship limits the freedom of choice, self-determination, decision-making, and independence.

Click on the links below to learn more about resources pertaining to Guardianship, Transition and HISD information about Adult Student and Transfer of Rights:

- <https://www.houstonisd.org/Page/63845>
- <https://www.texasprojectfirst.org/node/207>
- <https://www.houstonisd.org/Page/171750>

MEDICAID WAIVERS

What Are Waivers and How Do They Work?

Waivers let states use Medicaid funds for long-term home and community-based services for people with disabilities or special health care needs to help them live in the community. (According to an article in Navigate Life Texas)

Texas Medicaid Waivers Programs (According to an article in Navigate Life Texas)

- Community Living Assistance and Support Services (CLASS): gives home and community-based supports to children and adults with related conditions. There are over 200 related conditions, like cerebral palsy and spina bifida. The related condition must have occurred before the child was age 22.
- Deaf Blind with Multiple Disabilities (DBMD): gives services for children and adults who are deaf-blind or have a related condition that leads to deaf-blindness, and who have another disability.
- Home and Community-based Services (HCS): gives services and supports to children and adults with an intellectual disability (ID) or a related condition who live with their families, in their own homes, or in small group homes with no more than 4 people.
- Medically Dependent Children Program (MDCP): gives 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): gives services to adults over the age of 21 to keep them in their community and not in a nursing home facility.
- Texas Home Living (TxHmL): gives services to children and adults with an intellectual disability (ID) or a related condition who live in their own home or their family's home.
- Youth Empowerment Services (YES): gives 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.

How to Add Your Child to Interest Lists (According to an article in Navigate Life Texas)

Call 1-877-438-5658 for information about putting your child on an interest list for long-term services.

Click on the link for more information on an interest list for long-term services

<https://www.navigatelifetexas.org/en/insurance-financial-help/texas-medicaid-waiver-programs-for-children-with-disabilities>

Click on the link for more information on Texas Medicaid Waivers:

<http://medicaidwaiver.org/state/texas.html>



504 SERVICES

FRAMEWORK

Section 504 of the Rehabilitation Act of 1973 provides that —No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance... Authority: 20 U.S.C. 794 The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. The current text of the ADA includes changes made by the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009.

METHODS

A student can be referred for a Section 504/ADA evaluation by the parent or school personnel. All parent requests and school referrals for Section 504/ADA support are facilitated by the campus Intervention Assistance Team (IAT). To be eligible under Section 504/ADA, a student must meet the following criteria:

1. Have a physical or mental impairment which substantially limits one or more major life activities;
2. Have a record of such an impairment; or
3. Is regarded as having such an impairment.

Once a student is determined eligible for Section 504/ADA, accommodations may be provided, if needed, to mitigate the student's impairment so that the student can participate in academic and extra-curricular activities. In determining the need to develop a 504-service plan, the mere fact that a student has a "record of" or is "regarded as" disabled is insufficient, in itself, to trigger those Section 504 protections that require the provision of a free appropriate public education (FAPE). A student must actually have an impairment that substantially limits a major activity to be entitled to receive Section 504 services.

EVALUATION TIMELINE

- 15 school days from request to parent response to the request (consent or letter of decision not to test)
- 45 school days from signed consent to finalized evaluation
- 30 calendar days from finalized evaluation to Section 504 meeting

DUE PROCESS RIGHTS

In the event of a disagreement between the parent/guardian and the school district in regard to the identification, evaluation, or educational placement of a disabled student, the parent/guardian has the right to an impartial hearing, with an opportunity to participate and be represented by an attorney.

Parent/guardian wishing to challenge a decision of the Section 504 Committee will need to file a written appeal with the Section 504 Coordinator within one year of the date of the Notice of Section 504 Committee decision.

Within 45 calendar days of the date of the written appeal, the district will schedule a hearing before an impartial hearing officer, provide the parent/guardian with a written Notice of Hearing with the date, time, and place for hearing, and advise them of their right to participate and be represented by an attorney. Upon good cause shown and at the discretion of the hearing officer, either party may receive a continuance of the scheduled hearing date. The hearing will be conducted informally. The Rules of Evidence and Procedure will not apply.

Click on the link for more information on Dyslexia and 504 <https://www.houstonisd.org/Page/125988>

Click on the link for more information on Section 504 and ADA <https://www.houstonisd.org/Page/109269>

Angie Maxey - Office of Interventions

Senior Manager, Dyslexia

Angie.Maxey@houstonisd.org

Phone 713- 556-7122



DYSLEXIA (Reading)

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (International Dyslexia Association, 2002).

"As a result of extraordinary scientific progress, reading and dyslexia are no longer a mystery; we now know what to do to ensure that each child becomes a good reader and how to help readers of all ages and at all levels."--Sally Shaywitz, M.D.

Dyslexia Services Contact Information

713-556-7122

[Dyslexia Department](#)

RESOURCES

[DYSLEXIA HANDBOOK \(ENGLISH AND SPANISH\)
UPDATE](#)

[WEBSITES](#)



PARENT COMMUNICATION GUIDE

Below is a general guide to empower parents to be actively involved in decisions affecting their child/student:

1

CAMPUS STAFF

- ❖ Classroom Teacher
- ❖ Special Education Teacher
- ❖ Case Manager
- ❖ Special Education Chairperson/Administrator
- ❖ Principal

For most circumstances, we encourage parents to first initiate contact with campus personnel who work closely with your child/student.

2

PARENT LIAISON (Special Education)

- ❖ If a parent feels they need further assistance with a concern or resolution, or there is a lack of response, parents may contact one of the Special Education Parent Liaisons.
- ❖ Additional information is included in this guide.

3

OFFICE OF SPECIAL EDUCATION SERVICES

- ❖ If a parent feels they need further assistance with a concern or resolution, or there is a lack of response, parents may contact one of the Special Education Parent Liaisons.
- ❖ Additional information about Parent Liaisons is included in this guide.

4

OFFICE OF SPECIAL POPULATIONS

- ❖ OSES operates within the Office of Special Populations under the leadership of Dr. Khalilah Campbell

5

AREA OFFICES

- ❖ Each HISD campus is supervised by one of the AREA Offices.
- ❖ Area Offices coordinate with OSES and OSP to ensure all campuses comply with all SPED requirements and procedures

6

OUTSIDE ENTITIES

- ❖ Located in the back of this guide are additional links and resources designed to assist parents in supporting and advocating for their child/student.



PARENT LIAISONS

RESOLUTION ASSISTANCE FOR PARENTS

The Parent Liaison Team provides parents with information about district procedures, and parental rights and responsibilities. They support the communication between parents and district staff regarding Special Education and related services by:

- Initiating and responding to parent concerns through phone calls, emails, and face-to-face correspondence related to Special Education and other related services.
- Providing information about the district procedures, IDEA (Individuals with Disabilities Education Act), and parental rights and responsibilities.
- Supporting communication between parents and district staff to improve the quality of relationships and trust.
- Advising parents about strategies that help to support students in achieving success.
- Collaborating with schools to coordinate and communicate resolutions to parents and students regarding Special Education.
- Serving as a liaison to connect parents to resources for disability related information and referral services.

The Parent Liaisons serve **ALL** school offices within the district:

- Achieve 180
- Elementary School Office 1
- Elementary School Office 2
- Elementary School Office 2
- Middle School Office
- High School Office

**Contact the Office of Special Education Parent Liaison
at SpedSupportingParents@HoustonISD.org or (713) 556-7042**



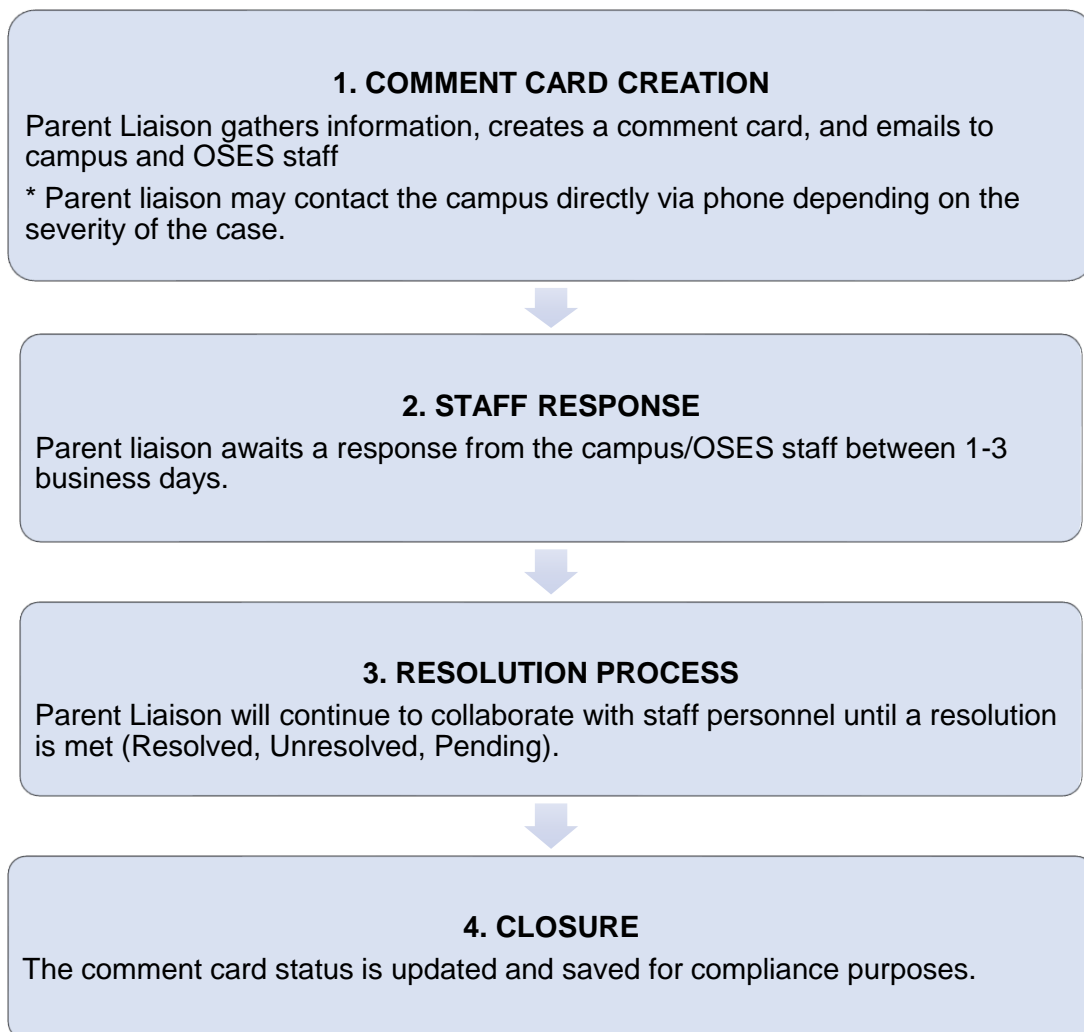
PARENT LIAISONS

SUPPORTING PARENTS THROUGH RESOLUTION PROCESS

An overview of the process that OSES' Parent Liaisons follow to address parent concerns is shown below.



COMMENT CARD RESPONSE PROCESS



RESOLVING SPECIAL EDUCATION RELATED CONCERNS

. Communication with School District Personnel

Q. Who do I talk to if I have questions about the services my child receives?

A. Always speak with your child's teacher, with the Special Education Department Chair and Principal.

If you need further support, contact the Special Education Parent Liaison Team (713) 556-7042 SpEdSupportingParents@houstonisd.org and they will be in communication with the campus and the special education staff including the Senior Manager and Program Specialist. To find the Program Specialist by Click on the link for more information on Locating Your Campus' Program Specialist: <https://www.houstonisd.org/Page/177835>

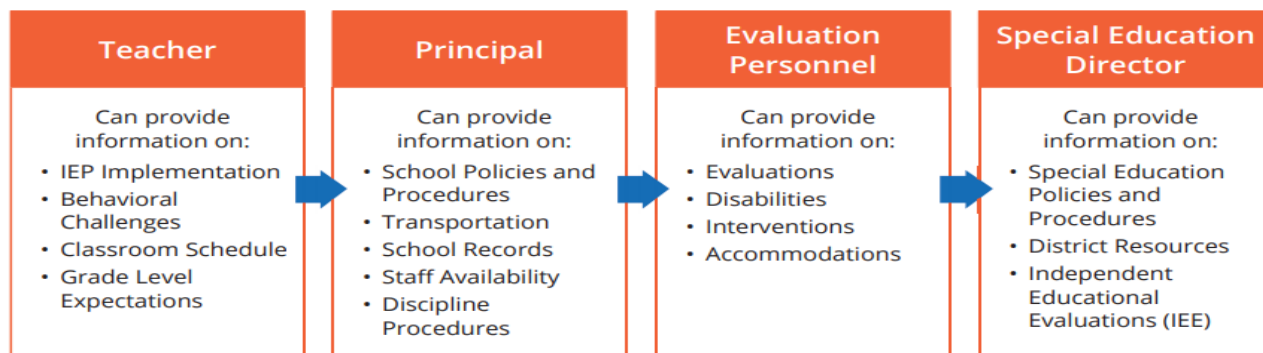
School, Family, and Community Engagement Statewide Leadership Network

Resolving Special Education Issues with Your Child's School



If your child is having difficulty in school or you think a change to your child's Individualized Educational Program (IEP) is needed, communicating with the appropriate school or district personnel is often the quickest, simplest way to resolve or address an issue.

Who Has the Information You Need?



Examples of How to Begin Resolving an Issue

Good communication with the person working directly with your child, such as a classroom teacher or a special education teacher, can prevent many problems at school. **Try to work out problems with the teacher first and as they arise.** If you cannot resolve the issue with the teacher, then proceed to the next level.

You believe your child is falling behind in his school work.

Who do you contact? Start with your child's teacher.

What do you say? I would like to meet with you because I am concerned that my child is falling behind in his school work.

You suspect your child has a disability and needs to be evaluated.

Who do you contact? The principal or special education director

What do you say? I would like to have my child evaluated for a disability because I am concerned about why she is struggling in school. **Submit the request for evaluation in writing.**

You believe your child's IEP is not being followed.

Who do you contact? Start with your child's teacher.

What do you say? I would like to schedule an Admission, Review, and Dismissal (ARD) meeting to discuss concerns about how my son's IEP is being implemented. Perhaps some changes need to be made to his IEP.

Click on the link for more information on TEA's Resolving Special Education Issues with Your Child's School

https://www.spedtex.org/default/assets/File/20_21_SY_Resolving%20Issues%20Infographic%20-%20English_acc.pdf



SPECIAL EDUCATION TRANSPORTATION

General Information about Eligibility and Contact Information

Transportation Services for Students with Disabilities:



- Please note that Special Education Transportation procedures have been impacted by the Covid-19 Pandemic.
- Please visit www.houstonisd.org/transportation for the most up to date guidelines for transportation services.

GENERAL INFORMATION

- The district provides the transportation services specified by the ARD committee. Only students recommended by the ARD committee and whose IEP specifies that special transportation services are required to enable the student to obtain a free and appropriate public education (FAPE) will be eligible.
- The ARD committee considers factors including, the student's disability, the location of the student's special education services, the student's communication abilities; and the student's reliance on special equipment.
- After transportation services has received a completed request from an authorized representative of the ARD committee, services should begin within ten school days.
- Safety devices are utilized as appropriate, are used to properly secure and protect passengers. Additionally, all buses are two-way radio equipped to ensure bus operators are in constant contact with terminal at any time.

Transportation services for students with disabilities phone numbers:

Transportation services	(713) 613-3040
Barnett terminal	(713) 845-5022
Butler terminal	(713) 726-2100
Central terminal	(713) 676-9431
Northwest transportation center	(713) 613-3049



SCHOOL CHOICE

HISD GENERAL INFORMATION

In HISD, all students who are interested in attending another campus outside of their zoned school, including our special education students, must complete the application process and procedures available through the Office of School Choice.

For general information on student transfers, please contact the Office of School Choice:

Website: <https://www.houstonisd.org/schoolchoice>

Office: (713) 556-6734.

To find out more about HISD Vanguard (G/T) programs, please contact the Advanced Website:

[VANGUARD MAGNET PROGRAMS](#)

Office: (713) 556-6954.

ARD Committee Process:

If the ARD/IEP committee determines that the student is eligible to attend a campus outside of their zoned school, the Special Education Department Chairperson will submit the transfer application to the HISD Special Education Department for primary approval. Click on the link for more information on about the School Choice Process <https://www.houstonisd.org/schoolchoice>

Students with disabilities are required to follow the HISD application process for School Choice Programs.

A student with disabilities who meets the specified magnet criteria and is accepted for admission to a Magnet Program is required to have an Admission, Review, and Dismissal/ Individualized Education Program (ARD/IEP) or Section 504 committee meeting prior to enrolling in the program to ensure that the student's IEP or Section 504 plan can be implemented in the Magnet program.

- If the ARD/ IEP or Section 504 committee determines that the student can participate in the desired Magnet Program without fundamentally altering the Magnet curriculum (e.g., modifying the curriculum or grading criteria), then the ARD/IEP or Section 504 committee may recommend the student continue placement at the student's home/zoned or current campus.
- When a student with disabilities needs certain accommodations documented in the IEP or Section 504 plan for an audition for a Magnet program, a request for accommodations may be submitted to the Magnet coordinator of the receiving program at least 10 school days prior to the audition during the regular academic school year.

Click on the link for more information on School Choice <https://www.houstonisd.org/schoolchoice>



FREQUENTLY ASKED QUESTIONS

Evaluation:

Q. My child needs an evaluation/re-evaluation, who should I contact?

A. If your child needs an evaluation/re-evaluation, you will contact the campus' Special Education Department Chair.

Q. My son attends a private school, and I need him/her to be evaluated, who should I contact?

A. If your child attends a private school and you would like for your child to be evaluated, you will contact the zoned school to complete the enrollment process and schedule a time for a consent meeting with the campus Intervention Assistance Team (IAT). You can also email ChildFind@HoustonISD.org for assistance.

Q. My child is coming from another school district and was receiving special education services, what is the process in HISD for my child to begin receiving special education services?

A. HISD starts providing comparable special education service as soon as the student is enrolled with the necessary documentation that informs the campus of the special education and related services needed. The ARD/IEP meeting will be conducted within 30 school days. If the student is enrolled and has a FIE (Full and Individual Evaluation) that is due, the ARD committee will request consent for reevaluation and complete the evaluation within 45 calendar days.

Q. What are the new guidelines for the evaluation process due to COVID-19?

A. Evaluators conduct portions of the evaluations virtually including parent and teacher interviews. Face to face evaluations, continue to take place on campus using social distancing, trifold barriers and with thorough sanitation of testing materials between students. For virtual students, appointments for face-to-face evaluations are made directly with the parents.

Q. Does HISD provide a draft or final copy of the Full and Individual Evaluation (FIE) to parents prior to an Admissions, Review and Dismissal (ARD) meeting, and can it be emailed?

Yes, HISD will provide a draft copy of the FIE prior to the ARD meeting. This document can be emailed with the permission of the parent.



Instruction/Services FAQ'S

- Q. My child is mainstreamed in regular classes. How can we ensure that he has the classroom accommodations he needs?**
- A. The Special Education Teacher should supply you with a copy of the IEP which contains all listed classroom accommodations. You may contact the Special Education Chairperson or administrator for assistance. You can also find the noted accommodations in the IEP document:
- Section IV. Present Levels of Academic Achievement and Functional Performance (PLAAFP)
 - Section VI. Student Assessment,
 - Section XI. Deliberations in the IEP document.
- Q. When and where should a child receive supplementary aids and services?**
- A. The ARD/IEP committee determines when supplementary aids, services and supports are to be provided in the educational setting. Supplementary aids, services and supports are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable the child with a disability to be educated with nondisabled peers to the maximum extent appropriate.
- Q. Where can I find information about special education programs and the schools where they are offered?**
- A. Whether you are enrolled in HISD or not, the first step is to contact the Special Education Chairperson or administrator at the campus where you are zoned (based on your home address). They will assist you by coordinating with the Program Specialist who will locate the appropriate program nearest to your home school. Parents may visit the website of a designated school to find the programs that are offered. Click on the link for more information on [Specialized Service Location Maps and Programs](#)
- Q. Who do I reach out to on the campus when my child is not receiving their individualized services/ accommodations?**
- A. If your child is not receiving their individualized services/accommodations, you can contact the Case Manager, Campus Special Education Department Chairperson, or the Campus Administrator.
- Q. My child is receiving special education services and I have questions about the ARD/IEP, who can help me?**
- A. If you have a question about your ARD/IEP, you can contact the Case Manager, Campus Special Education Department Chairperson, or the Campus Administrator.
- Q. My child is going to middle school or high school, who can assist me with the transition process?**
- A. The Special Education Department Chairperson can provide information regarding the process for transitioning from Middle School to High School.



Instructional Supports

Q. My child has dyslexia, what programs does HISD have for my child?

- A. Instruction for students identified as having dyslexia is to include the components of instruction and instructional approaches as indicated in The Dyslexia Handbook-2018: Procedures Concerning Dyslexia and Related Disorders, TEA, 2018. (Dyslexia intervention program services are offered in a small group setting (less than 10) that includes reading, writing, and spelling as appropriate to the needs of the class setting that includes reading, writing, and spelling as appropriate to the needs of the student for 45- 60 minutes, 4 to 5 times per week by a teacher trained in appropriate programs and strategies for students having dyslexia. Students may also receive accommodations in the general education classroom setting. The provision of dyslexia services in middle and high schools should be included in the planning of courses in the school master schedule. The appropriate course(s) and teacher(s) should be in place and the necessary teacher training provided to meet Texas' dyslexia requirements. Students' dyslexia services occur outside of their core instructional time. It might be delivered during an elective, a designated intervention/extension period or a study lab. Arrangements vary by campus.

The selected dyslexia program (ex. Basic Language Skills (BLS), Reading By Design (RBD), Esperanza) should be delivered with fidelity in order to remain in compliance with the law. Students determined by The ARD/IEP committee to require dyslexia instructional support, are to be served in a remedial setting, utilizing individualized, intensive, multi-sensory methods containing reading, writing and spelling components and supplementing the general education reading and language arts instruction as determined appropriate by the RD Committee. Click on the link for more information Dyslexia and related disorders. On September 3, 2021 The Dyslexia Handbook was updated. [Dyslexia and Related Disorders](#)

Q. Where can parents find access to information concerning transition, such as the name of their transition coach, transition parent meetings and resources?

- A. Parents can use the link below to access information regarding transition services which include the transition coaches' assignments. Click on the link for more information on Transition Resources [Special Education / Transition Resources](#)

Q. A parent stated that the Temporary Distant Learning Plan (TDLP) is simplistic and could be more robust? How do we ensure that the distant learning plan is individualized to meet the needs of each student?

- A. The TDLP is completed in the ARD/IEP Process with the parent as a contributing member. The parents' input is vital to the development of the TDLP. The parent should provide the additional supports that the ARD/IEP committee should consider to individualize the TDLP.

Q. What are the Virtual Supports or accommodations available for parents to access for students during virtual learning? Do we have training that explicitly models for parents how to incorporate accommodations, supplemental and visual schedules at home?

- A. The OSES has provided additional support to parents during the interruption of face-to-face instruction. Click on the link for more information on Virtual Supports or Accommodations to parents [HISD @ H.O.M.E. / Special Education \(houstonisd.org\)](#)



FREQUENTLY ASKED QUESTIONS

Services:

Q. Are Homebound Students offered virtual or at home instructional services?

A. Virtual and Face to Face instruction is currently being provided for students receiving homebound services.

Q. Please share the roles and responsibilities of each type of Speech Therapist?

A. Some members of the Speech Services team only conduct evaluations, while others provide direct in-person therapy or teletherapy. Speech Therapists are moved among campuses based on caseloads and student needs. It is the goal of the Speech Services team to provide consistency when possible. Should parents have concerns, they may reach out to the Speech Therapist or contact the Director of Compliance, Instruction, & Services.

Q. The tool or platform that is being used for Speech Services is delayed and difficult to function. How can we better support parents in this platform?

A. If there are connectivity issues with the platform, please reach out to the Speech Therapist or the Director of Compliance, Instruction & Services. Additionally, both training and individualized support can be provided to Parents, Teachers and Students.

Q. How will the district support services during COVID-19 (Virtual and Face-to-Face)?

A. The district will continue to provide services to students with disabilities in accordance to their IEPs. For students who are remaining virtual, the ARD committee should have convened to discuss a Temporary Distance Learning Plan to specifically address how services will be provided. For students who are face-to-face, the IEP should be implemented as written. The district has continued to provide technology devices to ensure instructional continuity for students with disabilities.

Q. Does the district have SLL bilingual classes for 1st graders whose native language is Spanish? If not, what supports are offered?

A. The district currently does not have any bilingual Skills for Learning and Living (SLL) classes for students whose native language is Spanish. A Language Proficiency Assessment Committee (LPAC) member should be involved in the ARD/IEP process for all students with disabilities that are also English learners. The ARD/IEP committee should discuss what strategies need to be included in the IEP to address and support language acquisition. The committee should also discuss how/when the Texas English Language Proficiency Assessment (TELPAS) will be administered to the student. Consideration can be given to assigning the student to a class that has either a Bilingual Teacher or Teacher Assistant.

Behavior FAQ'S

Q. My child has severe aggressive behavior, and he/she needs to attend a private setting, who should I talk to?

A. If your child has severe aggressive behaviors, HISD has services available. Contact your Campus Special Education Department Chairperson or program specialist to request an ARD/IEP meeting to discuss the continuum of alternative placements available to meet your child's needs.

Q. My child has a behavior plan that has not been implemented, who can assist me?

A. If your child has a behavior plan that has not been implemented, please contact your Campus Special Education Department Chairperson or your Campus Program Specialist for assistance. If you still have further concerns please contact Dr. Latricia Borner, Manager, Behavior and Autism Services.



LEADERSHIP AND SUPPORT PERSONNEL				as of 1/10/22
CONTACT NAME	TITLE	EMAIL	NUMBER	SPECIAL EDUCATION AREA
Dr. S. Lachlin Verrett	Executive Director	sverrett@houstonisd.org	713-556-7025	Office of Special Education Services
Berti Brown	Director	bertha.brown@houstonisd.org	713-556-7025	Special Education Services, Instruction & Transition
Ardalia Idlebird	Director	aidlebir@houstonisd.org	713-556-7025	Accountability, Budget & Dispute Resolution
Mary Kay Kinnett	Director	mkinnett@houstonisd.org	713-556-8000	Evaluation Services, Speech Language Pathologists & Child Find (Identification)
Nicole Ayen-Metoyer	Director	nayen@houstonisd.org	713-556-8000	Private/NonPublic/External Charters and Transition
Dr. Charlotte Fontenot	Senior Manager	charlotte.fontenot@houstonisd.org	713-556-8000	Autism & Behavior Services
Shaquana Smith	Manager	shaquana.smith@houstonisd.org	713-556-7025	ARD/IEP Accountability & Compliance
Travettae Sowell	Manager	tsowell1@houstonisd.org	713-556-7025	Compliance and Quality Assurance
Winston Chambers	Manager	wchamber@houstonisd.org	713-556-8000	HCC Life Skills & 18+ Transition Programs
Linda Kelly	Manager	lkelly3@houstonisd.org	713-556-8000	Deaf/Hard of Hearing & Visual Impairment Services
Tyronne Singleton	Manager	tyronne.singleton@houstonisd.org	713-556-8000	Autism & Behavior Support Services
Anthony Jones	Manager	anthony.jones@houstonisd.org	713-556-8000	Intensive Intervention Services
Andrea Moore Bailey	Professional Training Specialist	andrea.moorebailey@houstonisd.org	713-556-8000	Special Education Professional Development & Parent Training
LaShondra Jackson	Senior Manager	ljacks34@houstonisd.org	713-556-8000	Instructional Continuity
Shawna Punch	Senior Manager	spunch@houstonisd.org	713-556-7025	Instructional Services & Programs
Ester Osho	Senior Manager	eosho@houstonisd.org	713-556-8000	Psychological & Evaluation Services
Keeva Price	Senior Manager	kprice2@houstonisd.org	713-556-8000	Speech & Language
Tracey Schneck	Senior Manager	Tracey.Schneck@houstonisd.org	713-556-8000	Speech & Language
Yvette Best	Senior Manager	ybest@houstonisd.org	713-556-8000	Achieve 180 Schools
Freda Smith	Senior Manager	freda.smith@houstonisd.org	713-556-8000	Elementary School Office 1
Nicole Savory	Senior Manager	nsavory@houstonisd.org	713-556-8000	Elementary School Office 2
Deitra Ford-Robinson	Senior Manager	dfordrob@houstonisd.org	713-556-8000	Elementary School Office 3
Jamal Taylor	Senior Manager	jamal.taylor@houstonisd.org	713-556-8000	Middle School Office
Ryan Wheeler	Senior Manager	ryan.wheeler@houstonisd.org	713-556-8000	High School Office
Candice Lewis	Senior Manager	clewis@houstonisd.org	713-556-8000	External Charters
Jessica Favier	Senior Manager	Jessica.favier@houstonisd.org	713-556-8000	Deaf/Hard of Hearing & Visual Impairment Services and RDSPD



ARD and Compliance FAQ'S

Q. Since state assessments measure academic skills, how will we know if our child is making progress in developmental and functional skills?

A. Developmental and functional goals should be monitored weekly and reported as determined by the Admissions, Review and Dismissal/Individualized Education Program (ARD/IEP) Committee or the same reporting period as their non-disabled peers.

Q. I was not given a copy of my Procedural Safeguards. Who should I contact to request a copy of the document?

A. If you did not receive a copy of the Procedural Safeguards, you may contact the campus Special Education Department Chairperson. Click on the link for more information on Procedural Safeguards [Parent's Guide to the Admission, Review, and Dismissal Process \(texas.gov\)](#)

Q. What are my options if I cannot attend my child's scheduled ARD meeting?

A. If you are unable to attend the scheduled ARD meeting you have an option to reschedule for a more convenient time, participate via telephone/Microsoft Teams, or provide permission for the ARD/IEP committee to proceed in your absence.

Q. I need to request the Special Education records for my child, how does this process work?

You may contact your child's campus Special Education Department Chairperson to request Special Education Records. You may also contact the Office of Special Education Services for student records at 713-556-7025. A request can be submitted to SpedRecordsRequest@houstonisd.org . Student records will be provided within five school days of the request.

Q. How do I know if my child's IEP has been Amended?

A. If an IEP Amendment- Special Education Emergency Contingency Plan was completed and the parent agreed, it can be found in the 'Documents' section of EasyIEP for each student. It is attached to the corresponding ARD/IEP. The campus will convene an ARD/IEP committee meeting if an amendment to the IEP is required.

Q. In EasyIEP can you apply the parent response if the parent agrees at the end of the ARD meeting?

A. Yes, the parent's response can be applied if they waive the required five school day waiting period for the prior written notice.

Q. Has the transfer process improved since the TEA report? If so, how?

A. Yes. HISD has developed process maps for campuses to follow when students present themselves for enrollment and/or when they transfer from out-of-district

Q. The Office of Special Education has received millions of dollars for the 2020-2021 school year, what are the plans for this additional funding?

A. Some of the additional funding was used for contracted evaluation services including speech therapists. Additionally, additional funding was also used to fund the HIPAA compliant platform, and AmplioSpeech for the delivery of teletherapy.



TEXAS EDUCATION AGENCY – REGION INFORMATION

Houston Independent School District (HISD) - Region 4

Who Do You Contact for Assistance in Your Region?

The list provides the contact information for the Texas Parent Training & Information (PTI) center staff assisting parents and professionals in each region as well as the Parent Engagement contact for the ESC. In Texas, Partners Resource Network, a non-profit agency, operates the statewide network of PTIs. PTIs are funded by the US Department of Education, Office of Special Education Programs. For assistance finding your ESC region, please call SPEDTex, 1.855.773.3839, or visit [Special Education Information Center \(SPEDTex\)](https://www.spedtex.org/)



REGION 4
Ana Esparza
Partners Resource
Network 832.720.2152
Nicole Price
Region 4 ESC
713.744.6809

<https://www.esc4.net/>

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USEFUL LINKS & RESOURCES

 <p>Accommodation Central Resources</p> <p>Accommodations Central Resource</p> <p>Accommodations Central Learning Library</p>	<p>AT OT PT Video Resources</p> <p>AT OT PT Team Video Resources</p>
 <p>Texas Education Agency</p> <p>https://tea.texas.gov/academics/special-student-populations/special-education</p>	 <p>U.S. Department of Education</p> <p>U.S. Department of Education - Laws & Guidance</p>
 <p>Region IV Education Service Center</p> <p>www.esc4.net/specialeducation</p>	 <p>Texas Workforce Solutions</p> <p>www.twc.state.tx.us</p>
 <p>The Arc of Greater Houston</p> <p>www.aogh.org</p>	 <p>The Arc of Houston Familias Hispanas del ARC (Spanish Support Group)</p> <p>www.aogh.org</p>
 <p>Disability Rights</p> <p>www.disabilityrightstx.org</p>	 <p>Learning Disabilities Association (TX)</p> <p>www.ldatx.org</p>
 <p>Special Kids, Inc.</p> <p>www.specialkidsinc.com</p>	 <p>Texas Project First</p> <p>www.texasprojectfirst.org</p>



TELL US WHAT YOU THINK!
HOW CAN WE IMPROVE THIS GUIDE FOR PARENTS AND CAREGIVERS?

If you have recommendations regarding information that should be included in the Parent & Caregiver Guide to Special Education Services, please contact:

Parent Liaison's Office: spedsupportingparents@houstonisd.org



“Coming together is a beginning; Keeping together is progress; Working together is success.”

~Henry Ford~